LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno County Superintendent of Schools
CDS Code: 10 10108 0000000
School Year: 2022-23
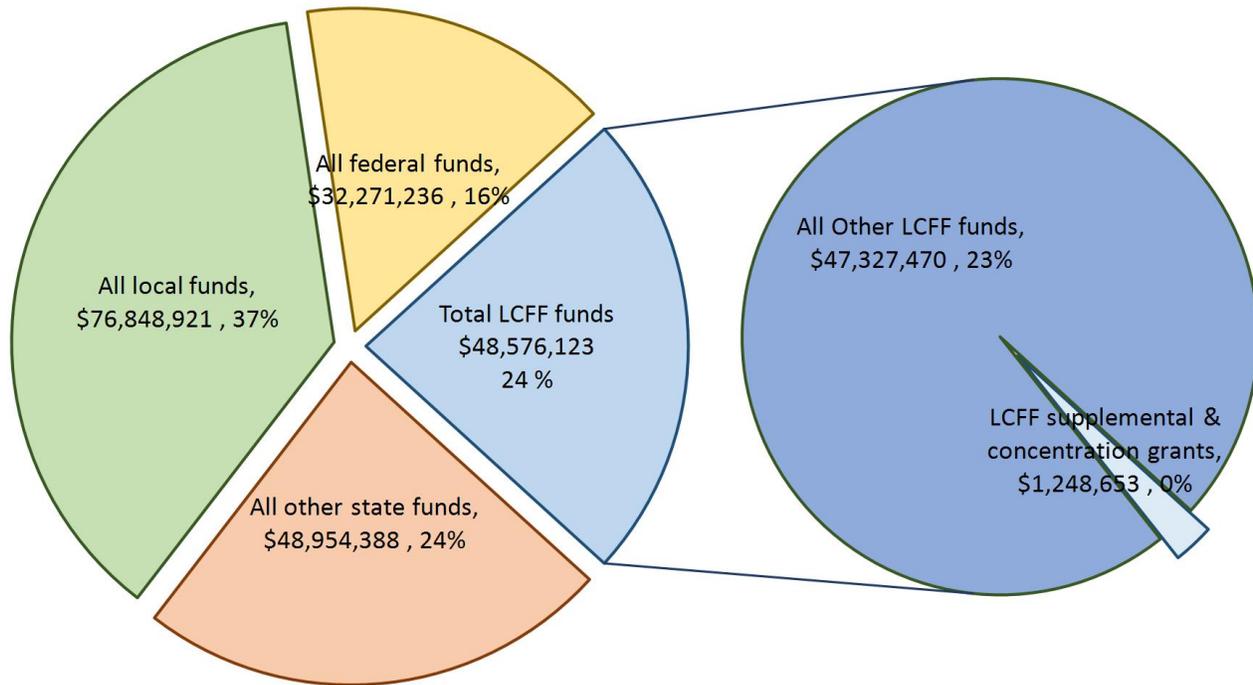LEA contact information:
Jim Yovino
Superintendent of Schools

Phone: (559) 265-4045

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $32,271,236 , 16%
All local funds, $76,848,921 , 37%
Total LCFF funds $48,576,123 24 %
All other state funds, $48,954,388 , 24%
All Other LCFF funds, $47,327,470 , 23%
LCFF supplemental & concentration grants, $1,248,653 , 0%

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 $206,650,668, of which $48,576,123 is Local Control Funding Formula (LCFF),

$48,954,388 is other state funds, $76,848,921 is local funds, and $32,271,236 is federal funds. Of the $48,576,123 in LCFF Funds, $1,248,653 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
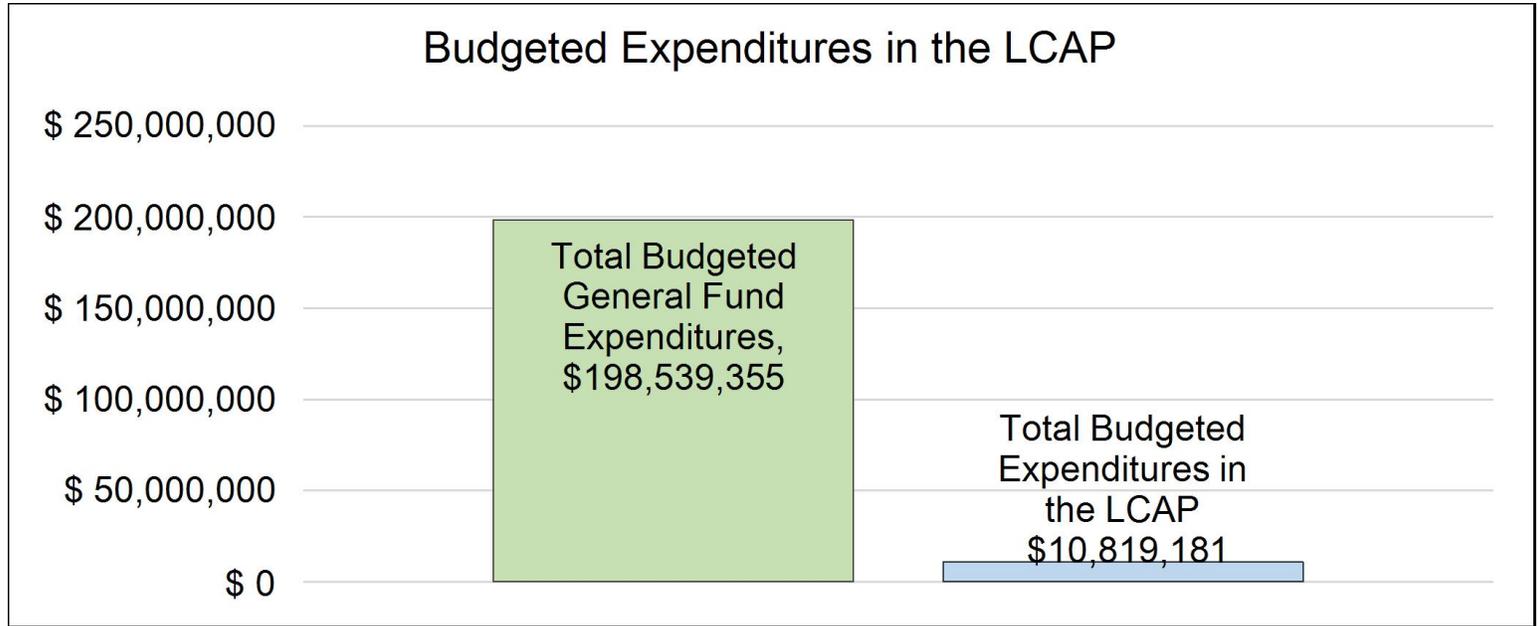
This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fresno County Superintendent of Schools plans to spend $198,539,355 for the 2022-23 school year. Of that amount, $10,819,181 is tied to actions/services in the LCAP and $187,720,174 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
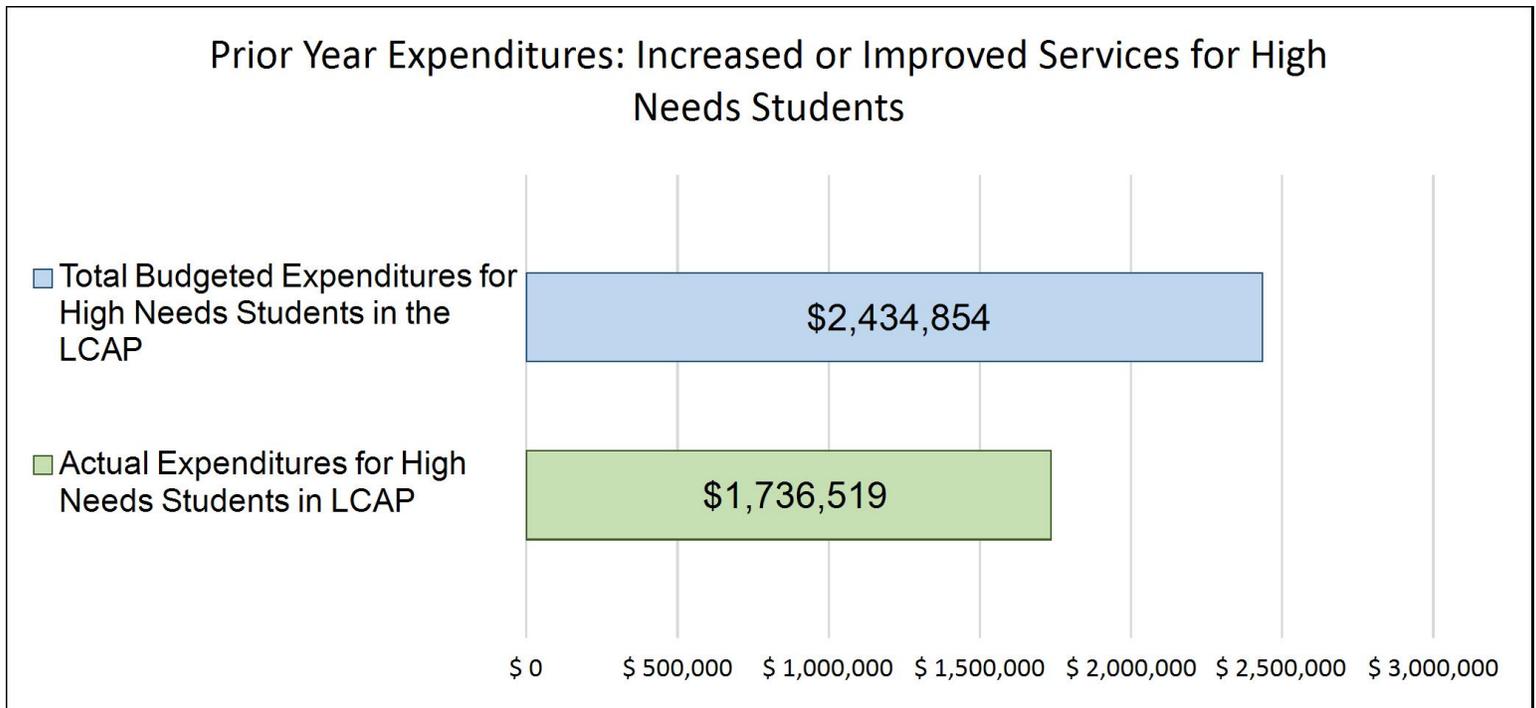
The total budget for Fresno County Superintendent of Schools is $198,539,355. Of that amount $187,720,174 are not included in this LCAP because they are funds generated by fee for service programs or by other specific programs, or funds, allocated by state and federal governments directed to provide 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 the 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 2022-23 School Year

In 2022-23, Fresno County Superintendent of Schools is projecting it will receive $1,248,653 based on the enrollment of foster youth, English learner, and low-income students. Fresno County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno County Superintendent of Schools plans to spend $2,566,506.00 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 2021-22

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,434,854
- ☐ Actual Expenditures for High Needs Students in LCAP — $1,736,519

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 2021-22, Fresno County Superintendent of Schools's LCAP budgeted $2,434,854 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent $1,736,519 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-698,335 had the following impact on Fresno County Superintendent of Schools's ability to increase or improve services for high needs students:

To ensure an adequate level of services are provided to our students, FCSS utilizes additional county operations LCFF funds to augment Court/Community School operations. Even though FCSS spent below our total estimated expenditures for contributing actions, the LEA still exceeded the LCFF supplemental and/or concentration grant revenue of $1,248,653 by an additional $487,866.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno County Superintendent of Schools	Jim A. Yovino Superintendent of Schools	Email: jyovino@fcoe.org Phone: (559) 265-4045

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Fresno County Superintendent of Schools (FCSS) has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Fresno County Superintendent of Schools does not receive a concentration grant and any additional funds received through the Budget Act of 2021 would not typically be included within the FCSS LCAP. Fresno County Superintendent of Schools will continue to engage community partners regarding the 5.07% "Super-COLA" for the LCFF dollars received during the 2021-2022 school year during the LCAP educational partners engagement opportunities in the Spring of 2022.

Previous engagement opportunities include:
2021-2022 Local Control and Accountability Plan: https://www.fcoe.org/sites/fcoe.org/files/Fresno_County_Superintendent_of_Schools_2021-2022_LCAP_v2.pdf (pg. 70-73)

Upcoming engagement opportunities for these funds include:
Feedback sessions will be held in the Spring of 2022 for teachers, principals, administrators, SELPA, other school personnel, local bargaining units of the LEA, parents, and students. Sessions will include a review of LCFF and the purpose of the LCAP, in addition to a discussion of program demographics and data in support of the goals and action items. An emphasis will be placed on the impact COVID-19 had on the LEA, including student opportunity loss. Educational partners will have the opportunity to analyze the data and effectiveness of the current LCAP's goals and action items and provide input regarding the 2022-2023 LCAP goals and actions. Translators will be present to facilitate engagement, discussion, and feedback on the part of all students and educational partners. Additionally, community members, partners in the Foster Youth care system, and representatives of Fresno County districts will have the opportunity to provide input regarding the FCSS LCAP specifically focusing on State Priority 10 and the needs of Foster Youth.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

FCSS does not receive a concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

FCSS has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as FCSS sought the input and feedback of its educational partners from the onset of the pandemic and continued through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery from the COVID-19 Pandemic including state and federal funds:
Learning Continuity and Attendance Plan: https://www.fcoe.org/sites/fcoe.org/files/2021-12/2020_Learning_Continuity_and_Attendance_Plan_Fresno_County_Office_of_Education_20201110.pdf (p. 2-3)
Expanded Learning Opportunities Grant Plan: https://www.fcoe.org/sites/fcoe.org/files/2021-12/2021_Expanded_Learning_Opportunities_Grant_Plan_Fresno_County_Superintendent_of_Schools_20210604.pdf (p. 2)
Local Control and Accountability Plan: https://www.fcoe.org/sites/fcoe.org/files/Fresno_County_Superintendent_of_Schools_2021-2022_LCAP_v2.pdf (pg. 70-73)
ESSER III Expenditure Plan: https://www.fcoe.org/sites/fcoe.org/files/2021-10/2021_ESSER_III_Expenditure_Plan_Fresno_County_Superintendent_of_Schools_20211001_02.pdf (pg. 2-5)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and Safety of Students, Educators, and Other Staff

Successes: FCSS has developed both county-wide and site-specific Safe Return to In-Person Instruction & Continuity of Services Plans in order to provide safe instruction for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional models to ensure that we are being responsive to the safety-related needs of our students, educators, staff, family, and community. Guidance is located in the COVID-19 Safety Plan Toolkit and outlines campus and classroom modifications that may be necessary at each stage of reopening. The guidance is in alignment with state and local guidelines communicated by Dr. Vohra, Interim Health Officer for Fresno County Department of Public Health, and includes a combination of mitigation strategies that will guard us against COVID-19. Proven mitigation strategies include; social distancing, wearing a facial covering, good respiratory etiquette, hand hygiene, and frequent cleaning and disinfecting of surfaces.

Challenges: The unprecedented nature of the pandemic has caused our organization to rapidly develop new health and safety processes and procedures with the goal of protecting staff, students, parents, and members of the public. Our team members are constantly in contact with local health officials and continue to monitor changes in federal, state, and local guidance. Our teachers have been significantly impacted, having to implement and monitor mitigation strategies within their classrooms in addition to facilitating student learning. While they continue to rise to the challenge, the strain inflicted by the pandemic has not gone unnoticed. At this point in time, we must rely on mitigation strategies to decrease the spread of COVID-19. Together, we can contribute to the wellness of our schools and community as a whole and protect the most fragile and high-risk individuals around us.

Continuity of Services

Successes: FCSS has developed both county-wide and site-specific Safe Return to In-Person Instruction & Continuity of Services Plan in order to provide safe instruction for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional models to ensure that we are being responsive to the safety-related needs of our students, educators, staff, family, and community. Student engagement and participation are essential to student success in a traditional in-person school setting, as well as Independent Study. Tiered re-engagement strategies have been developed to help teachers and related service providers reach out to students and their families, custodial agencies, and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement. For students subject to COVID-19 quarantines, isolations, and school closures, FCSS will maintain continuity of instruction and services to support the student's educational program while unable to attend school in person through independent study programs, as appropriate. Site staff will contact the student's parent/guardian regarding continuity of services as described in the program/site-specific plans.

Challenges: Our communities and families have experienced physical, emotional, health, and financial strains due to the COVID-19 pandemic. What has been highlighted during this pandemic is the importance of paying attention to the social-emotional well-being of our students, families, and staff. FCSS continues to keep the emotional well-being of all at the forefront of our decision-making. This is also a time to reflect on systems that may not have worked for every child, as we continue to work to eliminate the barriers to student success that existed before the closure.

Implementation of the ESSER III Expenditure Plan

Successes: In the implementation of the ESSER III Plan, FCSS School included virtual sessions with educational partners and surveys that generated valuable perspectives and information from students, parents, administrators, community partners, and staff respondents. There were specific efforts taken to ensure important constituencies were heard representing students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, and other at-promise student groups. FCSS continues to ensure that voices are heard from educational partners throughout the implementation of the ESSER III Plan. Our educational partners overwhelmingly supported efforts to address the impacts of lost instructional time and to create healthy learning spaces for students. Specifically, educational partners identified the need to provide social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. FCSS will provide professional development for all staff in the areas of academic support and social-emotional learning. FCSS will also support the expansion of broadband internet access for students in Fresno County in order to ensure reliable internet connectivity for learning. FCSS will also allocate funding for the installation of outdoor learning spaces for students, a need overwhelmingly supported by feedback from our educational partners.

Challenges: The ESSER III Expenditure Plan was brought to the board in October and FCSS has moved forward with the implementation of all of the actions outlined within the plan. FCSS continues to work through the necessary process to ensure planned capital expenditure projects are completed in a timely manner. FCSS has until September 30, 2024, to obligate the funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Throughout the 2020-2021 and 2021-2022 school years FCSS has collected input and data from various educational partners in order to determine needs and plan a comprehensive system of support for our students. FCSS conducted a needs assessment to determine the best use of funds received as a result of the 2021 Budget Act and Federal COVID Relief Funds to build upon the FCSS's base program and increased and improved services identified in the Local Control Accountability Plan (LCAP). During the development process, FCSS worked to align all plans written to provide additional opportunities to address opportunity loss and increase academic support and intervention with the 2021-22 LCAP, including the Safe-Return to In-Person and Continuity of Services Plan and ESSER III Expenditure Plan.

Safe Return to In-Person Instruction and Continuity of Services Plan:
FCSS used its financial resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan. FCSS is committed to maintaining a safe environment that continues to reflect guidance from federal, state, and local public health officials to mitigate the spread of COVID-19. FCSS will accomplish this through the support, replacement, and update of HVAC systems, reducing the number of virus particles in the air, and helping to ensure our students are working in a safe and healthy environment. FCSS will replace

numerous communal water fountains and jug dispensers in all district-wide schools with refillable water stations. The no-touch stations eliminate the risk of communal surface cross-contamination of COVID-19. FCSS continues to work collaboratively to ensure continuity of services through the implementation of the Independent Study legislation in AB 130 and SB 167. FCSS is committed to ensuring that all students regardless of their quarantine and health status receive high-quality instruction at equal quality to that received during in-person instruction. FCSS continues to offer training for teachers and additional supplemental curriculum to make sure teachers have the resources needed to provide students with a high level of access to learning during the COVID-19 Pandemic. The implementation of these actions is specifically aligned to the LCAP and expands the professional development, instructional resources, and technology resources needed to help students achieve learning goals in light of the ongoing negative impacts of the pandemic.

ESSER III Expenditure Plan:
FCSS used its financial resources to implement the requirements of the ESSER III Expenditure Plan. Planned activities include improving ventilation, configurations, and infrastructure necessary to implement COVID-19 prevention strategies that can reduce the number of virus particles in the air. FCSS is also committed to the social and emotional learning and wellness of each student. Therefore spaces for students to self-regulate and cool down will be established in classrooms to help students cope with and manage their emotions, a need identified by all educational partner groups. While students navigate changes to the regular school year resulting from the pandemic, these spaces will be designed based on best practices and research to ensure students can learn to regulate their emotions and can resume their normal activity when ready. Another important task is confronting inequities in education both in the general education program and in CTE specifically, particularly those that have been exacerbated by the loss of instructional time in CTE courses during the pandemic. FCSS will provide professional development in the areas of social-emotional learning, equity, and implicit bias in order to create learning environments that are based on educational best practices and support a cultural sensitivity and culturally responsive pedagogy as students transition back to in-person learning. Broadband brings the opportunity for direct access to education for rural students who are otherwise forced to travel long distances for access to engage in remote learning opportunities. FCSS is working to ensure broadband for all. High-speed Internet provides rural residents access to global information, cultural resources, and learning platforms to support skill gaps caused by the COVID-19 pandemic. FCSS will also create outdoor learning centers that provide increased opportunities for teaching and learning by incorporating environmental education and nature-based instruction. COVID-19 has magnified equity concerns and exacerbated challenges faced by students and families experiencing homelessness and children in foster care. FCSS and community partners will work together to ensure that every homeless and foster student gets the targeted support they need based on relevant data and identified individual student needs.

Safe Return to In-Person Instruction and Continuity of Services Plan & ESSER III Expenditure Plan LCAP Alignment:
LCAP Goal 2: Action 2 Professional Development
LCAP Goal 2: Action 4 Technology
LCAP Goal 5: 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 school; coordinate with districts in the identification and mitigation of student opportunity loss during the transition; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met.

Safe Return to In-Person Instruction and Continuity of Services Plan and The ESSER III Expenditure Plan are aligned to the LCAP as evidenced by the expansion of professional development, instructional resources, targeted intervention, social-emotional supports, technology,

and the safety needs of our students and staff. This alignment ensures access to rigorous instruction and skill development, lost due to the pandemic. The additional funds received in the 2021-2022 school year were used to target and expand upon academic and social-emotional supports to ensure students are making progress towards skill development and recovery. Ongoing monitoring of student data, educational partner feedback, and evaluations are conducted to ensure the actions are addressing the needs of FCSS students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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	Jim Yovino Superintendent of Schools	jyovino@fcoe.org Phone: (559) 265-4045

Plan Summary [2022-23]

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 Jim Yovino, Superintendent of Schools. FCSS's mission is dedicated to ensuring the success of the students of Fresno County through the county's school districts by providing programs, support, oversight and training. FCSS believes all students deserve the best education possible and that their future begins in the classrooms.

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

The Court and Community School programs have achieved full accreditation by the Western Association of Schools and Colleges (WASC) for more than 20 years. The Student Learning Outcomes, in accordance with the school accreditation process and stakeholder 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, responsibility, and encourage peer improvement
3) Students will successfully transition and continue on an educational and/or career path

The Court and Community Schools include two very distinct populations of students:

The Alice M. Worsley Court School provides comprehensive educational services for students who are under the custodial care of the Fresno County Probation Department at the Juvenile Justice Campus. The school is in session year round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts.

The Violet Heintz Education Academy (VHEA) is Fresno County's educational program for expelled and probation/court referred youth. VHEA's approach is a treatment-oriented program among Fresno County Superintendent of School (FCSS), Fresno County Probation, Mental Health, substance abuse programs, and other collaborative partners. The school program provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin, college and/or career.

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

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

As the LEA is an alternative education program, the California Dashboard began to provide data during the 2018-2019 school year; local and DASS dashboard data is reflected in the greatest progress, greatest needs, and performance gaps sections.

Explanation of data metrics not measured:

As mentioned above, the student population of the Court and Community schools is highly transient. Typically, students are enrolled for a few days, weeks, or months; fewer than 19% remain as long as a semester, and only 1% are continuously enrolled for an entire school year. As such, the following metrics are not readily available or accurate:
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 an applicable measure due to students very rarely completing an academic year. The LEA does, however, measure student participation and certification completion rates of CTE courses. The same holds true for students enrolled in A-G and AP courses. The classes are offered to students, but very few remain long enough to complete a full course or participate in the AP exam. The FCSS Court and Community schools do not expel students, which renders the expulsion rate metric inapplicable as well.

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

For the 2021-22 enrollment count of 160 students: 99 were enrolled at Alice M. Worsley, 21 were enrolled at DNA, and 40 were enrolled at VHEA. Enrollment declines due to alternatives to confinement have resulted in reduced revenue for the Court/Community Schools and has led to careful consideration of each action and associated expenditures.

Reflections: Successes

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

Due to COVID-19, state law suspended the reporting of local and state data in the California Dashboard and dashboard data continues to be unavailable.

During analysis of local data, the LEA determined that the suspension rate for 70-day students decreased from 17% to 5%. The suspension rate for all students similarly decreased from 17% to 12%. The chronic absenteeism rate decreased from 30% to 25%, and the high school dropout rate fell from 17.87% to 13% for all students. All eligible students are able to enroll in a CTE class. 90% of expelled low-income students successfully met their terms of expulsion. The percentage of students who reported a positive school climate also increased from 81% to 85%.

The LEA plans to maintain the suspension, high school dropout, positive school climate and chronic absenteeism rate reductions by continuing to contract with probation as noted in Goal 1, action 1, and mentoring services as noted in Goal 1, action 3; offering increased

social/emotional support as noted in Goal 1, action 4; and continuing with PBIS systems and staff development in behavior intervention as noted in Goal 1, action 5.

The LEA plans to continue to provide CTE courses as noted in Goal 1, action 7, and support expelled students through increased social/emotional, academic, and transition support as noted in Goal 5, action 1.

The LEA continues to qualify for Differentiated Assistance in California Dashboard indicator results for the following student groups: English Learners in the areas of Chronic Absenteeism & Suspension; Foster in Chronic Absenteeism, Graduation, College/Career Indicator; Socioeconomically Disadvantaged in Graduation & College/Career Indicator; Hispanic in Chronic Absenteeism, Graduation, College/Career Indicator; and White in Chronic Absenteeism & Suspensions. These indicator results were for the 2019 Dashboard; due to COVID-19, data was not provided for 2020 or 2021. As noted above, the LEA's local data notes an improvement for suspension and high school dropout rates for its 70-day students. During COVID-19, the LEA continued its DA work, as noted in the Identified Need section.

Reflections: Identified Need

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

Due to COVID-19, state law suspended the reporting of local and state data in the California Dashboard and dashboard data continues to be unavailable. The LEA first included data in the DASS alternative California Dashboard in the 2018-2019 school year. FCSS was in the Red category in the areas of graduation rate, chronic absenteeism, and the CCI indicator. FCSS was identified for Differentiated Assistance for the 2018-2019 school year. Additionally, Kern County Superintendent of Schools (KCSOS) is working with FCSS through the Differentiated Assistance process. This is part of the Geographical Lead System through the California Department of Education's (CDE) State System of Support. The other COEs included in our Geographic Lead Area are Los Angeles County Office of Education, Ventura County Office of Education, San Luis Obispo County Office of Education and Santa Barbara County Office of Education. Recognizing its importance, the LEA continued its DA work throughout the COVID-19 pandemic and into the 2022-2023 school year.

During the analysis of local data, the LEA found that the unknown transfer rate for 70-day students, or percentage of students that the LEA was unable to confirm enrollment for after exiting the LEA, increased from 6% to 15%. The sense of safety demonstrated a slight decline. Although these were largely due to challenges presented by the COVID-19 pandemic, and not unique to FCSS, the LEA recognizes the continuous need to address these areas.

Due to the high turnover rate of the student population and challenges during the COVID-19 pandemic, the LEA had experienced difficulty in obtaining numerically significant pre/post assessment results. However, the LEA was able to provide data for the complete school year of 2020-2021. Unfortunately, the percentage of 70-day students demonstrating an increase in Math and ELA in pre/post assessment results declined. In addition, the percentage of 70-day students earning 5.5 credits per month decreased from 78% to 67%.

The LEA plans to maintain the success of the attendance rate and improve upon the incomplete transition rate, by continuing to contract with county probation, as noted in Goal 1, action 1.1; and staff to monitor attendance as noted in Goal 1, action1.6. To address areas of behavior and attendance need, the LEA plans to continue to contract with county probation for supervision and home visitations, as noted in Goal 1, action 1.1; continue to contract with mentoring services as noted in Goal 1, action 1.3; continue to provide psychologists and other staff for counseling and transition support as noted in Goal 1, action 1.4; continue to support PBIS and staff development in behavior intervention as noted in Goal 1, action 1.5; and provide staff to monitor attendance as noted in Goal 1, action 1.6.

To address areas of need in academic achievement and the identification and mitigation of student instructional learning opportunity loss , as demonstrated by prior years' pre- and post-testing results, the LEA plans to continue to provide supplemental classes after school and on Saturday, as seen in Goal 2, action 2.1; continue professional development in instruction and technology integration as noted in Goal 2, action 2.2; provide tutoring as noted in Goal 2, action item 2.3; update instructional technology as noted in Goal 2, action 2.4; and continue local benchmark assessments and data analysis as noted in Goal 2, action 2.5 and 2.7.

LCAP Highlights

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

FCSS Court and Community School students are either under the custodial care of the probation department or foster and group home programs, expelled from the mainstream school districts of Fresno County, or assigned probationary status. The importance of supporting the highly individual emotional and behavioral needs, including the mitigation of gaps in prior instruction and overall opportunity loss, of this highly transitory student population, including low-income, English Learner, Foster Youth and Special Education students, is noted in several LCAP goals. Goal 1 includes mentoring services to supplement the functions of school psychologists; staff implementation of, and continued training in, PBIS and other positive behavior support practices; and compelling Career Technical Education coursework to encourage attendance, in addition to supporting areas of instructional learning opportunity loss . Goal 2 includes the use of school technology to facilitate attendance and engagement. In Goal 4, the LEA's purchase of updated classroom furniture and PPE with social distancing, is intended to create a safe and healthy learning environment to facilitate collaboration, communication, critical thinking and creativity, including during COVID-19. In addition, Goal 5 focuses on the unique needs of the LEA's expelled population at the Violet Heintz Education Academy, and the individualized support that facilitates their meeting terms of expulsion.

The student population often possesses gaps in prior learning, poor past attendance, and reduced academic progress, often exacerbated due to quarantine during the COVID-19 pandemic. All students, including low-income, English Learner, Foster Youth and Special Education students, have individual areas of academic need, parallel to behavioral and emotional needs. This is noted in several goals as well. Goal 2 includes ongoing professional development with FCSS departments, tutoring services, extended learning opportunities, EL intervention and purchases of educational technology. In addition, coaching and professional development in the delivery of instruction and use of technology in the classroom are of key importance. As seen in Goal 4, the hiring of fully-credentialed staff, and purchase of curriculum and related professional development further support this need.

Parent and community engagement and participation, including parents of low-income, English Learner, Foster Youth and Special Education students, as noted in Goal 3, is an important objective for FCSS, especially during COVID-19. This includes engagement in student academic and behavioral success in addition to participation in PTA, SSC and other organizations. Bilingual services and parenting classes provide additional outreach opportunities. In addition, FCSS seeks to empower parents and families through parenting classes, as also noted in Goal 3, that include school decision-making, uses of technology, academic support, and accessing community resources.

In addition to collaboration with the mainstream school districts of Fresno County in order to facilitate the successful reintegration of expelled youth, all services and supports described in the LCAP are available for expelled students, including low-income, English Learner, Foster Youth and Special Education students, as noted in Goal 5.

Goals 6 and 7 promote communication between districts and collaborative agencies that serve the needs of Foster Youth, in addition to providing individualized planning and support to facilitate graduation, access to community and resources for higher learning.

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.

Community School: Violet Heintz Education Academy (VHEA)

Support for Identified Schools

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

The LEA will prioritize funds for Violet Heintz Education Academy community school as VHEA remains eligible for the 2021-2022 Comprehensive Support and Improvement (CSI) grant schoolwide. VHEA's 2021 eligibility of low performing criteria includes data based on the 2019 Dashboard indicators of chronic absenteeism and suspensions. The LEA will continue to provide technical assistance in the development of the CSI Plan, included in the Single Plan for Student Achievement. LEA contracted services to assist the school community in addressing root causes of chronic absenteeism and suspension will include professional learning in curriculum and instruction, including arts integration, instructional technology, and systems leadership to support sustained cycles of inquiry to decrease chronic absenteeism and suspensions. The LEA utilizes an improvement science model and applies practices from the frameworks of the Carnegie and Institute for Healthcare Improvement. The collaboration includes a review of credit acquisition, suspension, attendance and assessment data, from the most recent DASS California Dashboard and locally collected information. During the 2021-2022 school year, monthly collaborative sessions moved to weekly collaboration check-ins with administration and leadership in support of needed growth in order to meet the demands of an Independent Study model, where VHEA completed year two of offering Independent Study. Data was utilized to determine areas of need and potential resources and evidence-based interventions to be utilized. In addition, students, parents, staff, and community partners reviewed the collected data at School Site Council meetings, LCAP engagement meetings, District Advisory Committee meetings, and with a parent

advisory committee. School community feedback indicated the need for enhancing student-staff-parent relationships and the need for the LEA to further support the social/emotional needs of at-promise youth and their families.

As a result of the data review and analysis, which included local attendance, suspension, pre/post assessment, classroom visits, and survey data, root causes behind chronic absenteeism, graduation and suspension rates, were identified. These included a need to increase the implementation of highly engaging instruction and delivery of coaching and support in the areas of trauma-informed practices and Positive Behavior and Intervention- related supports. LEA coaches, administration and staff determined, through the Root Cause Analysis method, determined that professional learning to deliver evidence-based interventions, strategies and activities through work with classroom teachers, trainings and coaching. Mentoring services through a contracted service provider will also continue to be implemented to provide additional support for students and their families in the areas which may contribute to absenteeism and provide resources to support areas of need. The LEA reviewed fiscal allocation information, the availability of full-time teachers per student population and access to electives. Through the review and analysis of data and school systems, no significant resource inequities were identified.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the implementation of the CSI Plan through monthly collaboration meetings with school and LEA-level staff and administration, in addition to data collected and updated by school-level staff on implementation. This includes classroom observations, the types of instruction within the Universal Design for Learning framework being used by school personnel, utilization of educational technology to enhance teaching and learning, and staff, student and parent/community member surveys. The implementation will also be evaluated through feedback obtained during these meetings, the quality of data collected utilizing the Arc of Work method, and the successful initiation of the coaching and mentoring contracts, and purchasing and use of instructional technology via classroom observation data.

The LEA will monitor and evaluate the effectiveness of the CSI Plan through analysis of attendance, suspension, graduation and assessment data. This data will include overall attendance, chronic absenteeism and suspension rates, along with monthly monitoring of current 12th grade students regarding their progress towards completing graduation requirements. This will consist of a regularly scheduled in-person meeting between student and counselor to review, update, and discuss the students' progress towards graduation. Meetings will include relevant information about post-secondary college and career options and resources, as individualized to each student's interest and relative strengths. In addition, progress regarding staff professional learning provided by the Curriculum and Instruction contracted services will be analyzed and adapted as a result of the aforementioned data and teacher/coach survey results. Success of the mentoring services will be further determined through feedback and documentation of students, staff, parents and mentors. The use of instructional technology will be evaluated from classroom observation, staff and student feedback, and student outcomes.

Engaging Educational Partners

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

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

Feedback sessions included a review of LCFF and the purpose of the LCAP, in addition to discussion of program demographics and data in support of the goals and action items, with an emphasis placed on the impact COVID-19 had on the LEA, including student instructional learning opportunity loss . Participants analyzed the data and effectiveness of the current LCAP's goals and action items, and provided input regarding the 2022-2023 LCAP goals and actions. Translators were present to facilitate engagement, discussion and feedback on the part of all student and educational partner groups.

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

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

Parent Advisory Committee (PAC)
When: April 5th and May 2nd, 2022
How: PAC meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions; review of LCAP draft. There was no feedback provided to the Superintendent.

District English Learner Advisory Council (DELAC)
When: April 5th and May 2nd, 2022
How: DELAC meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions; review of LCAP draft. There was no feedback provided to the Superintendent.

Pupils
When: March - April, 2022
How: SSC meetings; student forums
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

Bargaining Units (Certificated and Classified)
When: April 4th, 2022
How: Bargaining Units feedback meeting
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

Teachers (Certificated)
When: February - April, 2022
How: SSC, PTA, parent meetings; staff meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

Other Employees (Classified)
When: February - April, 2022
How: Educational partner engagement meetings; staff meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

Administration, including principals
When: December 2020 - April, 2022
How: In-person and online meetings as appropriate; educational partner engagement meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

Community (PTA, FYS and Homeless, Probation, Group Home, etc.)
When: February - April, 2022
How: Educational partner engagement meetings; SSC, Juvenile Justice Committee, PTA meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2022-2023 LCAP goals and actions

FCSS Special Education Local Plan Area (SELPA)

When: April, 2022
How: Engagement meetings
What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions, particularly for students with exceptional needs; input regarding the 2022-2023 LCAP goals and actions, including those for students with exceptional needs

Public Comment Period: May 2nd through May 12, 2022
Physical copies of the draft LCAP were available at school sites upon request, and posted on the LEA's website. Feedback was available through written form at school sites and by entering comments in a prompt on the LEA's website; comments would be automatically emailed to the Associate Director of LCAP and Compliance.

Public Hearing Date: May 19, 2022

LCAP and Budget Governing Board Adoption Date, and Local Indicators Presented as an Informational Item: June 16, 2022

A summary of the feedback provided by specific educational partners.

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

Parent feedback focused on school safety; transportation; truancy support; CTE and job experience for students; maintaining English and bilingual communication with school and LEA staff and administration; helping expelled students transition to mainstream schools; and the use of technology.

Based on discussions with the PAC panel, the LEA was informed of the need to support English Learners, and maintain communication between school and home.

The DELAC committee stated the importance of additional, individualized intervention support for English Learners.

Student feedback demonstrated the importance of school safety; CTE courses and work experience; individual time with teachers and tutors; support with the use of instructional technology; support with social/emotional needs.

Classified and Certificated Bargaining Unit meeting members included the need for school safety; PBIS support; CTE coursework; continued professional development, and the use of instructional technology.

Input obtained from teachers indicated a continued need for CTE courses; professional development, and technology support; maintaining contact with student families, including those of English Learners; and providing instruction during summer, including additional electives.

School staff, including classified staff, discussed the importance of school safety and student attendance.

Administration meetings, survey results and analysis revealed a focus on the identification and mitigation of student instructional opportunity loss; and importance of professional development for independent study and in-person, including socially-distanced, instruction.

Based on community and collaborative agency engagement, the LEA was informed of the importance of providing mentoring services; of providing truancy support; of maintaining LEA communication with families and educational partner groups; use of student technology; PBIS support; support for English Learners; and opportunities for additional electives and summer school.

The FCSS SELPA noted the importance of maintaining additional support for students with unique needs, particularly to identify and mitigate instructional learning opportunity loss and assist with transition and graduation.

The Foster Youth Services Coordinating Program (FYSCP) conducted a survey on March 7, 2022 specifically focusing on State Priority 6 and 7. The educational partners included the juvenile judge, community partners, Department of Social Services, Juvenile Probation, district foster and homeless liaisons, and special education administrators. The educational partner engagement results are summarized below.
- Provide high school to college transition services (one-on-one college and career planning, assistance with financial aid and college applications, and increased exposure to college), and leadership cohorts (develop leadership skills and self-efficacy). (100%)
- Provide training on the impact of school changes for court personnel and attorneys (95%), and to LEA personnel (100%)
- Provide supplemental academic enrichment and transition support (summer programs) (100%)
- Continue the development of the iPlan mobile application for Android and IOS (92%)
- Collect foster youth students' educational data from Fresno County LEAS electronically and manually (97%)
- Support the communication between Child Welfare, Juvenile Probation, and LEAS and expedite the transfer of education records of foster youth students utilizing a database system (92%)
- FYSCP staff will support Fresno County LEAs in developing education plans for Foster Youth students who graduate from high school (97%)
- FYSCP staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools (97%)

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

From the above-mentioned educational partner input, the resulting responses were compiled and reviewed by the coaching team (teachers on special assignment, FCSS coaches and administration) and the administrative team, and used to impact the LCAP.

Students, parents, community educational partners, CTA/CSEA Bargaining Units, the Special Education department, and staff broadly supported the current goals and action items identified in the current LCAP, and their inclusion, in the 2022-2023 Plan.

Teachers identified a need for school safety, as included in Goal 1, action 2; continued CTE courses, as reflected in Goal 1, action 7; to enhance parental engagement, as noted in Goal 3, actions 1, 2 and 3; continue to provide technology support in the classroom, reflected in Goal 2, actions 2 and 4; and supplemental instruction beyond the base program, as noted in Goal 4, action 3.

Parents placed importance on school safety and the need for transportation, as reflected in Goal 1, action 2; CTE courses for students, as reflected in Goal 1, action 1.7; maintaining opportunities for engagement, reflected in Goal 3, action items 1, 2 and 3; and transition support for expelled students, as referenced in Goal 5, action 1.

Collaborative agency and community members recommended that the LEA continue to provide mentoring services, as included in Goal 1, action 3; PBIS incentives, as noted in Goal 1, action 5; truancy support, as reflected in Goal 1, action 6; social/emotional support for students, working with mentors and staff on behavior goals, reflected in Goal 1, actions 3, 5, 7, and Goal 2, action item 1; support during student transitions, reflected in Goal 1, action 4; use of instructional technology, as noted in Goal 2, action 4 and supplemental instruction beyond the base program, as noted in Goal 4, action 3.

The DELAC and PAC stated the importance of meeting the needs of English Learners, as noted in Goal 2, action item 6; and increasing home/school communication, as included in Goal 3, action 2.

Administration noted the need for the identification and mitigation of student opportunity loss due to COVID, noted in Goal 2, action item 2; and the need for professional development in the areas of independent study, hybrid instruction and, instructional technology as included in Goal 2, actions 2 and 4.

Students mentioned the importance of school safety, as noted in Goal 1, action 2; PBIS and social/emotional support, as included in Goal 1, actions 4 and 5; CTE courses, as noted in Goal 1, action 7; expressed a desire for more tutoring and additional individual support from teachers, as noted in Goal 2, action items 1 and 3; identified the need for support in the use of instructional technology, reflected in Goal 2, action item 4; and for continued PBIS incentives and working with mentors and staff on behavior goals, reflected in Goal 1, actions items 3, 5, 7, and Goal 2, action item 1.

In addition, educational partners continue to support the following Foster Youth student services: provide education liaisons, provide transition services, develop education plans for students in foster care, maintain an education database, and train, link, and provide technical assistance to districts, charter schools, courts, child welfare and juvenile probation. These services are reflected in goals 6 and 7. There were no concerns and all goals were supported by the educational partners.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
Based on analysis of student and parent survey, suspension data, attendance data, and chronic absenteeism data, there is a need to reduce suspensions and increase student attendance, and increased student perception of a positive school climate. Although suspensions decreased during COVID, the LEA will continue to focus on this as a need because of the return to in-person instruction. A broad goal was determined to be appropriate due to the high turnover rate of the student population and the social/emotional needs endemic to an alternative, Court and Community School setting. School attendance and engagement is necessary to foster social/emotional growth and academic achievement, and the goal's actions will contribute to these outcomes because probation and truancy support will encourage attendance through work with students and families, and transportation services will allow for travel to and from school. In addition, mentoring, social/emotional and PBIS support will facilitate behavior choices that lead to increased attendance, while compelling CTE coursework will further drive consistent attendance and course completion. The collected data, including suspension, chronic absenteeism, transfer rates and school climate perception, in addition to parent, staff, and educational partner feedback, will track progress.

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			All Students: 15% Low Income Students: 15% Foster Students:9% EL Students: 9% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Local Data - Student Information System (AERIES)			Source: Local Data - Student Information System (AERIES) *Desired Outcomes Updated to include student groups and updated desired outcomes
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: Below 15% Low Income Students: Below 15% Foster Students: Below 2% EL Students: Below 2% Data Year: 2022-2023 Source: CALPADS Report 14.2 *Desired Outcomes Updated to include student groups and updated desired outcomes
Unknown transfer rate of 70-day students	6% Data Year: 2019-2020	All Students:15% Low Income Students:15% Foster Students: 0%			All Students: Below 15% Low Income Students: Below 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Local Data - Student Information System (AERIES)	EL Students: 3.5% Data Year: 2020-2021 Source: Local Data - Student Information System (AERIES)			Foster Students: Below 1% EL Students: Below 3.5% Data Year: 2022-2023 Source: Local Data - System Information System (AERIES) *Desired Outcomes Updated to include student groups and updated desired outcomes
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: 88% Data Year: 2022-2023 Source: Local Student Survey *Desired Outcomes updated to include amended data
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%			All Students: Above 95% Low Income Students: Above 95% Foster Students: Above 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-2022 Source: P-2			EL Students: Above 98% Data Year: 2023-24 Data Source: P-2 *Desired Outcomes Updated to include student groups
Suspension Rate	19.85% Data Year: 2019-20 Data Source: Dataquest *Baseline amended to correct data	1.15% Data Year: 2020-2021 Source: Dataquest			Students: Below 12% Data Year: 2022-2023 Data Source: DataQuest *Desired Outcomes updated to include amended data
Chronic Absenteeism Rate *Metric title adjusted to clarify data that is being measured	30% Data Year: 2019-2020 Data Source: CALPADS Report 14.2	All Students:25% Low Income Students:25% Foster Students:10% EL Students:17% Data Year: 2020-2021 Source: CALPADS Report 14.2			All Students: Below 28% Low Income Students: Below 28% Foster Students: Below 12% EL Students: Below 12% Data Year: 2022-2023 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CALPADS Report 14.2 *Desired Outcomes Updated to include student groups and amended data
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: Below 17% Low Income Students: Below 17% Foster Students: Below 3% EL Students: Below 3% Data Year: 2021-2022 Data Source: Local Data - Student Information System (AERIES) *Desired Outcomes Updated to include student groups, amended data source, and revised desired outcomes
Rates of a Sense of School Connectedness	Students 82% Parents: 74% Teachers: 87%	Students: 83% Parents**: 100% Teachers: 95%			Students: Above 85% Parents: Above 85% Teachers: Above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*Metric title adjusted to clarify data that is being measured	Data Year: 2019-2020 Data Source: Local Survey	Data Year: 2020-2021 Data Source: Local Survey **includes community members			Data Year: 2022-2023 Data Source: Local Survey *Desired outcomes amended to correct data
Rates of a Sense of Safety *Metric title adjusted to clarify data that is being measured	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: Above 90% Parents: Above 90% Teachers: Above 95% Data Year: 2023-24 Data Source: Local Survey *Desired outcomes amended to correct data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Probation Support	A review and analysis of the metrics above reveal the need to decrease suspension and chronic absenteeism rates of all 70-day low-income students. FCSS identifies that one of the drivers needed to address this is the need for students to feel a sense of agency or	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connectedness to education as an institution. In order to support students' sense of connectedness to school, we will provide staff who can build meaningful relationships that help students become the best version of themselves. The LEA will contract with county probation staff to provide home visitation, counseling, and supervision to support our low-income students. Student access to contact with probation supports, in addition to home communication and collaboration, will facilitate positive student choices that promote a sense of school connectedness. Staff will focus on engaging in Restorative Practices, and support increased positive interactions with adults on campus. Probation staff will support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of 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. We expect this action to continue to reduce suspension and chronic absenteeism rates for all 70-day low-income students.		
1.2	Safety and Transportation	A review and analysis of the metrics above, and educational partner feedback from students, parents, and teachers, reveal the need to decrease the chronic absenteeism rates of all 70-day low-income students and address the low sense of school safety of the low-income student population. The LEA will provide security to improve campus safety and will provide tokens for public bus transportation to and from school. According to LEA experience and educational partner feedback, low-income students often lack family transportation or funds to access public transportation. Access to safe, reliable transportation will promote increased attendance. In addition, LEA experience indicates that, when security staff is present and utilizes Restorative Practices to further facilitate safety, security, and engagement, low-income students report experiencing a welcoming atmosphere that promotes increased attendance due to a lack of perceived safety concerns that would otherwise cause them to remain away from the campus. The security staff communicates with	$146,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administration, teachers, office staff, and collaborative agencies to identify students in greatest need of support, or otherwise expressing concerns about safety. The security staff is present on campus during school hours and provides services in classrooms, common areas, and recreation spaces. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from transportation to and from school, and an enhanced sense of safety and engagement, this action is provided on a school-wide basis. We expect this action to reduce the chronic absenteeism rates for all 70-day low-income students, and increase the sense of school safety for all low-income students.		
1.3	Mentoring and Transition	A review and analysis of the metrics above, and feedback from collaborative agencies, reveal the need to decrease the chronic absenteeism rates of all and 70-day low-income students and increase the sense of school connectedness for all low-income students. Collaborative agencies indicate that low-income students have unique and individualized stresses and lack of access to academic and career information and resources, that were exacerbated by the COVID-19 pandemic. To address these needs, the LEA will provide individually tailored mentoring services. These services will facilitate collaboration among all agencies working with low-income students, and include increased substance abuse prevention and intervention counseling, one-on-one and small group attendance education, career preparedness, social-emotional support and transition support. It is the LEA's experience that low-income students will build better relationships with teachers and peers, learn new skills to replace at-risk behaviors, and be connected to local resources and school supports that promote a positive school climate. 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. We expect this action to continue to reduce chronic absenteeism rates for all and 70-day low-income students and increase the sense of school connectedness for all low-income students.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Social/Emotional Support	A review and analysis of the metrics above reveal the need to decrease the chronic absenteeism rates of all and 70-day low-income students and increase the sense of school connectedness for all low-income students. According to LEA experience and student feedback, low-income students possess unique social/emotional needs that were exacerbated by the pandemic, including illness, quarantine and social-distancing, and reduced access to services. Individualized social/emotional supports facilitate addressing each student's unique social/emotional needs and would support increased attendance and feelings of connectedness to school. The LEA will continue to employ school psychologists, nursing, and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they work to improve attendance, exit school programs and transition to other educational programs. The LEA's experience shows that the majority of students demonstrating a low sense of school connectedness and chronic absenteeism are in need of additional focused and individualized social/emotional, health and academic support. These supplemental staff will facilitate additional collaboration among staff who work with low-income students, increased access to support by psychological, transition and health staff 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 identification of community resources during individual and small group meetings, and communication at school and via Zoom. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from emotional support and an increased sense of connection to the school, this action is provided on an LEA-wide basis. We expect this action to continue to reduce chronic absenteeism rates for all and 70-day low-income students and increase the sense of school connectedness for all low-income students.	$516,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	PBIS Support	A review and analysis of the metrics above reveal the need to decrease the suspension and chronic absenteeism rates of all and 70-day low-income students. Educational partner feedback from collaborative agencies indicates that helping students to focus on constructive behaviors and providing positive incentives as reinforcement, students are more likely to act appropriately when faced with challenges and are more likely to remain in the classroom. To address this, the LEA will supplemental staff and supplies to provide social-emotional supports, Trauma-Informed Care, and staff trained in their use, through Positive Behavioral Intervention and Support (PBIS) practices designed to empower students to identify positive behaviors and responses to challenges. These services are provided during and after school, in the classrooms as well as in small groups and individual sessions. With positive behavior care and support, students are better able to process/navigate adverse experiences, are more likely to feel safe and connected in their environment, and are more likely to ask for help with academic or social-emotional needs. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from social-emotional support and trauma-informed care, this action is provided on an LEA-wide basis. We expect this action to continue to reduce chronic absenteeism and suspension rates for all and 70-day low-income students.	$234,495.00	Yes
1.6	Truancy Support	A review and analysis of the metrics above, and educational partner feedback from parents and collaborative agencies, reveal the need to decrease the unknown transfer rates for 70-day low income students, and chronic absenteeism rates of all and 70-day low-income students. LEA experience, parent and Juvenile Justice Commission educational partner feedback support dedicating supplemental staff to increase monitoring of student attendance. The LEA will continue to provide supplemental staff who provide additional monitoring transition progress and attendance. The LEA will also continue to contract with FCSS Truancy Intervention Program (TIP) to support truancy and	$71,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance.This will allow the LEA to take a proactive approach, allowing staff to engage with students and families as soon as an issue is identified and create a plan to support students' regular school attendance. The TIP program includes collaboration with school staff to identify students and families of greatest need, and individualized home visits designed to identify and provide referrals to community resources for students and family members. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from attendance and transition support, this action is provided on an LEA-wide basis. We expect this action to reduce the unknown transfer rates of 70-day low-income students and chronic absenteeism rates for all and 70-day low-income students.		
1.7	CTE Support	An analysis of the metrics above notes the need to increase the attendance rate for all low-income, English Learner and foster youth student groups. Student, teacher, and parent educational partners also consistently share the importance they place upon CTE coursework, job training and career preparedness. In the LEA's experience, and through parent and student educational partner feedback, CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. The LEA will continue to provide CTE/ROP courses, work experience opportunities, learning expeditions, and guest speakers from community agencies to promote student engagement and attendance in occupational learning. In the LEA's experience, and through parent and student educational partner feedback, CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. The LEA has also found that CTE courses increase school connectedness, reduce behavioral problems and promote positive attendance. CTE/ROP courses offer practical real-world applications of knowledge and work experience, and opportunities that are less available to low-income and foster youth students, making course content highly relevant. Participating students are also able to explore possible careers and gain actual work experience that could assist them in future job	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		placement. This action is designed to meet the needs most associated with the identified student groups. However, because we expect that all students will benefit from CTE courses, this action is provided on an LEA-wide basis. We expect this action to increase the attendance rates for all low-income, English Learner and foster youth students.		

Goal Analysis [2021-22]

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

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

The actions outlined in Goal One supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate.

Action 1: The Probation Support action was implemented as planned, with some adjustments as explained in the below prompts. Action 1 supported the overall implementation of the goal by providing the contract with probation, which improved attendance through home visitations and student engagement through restorative practices.

Action 2: The Safety and Transportation action was implemented as planned with some adjustments as explained in the below prompts. Action 2 supported the overall implementation of the goal by providing security staff and transportation for students, which addressed attendance by funding bus costs and supported school safety by reducing unsafe activities on campus.

Action 3: The Mentoring and Transition action was implemented as planned. Action 3 supported the overall implementation of the goal by providing individualized mentoring services, which addressed student engagement by offering individualized social/emotional support, and addressed student discipline by helping students make better choices.

Action 4: The Social/Emotional Support action was implemented as planned, with some adjustments as explained in the below prompts. Action 4 supported the overall implementation of the goal by providing supplemental staff who provided emotional/behavioral support, which supported attendance through transition and emotional support and addressed the perception of a positive school climate through strengthening interpersonal relationships.

Action 5: The PBIS Support action was implemented as planned, with some adjustments as explained in the below prompts. Action 5 supported the overall implementation of the goal by providing PBIS and trauma-informed care practices for students, which addressed student discipline by empowering students to identify and emulate positive practices, and increasing student connectedness.

Action 6: The Truancy Support action was implemented as planned, with some adjustments as explained in the below prompts. Action 6 supported the overall implementation of the goal by providing staff and truancy support, which supported attendance through home visits and collaboration with families, and staff to monitor attendance.

Action 7: The CTE Support action was implemented as planned, with some adjustments as explained in the below prompts. Action 7 supported the overall implementation of the goal by providing CTE courses, which addressed student discipline through engaging instruction, and promoted attendance by offering real-world applications to learning.

Overall Implementation Successes: The LEA found that CTE coursework was effective in engaging students. Parents and students indicated their appreciation of social/emotional support, in addition to the identification of community resources during the pandemic, and funding for transportation. Individualized mentoring supported students in meeting their unique social/emotional and academic needs.

Overall Implementation Challenges: Although very engaging, CTE courses were, at times, more limited in scope to accommodate social distancing and recurring quarantine of student household units. In addition, the quarantine of staff and students during the pandemic increased the difficulty of attendance follow through and home visitations. Social distancing reduced the number of certain PBIS activities and celebrations intended for groups of staff and students. As with most LEAs, safety measures made necessary by the pandemic challenged the in-person, social connections in these actions that existed to increase engagement and sense of belonging.

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's estimated actual expenditures were above as budgeted because the contract with probation was more expensive than originally anticipated, due to the seniority level of the probation staff.

Action 1.2's estimated actual expenditures were below as budgeted because the contract was planned to include two security staff. This took place because of the shift to a predominantly independent study model, which resulted in the need for one security staff instead of two, which will continue into the 2022-23 school year.

Action 1.4's estimated actual expenditures were below as budgeted because of an unfilled position, although the other staff were able to fully implement the action. The LEA intends to fill the position for the 2022-23 school year.

Action 1.5's estimated actual expenditures were below as budgeted because of fewer PBIS supplies and incentives due to a reduction in enrollment, inability to offer all activities due to COVID-19, and a shift to a predominantly independent study model at VHEA. The overall action was fully implemented through alternative activities developed for independent study students and for small groups in person or via Zoom or Teams. The LEA intends to develop additional incentives and activities specifically intended for independent study models, and to return to prior levels of activities at the other sites.

Action 1.6's estimated actual expenditures were below as budgeted due to an unfilled position, although the other staff were able to fully implement the action.

Action 1.7's estimated actual expenditures were below as budgeted due to COVID temporarily limiting educational excursions and a contract with a collaborative agency, though educational excursions were reinstated during in-person learning.

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

The actions outlined in Goal One supported the progress in meeting the goal to improve student engagement, increase student attendance, reduce student discipline, and increase students' perception of a positive school climate.

Action 1: Probation Support: For this action, our expectation was to continue to reduce suspension and chronic absenteeism rates for all 70-day low-income students. Year 1 Outcome data revealed that the suspension rate for all low-income students declined from 19.85% to 1.15%, and that chronic absenteeism decreased from 30% to 25% for all low-income students. The suspension rate for 70-day low-income students similarly declined from 17% to 5%, while the chronic absenteeism rates for 70-day low-income students increased from 7% to 31%. According to LEA experience during the school year, and feedback from students, parents and teachers, this increase in chronic absenteeism was primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery. Probation support was able to work with families through virtual home visits and home call check-ins to make sure students were receiving the support that they need. The decrease in suspension was due to the instructional model delivery that was changed to an independent model which allowed for fewer students to be on campus at the same time. Probation support worked one-on-one with families and students to ensure ongoing support was provided and all students were meeting the terms of probation.

Action 2: Safety and Transportation: For this action, we expected to continue to see a decrease in the chronic absenteeism for all 70-day low-income students, and increase the sense of school safety of the low-income students. Year 1 Outcome data revealed the chronic absenteeism rates of low-income students declined from 30% to 25%, and the sense of school safety declined from 81% to 78% for low-income students. The chronic absenteeism rates for 70-day low-income students increased from 7% to 31%. According to LEA experience during the school year, and feedback from students, parents, and teachers, this increase was primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery. The moderate sense of school safety decline was additionally impacted by Juvenile Justice Campus' site quarantines and the need for social distancing. The majority of students were enrolled at the Alice M. Worsley school at the Juvenile Justice Campus. Due to county probation protocol during the COVID-19 pandemic, there was a frequent need for student household unit quarantine during the 2020-2021 school year.

Action 3: Mentoring and Transition: For this action, we expect that access to a caring adult through an individualized mentorship program will continue to reduce the chronic absenteeism rates for all 70-day students and increase the sense of school connectedness for all low-income students. Year 1 Outcome data revealed the chronic absenteeism rates of all low-income students declined from 30% to 25%, and the sense of school connectedness increased from 82% to 83% for low-income students. The chronic absenteeism rates for 70-day low-income students increased from 7% to 31%. According to LEA experience during the school year, and feedback from students, parents, and

teachers, this increase was primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery. Mentors provided ongoing virtual supports

Action 4: Social/Emotional Support: For this action, we expect to continue to reduce the chronic absenteeism rates of all 70-day low-income students and increase the sense of school connectedness for low-income students. Year 1 Outcome data revealed that chronic absenteeism rates of low-income students declined from 30% to 25%, and the sense of school connectedness increased from 82% to 83% for low-income students. The chronic absenteeism rates for 70-day low-income students increased from 7% to 31%. According to LEA experience during the school year, and feedback from students, parents, and teachers, this increase was primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery. BASE Education was used by the mentors and the instructional staff to provide courses to support the social-emotional learning needs of students.

Action 5: PBIS Support: For this action, we expect to continue to reduce suspension and chronic absenteeism rates for all 70-day low-income students. Year 1 Outcome data revealed that the suspension rate for all low-income students declined from 19.85% to 1.15%, and that chronic absenteeism decreased from 30% to 25% for low-income students. The suspension rate for 70-day low-income students similarly declined from 17% to 5%, while the chronic absenteeism rates for 70-day low-income students increased from 7% to 31%. According to LEA experience during the school year, and feedback from students, parents, and teachers, this increase was primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery. Student recognition was offered virtual and the PBIS-related resources and supports were provided.

Action 6: Truancy Support: For this action, we expect to see a decrease in the unknown transfer rate of 70-day students and chronic absenteeism rate for all and 70-day low-income students. Year 1 Outcome data revealed chronic absenteeism decreased from 30% to 25% for all low-income students, and that the unknown transfer rate for all low-income students increased from 6% to 15%. Feedback from staff, students, and parents state that the COVID-19 pandemic facilitated the increase in the unknown transfer rate. The chronic absenteeism rates for 70-day low-income students increased from 7% to 31%, and the unknown transfer rate of 70-day students increased from 6% to 15%. According to LEA experience during the school year, and feedback from students, parents, and teachers, these increases were primarily due to COVID, and increased absences due to illness of students or family members, with the associated need for quarantine and recovery, in addition to confusion during transfers due to hybrid, in-person and out-of-classroom learning models at FCSS and mainstream schools of residency. The LEA will also continue to contract with FCSS Truancy Intervention Program (TIP) to support truancy and this staff was able to check in with families with community referrals and the direct virtual supports for students.

Action 7: CTE Support: For this action, we expect to continue to see an increase in attendance for all Low-Income, English learners, and Foster Youth students. Year 1 Outcome data revealed a decrease from 98% to 85% for low-income, 84% for Foster Students, and 85% for English Learners. Feedback from staff, students, teachers, and parents states that the COVID-19 pandemic and quarantines contributed to this decrease in attendance rates. Teachers still provided instruction, but most instruction was done virtually or through portfolios.

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.

Appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. Chronic absenteeism and Sense of School Safety and Connectedness metric titles were amended to clarify data being measured.

In addition, the Suspension rate of 70-day students metric was amended to include updated desired outcomes. The Chronic absenteeism rate of 70-day students was amended to include updated desired outcomes. The Percentage of all Students that agree or strongly agree that a positive school climate exists and Attendance Rate metrics were amended to include revised desired outcomes. The Unknown transfer rate of 70-day students metric was amended to include updated desired outcomes. The Suspension Rate metric baseline was amended to correct data and revised desired outcomes. The High School Dropout Rate baseline was amended to correct data and data source, and include revised desired outcomes. The Sense of School Connectedness metric was amended to correct data in the desired outcomes. The Sense of Safety metric was amended to update the data year to 2019-2020 and to correct data source; in addition, the desired outcomes were amended to include revised data outcomes.

Action 1.2 includes a permanent adjustment from two security staff to one for the independent study model at VHEA.

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 address and mitigate instructional learning opportunity loss in all students, and students will increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. State Priority Areas: 4, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Local Data - AERIES Student Information System Note: Due to COVID, too few students successfully completed pre- and post-testing during the 2019-2020 school year. The LEA implemented procedures, during the 2020-2021 school year to ensure benchmark testing is successful during distance and in-person learning	ELA All Students: 43% Low Income Students: 43% Foster Students: 75% EL Students: 50% Data Year: 2020-2021 Source: Local Data - AERIES Student Information System			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 Data Source: Local Data - AERIES Student Information System *Desired Outcomes Updated to include student groups and revised data
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			All Students: 78% Low Income Students:78% Foster Students: 63% EL Students: 64% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Local Data - AERIES Student Information System			Data Source: Local Data - AERIES Student Information System *Desired Outcomes Updated to include student groups and revised data
Percentage of students who have access to 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: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool *Desired Outcomes Updated to include student groups and clarified data source
Percentage of students scoring "met or exceeded standards" on CAASPP ELA	TBD once results become available Data Year: 2020 Data Source:	Met & Exceeded Standards: All Students: 11.985% Low Income Students:12.635% Foster Students*: N/A			Met & Exceeded Standards: All Students: Above 12% Low Income Students: Above 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*Metric title adjusted to clarify data that is being measured	Suspended due to Executive Order N-30-20	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: 12% EL Students: 12% Data Year: 2023 Data Source: California Dashboard *Desired Outcomes Updated to include student groups and include desired outcome data
Percentage of students scoring "met or exceeded standards" on CAASPP Math *Metric title adjusted to clarify data that is being measured	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Met & Exceeded Standards: All Students: 1.065% Low Income Students: 1.165% Foster Students*: N/A EL Students*: N/A Data Year: 2021 Source: CAASPP Data *In order to protect student privacy, data is suppressed because 10 or fewer students in the student group took the test.			Met & Exceeded Standards: All Students: 2% Low Income Students: 2% Foster Students: 2% EL Students: 2% Data Year: 2023 Data Source: CAASPP Data *Desired Outcomes Updated to include student groups and amended data source and include desired outcome data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: Above 9% Low Income Students: Above 9% Foster Students: Above 5% EL Students: Above 5% Data Year: 2023-2024 Source: Local Data *Desired Outcomes Updated to include student groups and revised desired outcome 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: Above 57% Low Income Students: Above 57% Foster Students: Above 24% EL Students: Above 54% Data Year: 2023-2024 Source: Local Data *Desired Outcomes Updated to include

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					student groups and revised outcome 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			30% Data Year: 2022 & 2023 Data Source: Fall 2023 ELPI from Dashboard *Desired outcome revised to amend data source and revised outcome data
CTE Class	Percent of Eligible Students Enrolled in a CTE Class:100% Percent of Eligible Students Earning CTE Credits: 100% Percent of Eligible Students Earning a Certification 18%	Discontinued			Discontinued

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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: 2022-2023 Data Source: Source: Local Data - AERIES Student Information System *Desired Outcomes Updated to include student groups
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			All Students:100% Low Income Students:100% Foster Students:100% EL Students:100% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Local Data - AERIES Student Information System			Data Source: Source: Local Data - AERIES Student Information System *Desired Outcomes Updated (update for why outcome was changed)
Percent of Eligible Students Earning a 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: Above 15% Low Income Students: Above 15% Foster Students: Above 15% EL Students: Above 15% Data Year: 2022-2023 Data Source: Local Data - Student Information System *Desired Outcomes Updated to include student groups
Percentage of teachers and students using technology for	100% Teacher Use 100% Student Use Data Year: 2019-2020	All Students: 100% Low Income Students: 100%			All Students: 100% Low Income Students: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
teaching/learning in the classroom *Metric title amended to clarify data being measured	Data Source: Local Data: Classroom Walkthrough Tool	Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2020-2021 Source: Local Data: Classroom Walkthrough Tool			Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2022-2023 Data Source: Local Data: Classroom Walkthrough Tool *Desired Outcomes Updated to include student groups
High School Graduation Rate	82.8% Data Year: 2019-2020 Data Source: School Dashboard Additional Reports - DASS Graduation Rate *Baseline amended to correct data and data source	All Students: 78.6% Low Income Students:78.6% Foster Students: 90.9% EL Students*: N/A Data Year: 2020-2021 Source: School Dashboard Additional Reports - DASS Graduation Rate *EL student group data supressed due to fewer than ten students in the student group			All Students: 83% Low Income Students: 83% Foster Students: 91% EL Students: 83% Data Year: 2022-2023 Data Source: School Dashboard Additional Reports - DASS Graduation Rate *Desired Outcomes Updated to include student groups, amended data source

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					and revised outcome data
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: Above 67% Low Income Students: Above 67% Foster Students: Above 60% EL Students: Above 71% Data Year: 2023-2024 Source: Local Data *Desired Outcomes Updated to include student groups and revised outcome data
Percentage of students scoring levels met or exceeded on the EAP *metric title amended to clarify data being measured	ELA: 2.44% Met or Exceeded Math: 0.60% Met or Exceeded Data Year: 2018-2019 2019-2020 data was not available to establish a baseline due to a suspension of testing during the COVID pandemic.	ELA Met or Exceeded: All Students: 21.05% Low Income Students: 23.53% Foster Students*: N/A EL Students*: N/A Math Met or Exceeded: All Students: 2.63% Low Income Students: 2.94% Foster Students*: N/A			ELA: All Students: 22% Low Income Students: 22% Foster Students: 22% EL Students: 22% Math: All Students: 3% Low Income Students: 3% Foster Students: 3% EL Students: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CAASPP Data *Baseline amended to correct data and data source	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.			Data Year: 2022-2023 Data Source: CAASPP Data *Desired Outcomes Updated to include data and student groups, correct data source and include revised outcome data.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Instruction	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and Foster students. In addition, the percentage of Low-Income students earning 5.5 credits per month declined overall. A local needs assessment determined that additional time is needed for low-income students to support academic progress by extending knowledge, and skill development. To address these needs, the LEA will continue to provide extended learning opportunities, which are supplemental to the school day, such as after-school instruction, classes on Saturdays, and academic learning excursions that build upon classroom instruction. The LEA's experience shows that high-quality extended learning opportunities, beyond the school day and regular classroom instruction, improve students' educational outcomes, including closing the achievement gap for low-income and Foster students, by providing more time to build upon learning started in the classroom, work individually or in a small group to master challenging concepts and	$83,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
		complete coursework and credits towards graduation. This action is designed to meet the needs most associated with low-income and Foster students. However, because we expect that all students will benefit from extended learning opportunities, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of low-income and Foster students, in addition to increasing the percentage of 70-day low-income students earning 5.5 credits per month.		
2.2	Professional Development	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day low-income and Foster students. In addition, the percentage of Low-Income students earning 5.5 credits per month declined overall. In the LEA's experience, our low-income and foster youth possess individualized opportunity gaps that require unique support from teachers to address. To address this identified need, the LEA will continue to provide integration of technology in classrooms; 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; coaching to support student engagement strategies and literacy across the curriculum; professional development in regards to independent study and in-person socially-distanced instruction; and substitute teacher costs. The professional development provided is designed to meet the needs of our highly mobile designated student groups by facilitating teacher identification of prior instructional gaps experienced by low-income and foster youth, particularly exacerbated during the COVID-19 pandemic. This action is designed to meet the needs most associated with low-income and Foster students. However, because we expect that all students will benefit from the professional development for their classroom teachers, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day low-income and Foster students, and improve the rate of low-income students earning 5.5 credits per month.	$159,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Supplemental Tutoring Services	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates of 70-day foster youth and low-income students. Foster Youth and English Learners graduated at a lower rate than the All Students group. In the LEA's experience, English Learners and Foster Youth have individual gaps in prior learning, exacerbated by COVID, that require individualized support, including in the students' home languages. The LEA will continue to provide supplemental math and reading tutors and individual tutoring in specific areas of academic need. The tutoring, provided in Spanish and English as appropriate, are individualized to meet the unique needs of the highly mobile designated student groups. This includes building rapport and trust with each student, and providing individual and small group services targeted to areas of prior instructional gaps experienced by low-income, English Learners and foster youth. These services allow students to improve academic understanding, reduce learning gaps, and earn credits for graduation. This action is designed to meet the needs most associated with low-income, English Learner and Foster students. However, because we expect that all students will benefit from individualized, supplemental tutoring services, this action is provided on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates of 70-day foster youth and low-income students, and graduation rates of English Learner and Foster students.	$52,717.00	Yes
2.4	Student Technology	A review and analysis of the metrics above, in addition to educational partner feedback from parents, students, and teachers, reveal the need to increase the ELA and Math achievement rates of 70-day foster youth and low-income students. A local needs assessment identified the need to provide the identified students with additional digital learning tools and resources. To address these student needs, the LEA will continue to purchase and upgrade technology to provide access to 21st-century skills and prepare for college and career	$246,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		readiness. The LEA will replace outdated technology equipment; provide technical coaching and software support for technology integration into the classroom, facilities, and for student learning at home. 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 not available for low-income and foster youth.This action is designed to meet the needs most associated with low-income and Foster students. However, because we expect that all students will benefit from educational technology, this action is provided on an LEA-wide basis. We expect this action to improve the College and Career readiness of 70-day low-income students.		
2.5	Data/Assessment and Support	The LEA will purchase data/assessment tracking systems; office/classroom supplies; copy machines and support.	$126,550.00	No
2.6	English Learner Support	A review and analysis of the metrics above reveal the need to increase the rate of English Learner students' rates of increasing English proficiency and increase the graduation rate of English Learners. Teacher, DELAC, and parent educational partner feedback indicated that these students have individual prior gaps in learning, exacerbated by language barriers, that must be addressed. To address these needs, the LEA will provide intervention support for identified emerging, low expanding, mid expanding, upper expanding, lower bridging, and upward bridging EL students, that are supplemental to the base program. Instructional supports for English Learners take place in ELD and credit recovery classes, supplemental to the base program, and will include individual and small group	$117,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support, in English and Spanish, which will remove obstacles that hinder academic progress and credit completion, and increase language proficiency at a higher rate. We expect this action to increase the English Learner students' English proficiency rate and increase the English Learner graduation rate.		
2.7	Student Progress Monitoring	A review and analysis of the metrics above reveal the need to increase the ELA and Math achievement rates in local benchmark assessments and percentage earning 5.5 credits per month, of 70-day low-income and Foster students. In addition, Foster Students performed lower than the All Student group in local Math benchmark assessments. Teacher and staff educational partner feedback indicated that the identified student groups are often unaware of their academic progress or credit deficiencies from prior educational placement disruptions. To address these student needs, the LEA will provide staff to monitor achievement; course scheduling and provide transcript analysis. The LEA will provide Guidance Learning Specialists, Teachers on Special Assignment, and support staff to provide the services described. The primary purpose of progress monitoring is to determine which students have demonstrated a need for additional academic supports. Progress monitoring also allows teachers to track the highly mobile identified student groups' academic progress and growth across the entire school year. This facilitates staff and teachers providing individualized support and planning to allow low-income and foster youth to bridge areas of instructional opportunity gaps and credit deficiency, and foster youth in the area of Math. Progress monitoring provides ongoing cycles of data to help students make the needed academic progress towards earning 5.5 credits per month. This action is designed to meet the needs most associated with low-income and Foster students. However, because we expect that all students in the highly transient student population will benefit from progress monitoring services, this action will be implemented on an LEA-wide basis. We expect this action to improve the ELA and Math achievement rates in local benchmark assessments, and the rate of 70-day low-income students earning 5.5	$9,751.00	Yes

Action #	Title	Description	Total Funds	Contributing
		credits per month, in addition to an increase in the achievement rate of Foster students in local Math assessments.		

Goal Analysis [2021-22]

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

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

The actions outlined in Goal Two supported the progress in addressing and mitigating instructional learning opportunity loss in all students, and helping students increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines.

Action 1: The Supplemental Instruction action was implemented as planned, with some adjustments as explained below. Action 1 supported the overall implementation of the goal by providing the extended learning opportunities, which addressed achievement proficiency levels by providing more learning time in support of what took place in the classroom, and individual academic support, which helped identify and address learning loss.

Action 2: The Professional Development action was implemented as planned. Action 2 supported the overall implementation of the goal by providing professional development for teachers, which addressed achievement proficiency levels by training teachers in instructional methods best suited for the LEA's students, and addressing and mitigating instructional learning opportunity loss through training specific to individualized support of each student's unique needs.

Action 3: The Supplemental Tutoring Services action was implemented as planned. Action 3 supported the overall implementation of the goal by providing tutoring services, which addressed achievement proficiency levels and mitigated instructional learning opportunity loss through individualized academic support that reinforced classroom instruction and addressed prior gaps in learning.

Action 4: The Student Technology action was implemented as planned, with some adjustments as explained below. Action 4 supported the overall implementation of the goal by providing and upgrading instructional technology, which addressed achievement levels by reinforcing instruction through engaging activities to address individual learning styles.

Action 5: The Data/Assessment and Support action was implemented as planned, with some adjustments as explained below. Action 5 supported the overall implementation of the goal by providing data and assessment tracking systems, which addressed achievement proficiency levels by allowing staff to collaborate and analyze assessment data to individualize student learning and facilitate academic growth.

Action 6: The English Learner Support action was implemented as planned, with some adjustments as explained below. Action 6 supported the overall implementation of the goal by providing supplemental ELD services to English Learners, which addressed achievement

proficiency levels through individualized and small group instruction, and addressed and mitigated instructional opportunity loss through analysis of individual areas of need.

Action 7: The Student Progress Monitoring action was implemented as planned, with some adjustments as explained below. Action 7 supported the overall implementation of the goal by providing progress monitoring, which addressed achievement proficiency levels and mitigation of instructional learning opportunity loss through analysis of each student's unique areas of need, and teachers adjusting instruction as a result.

Overall Implementation Successes: The LEA was able to provide pre/post local benchmark assessments, despite the challenges presented by COVID-19, student absences due to COVID and quarantine status, and periodic returns to out-of-classroom learning for student home groups at the Alice M. Worsley school at the Juvenile Justice Campus. In addition, extended learning opportunities after school and during Saturday continued to be utilized by students, and professional development was provided to teachers, specifically tailored to meet the unique needs of the student population.

Overall Implementation Challenges: Due to the COVID-19 pandemic, the LEA's ability to provide academic learning excursions was more limited than expected. Supplemental Tutoring Services were delayed for much of the Fall semester due to screening requirements by probation. The high student turnover rate increased the challenge of achievement monitoring, particularly during periods of out-of-classroom learning for student home groups and increased absences.

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's estimated actual expenditures were below as budgeted because of reduced enrollment and fewer students participating in supplemental instruction. The action was implemented as planned for the reduced number of enrolled students.

Action 2.4's estimated actual expenditures were below as budgeted because less instructional technology was necessary than anticipated. This was due to a decline in enrollment and an updated cycle of student device upgrades, which reduced the number of computers being purchased annually. The action was still successfully implemented, with appropriate purchasing and upgrading taking place.

Action 2.5's estimated actual expenditures were below as budgeted due to a reduced need for supplies, copying and printing costs, due to significant periods of out-of-classroom learning for student home groups. The action was still successfully implemented, with ample supplies, and sufficient availability of copying and printing.

Action 2.6's estimated actual expenditures were below as budgeted due to an unfilled position. ELD services were successfully provided by remaining staff for the smaller number of English Learners.

Action 2.7's estimated actual expenditures were below as budgeted due to an unfilled position. Progress monitoring successfully took place by remaining staff providing the service for the reduced number of students.

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

The actions outlined in Goal Two supported the progress in addressing and mitigating instructional learning opportunity loss in all students and helping students increase achievement proficiency levels in ELA, ELD, Math, and all academic disciplines.

Action 1: Supplemental Instruction: For this action, our expectation was to increase the ELA and Math achievement rates of 70-day low-income and foster students, as well as increase the rate of 70-day low-income students earning 5.5 credits per month. Year 1 Outcome data revealed that the ELA and Math achievement rates of low-income students declined from 60% and 57% respectively, to 43% and 52%. For foster students, ELA was 75%, and Math was 40%. The percentage of low-income students earning 5.5 credits per month declined from 78% to 67%. According to LEA experience and feedback from teachers, students and parents, these declines were exacerbated due to COVID, increased absences, and missed work due to illness and the need to quarantine. The LEA's experience shows that high-quality extended learning opportunities, beyond the school day and regular classroom instruction, improve students' educational outcomes, including closing the achievement gap for low-income and Foster students

Action 2: Professional Development: For this action, our expectation was to increase the ELA and Math achievement rates of 70-day low-income and foster students, as well as increase the rate of 70-day low-income students earning 5.5 credits per month. Year 1 Outcome data revealed that the ELA and Math achievement rates of low-income students declined from 60% and 57% respectively, to 43% and 52%. For foster students, ELA was 75%, and Math was 40%. The percentage of low-income students earning 5.5 credits per month declined from 78% to 67%. According to LEA experience and feedback from teachers, students and parents, these declines were exacerbated due to COVID, increased absences and missed work due to illness, and the need to quarantine. The LEA will continue to provide integration of technology in classrooms; contract with curriculum and instruction experts to provide professional development and coaching in delivering highly individualized curriculum implementation

Action 3: Supplemental Tutoring Services: For this action, our expectation was to increase the ELA and math achievement rates of 70-day low-income and foster students, as well as increase the graduation rate of Foster Youth and English Learners. Year 1 Outcome data revealed that the ELA and Math achievement rates of low-income students declined from 60% and 57% respectively, to 43% and 52%. For foster students, ELA was 75%, and Math was 40%. In addition, the graduation rate for foster students increased from 82.8% to 90.9%; data for the English Learner group was suppressed due to fewer than ten students in the group. According to LEA experience and feedback from students, parents, administration, and teachers, declines in achievement rates were exacerbated due to COVID, and increased absences and missed work due to illness and the need to quarantine. The LEA will continue to provide supplemental math and reading tutors and individual tutoring in specific areas of academic need.

Action 4: Student Technology: For this action, our expectation was to increase the ELA and math achievement rates of 70-day low-income and foster students. Year 1 Outcome data revealed that the ELA and Math achievement rates of low-income students declined from 60% and

57% respectively, to 43% and 52%. For foster students, ELA was 75%, and Math was 40%. According to LEA experience and feedback from teachers, students and parents, declines were exacerbated due to COVID, and increased absences and missed work due to illness and the need to quarantine. Incorporating technology into classroom instruction creates a more engaged environment, incorporates different learning styles, and improves collaboration skills, with technology and supporting equipment not available for low-income and foster youth.

Action 5: Data/Assessment and Support: As stated in the first prompt, the action was implemented as planned. Action 5 supported the overall implementation of the goal by providing data and assessment tracking systems, which increased achievement proficiency levels by allowing staff to collaborate and analyze assessment data to individualize student learning and facilitate academic growth.

Action 6: English Learner Support: For this action, our expectation was to increase the graduation rate of English Learners and increase the rate of English Learner's rates of increasing English proficiency. Year 1 Outcome data revealed that the graduation rate data for English Learners were suppressed due to fewer than ten members of the student group. The English Learners' rate of progressing toward English Proficiency was not available due to ELPI being suspended. ELPAC levels were utilized instead; 0% of students were level 4, 28.57% were level 3, 21.43% were level 2, and 50% were level 1. This action supported the overall implementation of the goal by providing supplemental ELD services to English Learners, which addressed achievement proficiency levels through individualized and small group instruction, and addressed and mitigated instructional opportunity loss through analysis of individual areas of need. LEA will 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.

Action 7: Student Progress Monitoring: For this action, our expectation was to increase the ELA and Math achievement rates of 70-day low-income and foster students, as well as increase the rate of 70-day low-income students earning 5.5 credits per month. Year 1 Outcome data revealed that the ELA and Math achievement rates of low-income students declined from 60% and 57% respectively, to 43% and 52%. For foster students, ELA was 75%, and Math was 40%. The percentage of low-income students earning 5.5 credits per month declined from 78% to 67%. According to LEA experience and feedback from teachers, students and parents, these declines were exacerbated due to COVID, increased absences, and missed work due to illness and the need to quarantine. Progress monitoring provides ongoing cycles of data to help students make the needed academic progress towards earning 5.5 credits per month.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups; Smarter Balanced ELA and Math, English Learners and EAP metric titles were amended to reflect data being measured.

The Percentage of 70-day student ELA and Math pre- and post-scores showing increase, Percentage of 70-day students earning minimum of 5.5 credits per month were revised to include amended desired outcomes. The percentage of students who have access to a broad course of study metric was amended to include a clarified data source. The Smarter Balanced ELA and Math metrics were revised to include the

amended data source and revised desired outcomes. The Percentage of all students demonstrating mastery after pre and post testing scores in the Reading and Writing Benchmark metrics were amended to include revised outcome data. The EL students making progress toward English Proficiency metric was amended to correct data and data source in baseline and desired outcome. The CTE Class metric was discontinued to allow for data clarity: Percentage of Eligible Students Enrolled, Earning CTE Credits and Earning a Certification were created in place. The High School Graduation Rate metric was amended to correct data and data source in the baseline and outcomes, in addition to revised data in the desired outcomes. The EAP metric was amended to correct data and data source, as well as revised desired outcomes.

Action 2.4 was adjusted to permanently include a new student computer upgrade cycle which reduces the number of computers requiring replacement.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The LEA analyzed data from parent participation at school activities such as open house, back-to-school, school site council, PTA, awards ceremonies, stakeholder mtgs, IEP mtgs, and parenting classes. The LEA determined that there is a need to increase parent/guardian/community participation as measured by involvement in school site councils, open houses, parenting classes, school site meetings and PTA's. Parent involvement is important to support student engagement, academic and social/emotional growth, and graduation and transition. The goal's actions will contribute to these outcomes because communications and meetings in the students' and parents' home languages will increase access, communication and decision-making for all parents, including for those who speak languages other than English. Parenting classes will provide tools for parents to engage with schools and support their child's academic, emotional and social progress, including for students with unique needs. Progress will be measured through the number of engagement opportunities, and the number of parents/guardians/stakeholders, of long-term students, taking part. A broad goal was determined to be most appropriate due to the high turnover rate of the student and family population in a geographically dispersed, county-wide, alternative Court and Community School setting.

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	Full Implementation Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2021-2022 Source: Local Indicator Report Self-Reflection Tool			Full Implementation Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decision-making for unduplicated students and students with exceptional needs *metric revised to amend description on a level from none to full implementation	*Baseline revised to amend data and data source				*Desired outcome revised to amend data source
Increase communication for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-2021 Data Source: Dashboard Fall 2021	Discontinued			Initial Implementation

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.	$99,577.00	No
3.2	Parent and Educational Partner Outreach	As a County Office of Education, FCSS provides services to students from across Fresno County, many of whom live far from school sites. A review of LEA experience and educational partner feedback by parents and the PAC reveals the need to continue to maintain the rates of parental participation and involvement in programs and school decision-making for low-income students. To address their needs, the	$29,287.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LEA will continue to provide classes designed to equip parents to support their child towards academic success on topics identified by parents as important to them. These classes and meetings will provide parents with meaningful opportunities, designed to meet the needs of low-income students and their families, identify community resources, to make decisions about school functions and programs, and will teach parents how to engage with their children both academically and socially, increasing the parent/guardian involvement rate for the low-income student population. This action is designed to meet the needs most associated with low-income students and their families. However, because we expect that all students in the geographically diverse county will benefit from parent classes, this action will be implemented on an LEA-wide basis. We expect this action to continue to maintain the rates of parental participation and involvement in programs and school decision-making for low-income students		
3.3	Supplemental Bilingual Interpreting and Translation	A review of LEA experience and educational partner feedback by parents and the PAC reveals the need to continue to maintain the rates of parental participation and involvement in programs and school decision-making for parents of English learner students. LEA experience indicated that increased parent involvement, with additional translation services, would remove obstacles to levels of engagement and the ability to take part in the decision at their schools. To address these needs, the LEA will promote parent involvement for the families of our English Learners by providing parents with translation and interpretation services above what is mandated by education code. Translation and other bilingual services and outreach allow parents and families of the English Learner population to be informed of, and participate in, meetings and school functions that will facilitate their involvement in their children's education, and in school decision-making, by phone calls and letters, and verbal translation during meetings. We expect this action to continue to maintain the rates participation and involvement in programs and school decision-making of parents of English learners.	$37,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Supplemental Support for families of SWDs	A review of educational partner feedback by parents and the PAC reveals the need to continue to maintain the rates of parental participation and involvement in programs and school decision-making for low-income students, including students with unique needs and with disabilities. The particular supports provided will be directly responsive to the specific challenges faced by each unique family and may include such steps as providing transportation to and from the meeting, providing frequent reminders of the meeting date and time, developing a closer relationship with the family, or even meeting at a location more convenient for the family. The additional support will include phone calls, visitations, letters, emails, other messaging and communication apps used by families, remote meeting locations, transportation, and other actions as appropriate. We expect this action to continue promote parental participation and involvement in programs and school decision-making for low-income students with unique needs and with disabilities. Note: funding in support of this action is reflected in the funding total for Goal 3 Action 1.	$0.00	No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

Action 1: The Parent and Educational Partner Communication action was implemented as planned. Action 1 supported the overall implementation of the goal by providing school communications in students' home languages, which supported engagement through informing parents of school events, learning opportunities and services.

Action 2: The Parenting and Educational Partner Outreach action was implemented as planned. Action 2 supported the overall implementation of the goal by providing parenting classes that included how to become more engaged in school and district decision-making, use of technology, and supporting their children's academic progress, which supported parent engagement.

Action 3: The Supplemental Bilingual Interpreting and Translation action was implemented as planned, with some adjustments as explained below. Action 3 supported the overall implementation of the goal by providing increased translation and bilingual services during in-person and remote meetings and school events, which supported parent engagement.

Action 4: The Supplemental Support for Families of Students with Disabilities action was implemented as planned. Action 4 supported the overall implementation of the goal by providing dedicated time and resources to families and parents of students with disabilities, which supported parent engagement through meetings, communication and activities.

Overall Implementation Successes: The LEA has found success in remote meetings via Zoom or Teams, and parents living in remote areas of the county have expressed an increased ability to participate using these online meetings. Communications in home languages have successfully reached parents and families. Bilingual services and translation has allowed participation of parents of English Learners.

Overall Implementation Challenges: During the COVID-19 pandemic, communication with families in person, or through home visits, was challenging due to the increased number of students and families that were ill with COVID or in quarantine due to exposure to someone who subsequently tested positive for the virus. Parenting classes have similarly been more limited due to social distancing and illness.

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 3.2's estimated actual expenditures were below as budgeted due to a lower than expected cost of the contract with the FCSS parent services department.

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

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

Action 1: Parent and Educational Partner Communication: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by providing school communications in students' home languages, which increased engagement through informing parents of school events, learning opportunities, and services.

Action 2: Parent and Educational Partner Outreach: For this action, our expectation was to promote the involvement and participation of parents of low-income students. Year 1 Outcome data revealed that parent input & promotion of parental communication, participation, and involvement in programs and school decision-making was fully implemented. The classes and meetings provide parents with meaningful opportunities and provide parents with resources to support their student's academic and social-emotional learning.

Action 3: Supplemental Bilingual Interpreting and Translation: For this action, our expectation was to maintain the rates of parental participation and involvement in programs and school decision-making for parents of English learner students. Year 1 Outcome data revealed that the LEA maintained full implementation of this. Translation and other bilingual services and outreach allowed parents and families of the English Learner population to be informed of, and participate in, meetings and school functions. This allowed parents of English Learners to be more involved in their children's education.

Action 4: Supplemental Support for Families of Students With Disabilities: As stated in the first prompt, the action was implemented as planned. Action 4 supported the overall implementation of the goal by providing dedicated time and resources to families and parents of students with disabilities, which increased parent engagement through meetings, communication, and activities. The additional support included phone calls, visitations, letters, emails, other messaging and communication apps used by families, remote meeting locations, transportation, and other actions as appropriate.

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

The Parent and Educational Partner Communication metric was adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups.

The "Seek parent input & promote parental communication, participation and involvement in programs and school decision-making for unduplicated students and students with exceptional needs" metric was adjusted to include school-decision making and communication. In addition, this metric's baseline and desired outcome were amended to revise data and data source.

The "Increase communication for unduplicated students and students with exceptional needs" metric was likewise made redundant and removed.

Action 3.1's title was changed to Parent and Educational Partner Communication to align with LCAP best practice.

Action 3.2 was revised to include the metric of increasing the rates of low income students' school connectedness, and to change the title to Parent and Educational Partner Outreach to align with LCAP best practice.

Action 3.3 was revised to include the metric of the rate of English learners achieving English proficiency.

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 COVID guideline compliance, critical thinking and problem solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students. State Priority Areas: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	California Standards Aligned Curriculum	The LEA will order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards, in addition to independent learning and in-person socially-distanced instruction. The LEA will purchase on-line courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery.	$90,000.00	No
4.2	Teachers and Staff	The LEA will retain/hire appropriately credentialed teachers for all core courses as positions become available; hire special education teachers to support SPED students; maintain clerical support for school operations; substitute teacher costs; administration costs; and the breakfast/lunch program.	$4,564,873.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Electives and Paraprofessionals	Educational partner feedback from teachers and community/collaborative agencies indicate the need for long-term, 70-day low-income students to continue to have access to electives, support from paraprofessional in the classroom, and summer school opportunities to fully access implemented content standards and earn 5.5 credits per month to graduate on time. In the LEA's experience, low-income students possess unique and individualized academic support needs that are supported by additional instructional time. To address these needs, the LEA will retain/hire teachers for additional elective courses, provide paraeducators, and provide staffing for summer school, with necessary instructional materials for implementation. Supplemental elective courses and summer programs, staffed by teachers and paraprofessionals, that are above and beyond the core program, will facilitate academic success of low-income student population by allowing for additional individualized academic support that is specifically designed to address instructional gaps exacerbated during the COVID-19 pandemic, and increase individualized and one-on-one opportunities for students to interact with content standards through real world experiences, that are not available for low-income students outside of the school environment. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from electives, paraprofessional support and summer school, this action will be implemented on an LEA-wide basis. We expect this action to facilitate an increase in the percentage of 70-day low-income students earning 5.5 credits per month, and access to implemented content standards.	$1,666,805.00	Yes
4.4	Facilities	The LEA will maintain facilities in good repair; retain maintenance personnel; update the instructional/and or classroom learning environment to support critical thinking and problem solving, communication, collaboration, and creativity and innovation, including compliance with COVID-19 guidelines with PPE as appropriate.	$443,318.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

The actions outlined in Goal Four supported retaining/hiring credentialed teachers for all core subjects, maintaining school facilities in good repair, purchasing state/locally approved curriculum for all courses; updating the instructional/and or classroom learning environment to support COVID guideline compliance, critical thinking and problem solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students.

Action 1: The California Standards-Aligned Curriculum action was implemented as planned, with some adjustments as noted below. Action 1 supported the overall implementation of the goal through providing funds for purchasing state and locally approved curriculum for all courses.

Action 2: The Teachers and Staff action was implemented as planned. Action 2 supported the overall implementation of the goal through retaining and hiring credentialed teachers for all core subjects to support critical thinking and problem solving, communication, collaboration and creativity and innovation.

Action 3: The Electives and Paraprofessionals action was implemented as planned. Action 3 supported the overall implementation of the goal through retaining and hiring teachers and paraprofessionals to provide supplemental instruction to support critical thinking and problem solving, communication, collaboration and creativity and innovation.

Action 4: The Facilities action was implemented as planned, with some adjustments as noted below. Action 4 supported the overall implementation of the goal through providing staff and supplies for maintaining school facilities in good repair.

Overall Implementation Successes: Curriculum was purchased and provided to students, facilities were maintained and staff were retained, in order to best meet the academic needs of the students.

Overall Implementation Challenges: Similar to other LEAs, the Fresno County Superintendent of Schools was unable to fill some positions during much of the school year. In addition, the need for social distancing and other requirements, due to the COVID pandemic, delayed the purchase of some classroom furniture that had been intended to foster collaboration between groups of students.

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's estimated actual expenditures were below as budgeted due to a reduced need of curriculum upgrades and instructional materials due to reduced student enrollment and to reflect an updated curriculum adoption cycle. All necessary curriculum and instructional materials were purchased as appropriate.

Action 4.4's estimated actual expenditures were below as budgeted due to unfilled positions and delayed purchasing of collaborative work stations in the classrooms due to COVID-19 and social distancing requirements.

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

The actions outlined in Goal Four supported retaining/hiring credentialed teachers for all core subjects, maintaining school facilities in good repair, purchasing state/locally approved curriculum for all courses; updating the instructional/and or classroom learning environment to support COVID guidelines compliance, critical thinking, and problem-solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students.

Action 1: California Standards-Aligned Curriculum: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by providing funds for purchasing state and locally approved curriculum for all courses. In addition, we increased our curriculum offerings for independent learning and in-person socially-distanced instruction.

Action 2: Teachers and Staff: As stated in the first prompt, the action was implemented as planned. Action 2 supported the overall implementation of the goal through retaining and hiring credentialed teachers for all core subjects to support critical thinking and problem solving, communication, collaboration and creativity, and innovation.

Action 3: Electives and Paraprofessionals: For this action, our expectation was to increase the percentage of 70-day low-income students earning 5.5 credits per month. Year 1 Outcome data reveals that the percentage of 70-day low-income students earning 5.5 credits per month declined from 78% to 67%; according to LEA experience and educational partner feedback from students and teachers, this decline was exacerbated during COVID due to quarantine, illness and increased absences and missed work due to the need to recuperate. Our goal is to continue to offer individualized and one-on-one opportunities for students, including during summer school, to interact with content standards through real-world experiences.

Action 4: Facilities: As stated in the first prompt, the action was implemented as planned. Action 4 supported the overall implementation of the goal by providing staff and supplies for maintaining school facilities 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. |

All metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. The facilities, access to instructional materials and implementation of standards metric titles were amended to clarify the data being measured. In addition, their baseline and desired outcomes were amended to clarify data source.

Action 4.1 was adjusted to permanently include a new curriculum adoption cycle and to accommodate reduced student enrollment.

Action 4.3 was adjusted to include the metric of percentage of 70-day low-income students earning 5.5 credits per month.

Action 4.4 was adjusted to accommodate fewer classroom work stations due to reduced enrollment.

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 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 school; coordinate with districts in the identification and mitigation of student instructional learning opportunity loss during transition; coordinate a seamless process for referral back to district of residence once expulsion requirements are met. State Priority Areas: 9

An explanation of why the LEA has developed this goal.

California Education Code Section 48926 requires county offices of education, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to expelled pupils. This plan is revised every three years with the next renewal taking place during the 2020-2021 school year. LEA collaboration with county districts of expelled youth is important to support expelled student engagement, academic growth, graduation and transition. The goal's action will contribute to these outcomes because staff and resources will be made available for collaboration with the county's districts in the transition process and referrals back to mainstream school, and in maintaining educational services between programs. The goal's outcomes will be measured by local data of the percentage of expelled students meeting their terms of expulsion. A maintenance goal was deemed most appropriate due to the LEA's meeting of the action items, and the necessity of the goal's maintenance annually.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expelled Student Support	Given the option to establish, enroll, and maintain one or more community schools per education code 1980, the Fresno County Superintendent of Schools has determined it will establish and maintain a community school whose purpose is to provide non-mandated services to Fresno County's students. Given the Superintendent has elected to establish and maintain a community school, the Superintendent developed and maintains the plan required per education code 48926 that enumerates existing educational alternatives for expelled youth, identifies gaps in educational services, and strategies for filling those service gaps. The Superintendent has elected to provide non-mandated services to all expelled pupils in our county and develop robust educational content to provide in the community school that is supplemental to the Fresno County Plan for Providing Educational Services to Expelled Youth (Fresno County Plan for Expelled Youth). This action describes the services that are provided above and beyond what is mandated by the education code and described in the Fresno County Plan for Expelled Youth and focused on meeting the specific identified needs of our unduplicated student group(s). A review and analysis of the rate of students meeting terms of expulsion, and of educational partner feedback from parents, collaborative agencies and teachers, demonstrates the need to increase the rate of successful completion of the terms of expulsion agreements for the expelled low-income student population through 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	$266,814.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connectedness to strengthen interpersonal relationships and academic and social-emotional skill development. Social/emotional support is provided by mental health clinicians 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 and providing awareness of and access to community resources for low-income students and their families, and address individual gaps in prior instruction that were exacerbated during the COVID-19 pandemic. 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 additional transition, academic and social/emotional supports, this action is provided on a school-wide basis. We expect this action to increase the percentage of low-income students completing their terms of expulsion.		

Goal Analysis [2021-22]

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

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

The action outlined in Goal Five supported the progress in maintaining countywide collaborative process for developing/revising a plan to address educational services for expelled youth; providing equal educational opportunities and programming for all expelled youth enrolled in community school; coordinating with districts in the identification and mitigation of student instructional learning opportunity loss during transition; and coordinating a seamless process for referral back to district of residence once expulsion requirements are met.

Action 1: The Expelled Student Support action was implemented as planned. Action 1 supported the overall implementation of the goal by providing staff and resources that enabled them to collaborate with mainstream districts in transition processes, referral back to districts, maintaining educational services between programs, and providing equal educational opportunities for expelled youth.

Overall Implementation Successes: The countywide plan for expelled youth was updated, in collaboration with the county's districts and the LEA. Services for expelled youth were provided, in support of their academic, social and transition success.

Overall Implementation Challenges: The COVID-19 pandemic decreased attendance for many low-income expelled youth, exacerbating challenges in successfully meeting terms of expulsion. In addition, collaboration with the county's districts were occasionally delayed due to illness or quarantine.

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

Action 5.1's estimated actual expenditures were lower than as budgeted due to an unfilled position. Other staff successfully implemented the action.

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

The action outlined in Goal Five supported the progress in maintaining a countywide collaborative process for developing/revising a plan to address educational services for expelled youth; providing equal educational opportunities and programming for all expelled youth enrolled in community schools; coordinating with districts in the identification and mitigation of student instructional opportunity loss during the transition, and coordinating a seamless process for referral back to the district of residence once expulsion requirements are met.

Action1: Expelled Student Support: For this action, our expectation was to increase the rate of low-income students meeting their terms of expulsion. Year 1 Outcome data revealed that the rate declined from 94% to 90%. According to feedback from collaborative districts, teachers, students, and parents, the decline was exacerbated by COVID, increased absence due to illness, missed work and appointments, and the need to quarantine. 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).

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

The metric was adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. The desired outcome was revised to include amended desired outcome data.

Action 5.1 was adjusted to account for one fewer staff member necessary for implementation.

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 opportunity loss during COVID-19 through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. State Priority Areas: 10

An explanation of why the LEA has developed this goal.

Graduation rates are negatively impacted by the number of school placements, and frequency of transition 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 timely transfer of information between programs that will support the graduation rates of Foster Youth. The goal's action will contribute to these outcomes because they are grouped together in order to maximize support and training for staff supporting Foster Youth during school changes and transitions; direct support for Foster Youth during these changes; and summer enrichment programs that include additional transition and academic support, which 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, in regards to attendance and participation in supplemental enrichment activities. A broad goal was deemed appropriate due to the ongoing, albeit fluctuating, depending on the population and academic needs of the highly mobile Foster Youth of Fresno County.

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			Above 50% Data Year: 2023-2024 Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Fresno County Foster Youth who participate in supplemental enrichment activities	20 Data Year: 2019-2020 Source: Local Data - FCSS Foster Youth Director	Foster Students: 30 Data Year: Due to COVID, the in-person program was placed on hold for 2020-2021. The program resumed during 2021-2022 Source: Local Data - FCSS Foster Youth Director			30 or above Data Year: 2023-2024 Source: Local Data - FCSS Foster Youth Director

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Coordination of Services for Foster Youth	A review and analysis of educational partner feedback from collaborative agencies, students, and parents, and of the metrics above, indicate the need to support Foster Youth in high school graduation and increase graduation rates. Their feedback further highlighted the need for individualized work with each student due to unique gaps in prior learning, credits necessary, and the need for specific community resources. To meet this need, the LEA will coordinate services with FCSS Foster Youth Services Coordinating Program to provide additional transition support among community resource and advocacy agencies and schools beyond what is provided by the base program. These additional supports include highly individualized transition support when foster youth change schools, one-on-one college and career planning through monthly meetings with staff, assistance with financial aid and college applications, and increased exposure to college and career programs such as visits to local colleges. The LEA will also provide foster students with the opportunity to join a leadership cohort designed to	$877,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		develop collaboration, leadership skills, and self-efficacy that support highly mobile foster youth in identifying and accessing financial aid, housing, higher education services, and other community resources. These include Focus Forward, social and behavioral health services, and probation. These actions will meet the individual needs of Foster Youth students and empower them to make informed decisions about their graduation and college and career choices. We expect this action to improve the graduation rates of Foster Youth students.		
6.2	School Changes Training for Court Personnel and Attorneys	Foster Youth attorneys and court personnel will be trained on the effects of school changes on academic progress for foster youth students.	$3,833.00	No
6.3	School Changes Training for LEA Staff	The LEA will train LEA personnel in Fresno County on the effects of school changes on academic progress for foster youth students.	$58,714.00	No
6.4	Supplemental Academic Enrichment and Transition Support	The LEA will offer supplemental academic enrichment activities, including the Environmental Summer Writer's Camp and Space Camp events during the summer for Foster Youth students. These address transition support, creativity, critical thinking, communication and collaboration to develop knowledge of science and engineering concepts.	$90,318.00	No

Goal Analysis [2021-22]

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

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

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

Action 1: The Coordination of Services for Foster Youth action was implemented as planned, with some changes as noted below. Action 1 supported the overall implementation of the goal by providing staff, which facilitated delivery of higher education support and leadership cohorts that were independent of school sites, which minimized the effects of school placement changes through offering continuous supplemental services.

Action 2: The School Changes Training for Court Personnel and Attorneys was implemented as planned. Action 2 supported the overall implementation of the goal by providing staff to provide training of court personnel, which supported progress in minimizing the effects of school placement changes through personnel making necessary modifications to services.

Action 3: The School Changes Training for LEA Personnel was implemented as planned. Action 2 supported the overall implementation of the goal by providing staff to provide training of LEA staff, which supported progress in minimizing the effects of school placement changes through personnel making necessary modifications to services.

Action 4: The Supplemental Academic Enrichment and Transition Support action was implemented as planned. Action 4 supported the overall implementation of the goal by providing supplemental academic enrichment activities, which minimized effects of school placement changes by increasing access to academic instruction, independent of school sites.

Overall Implementation Successes: Trainings of court and LEA staff in the county took place as planned, and the supplemental academic enrichment program took place during July and August of 2021, after not being able to take place the prior year due to the pandemic. Staff worked one on one with foster youth, supporting their identification and access of services pertaining to their social, academic and higher education needs.

Overall Implementation Challenges: The COVID-19 pandemic decreased attendance for many foster youth, exacerbating challenges in meeting with staff for individual planning. COVID served as a unavoidable distraction for many collaborative agencies, reducing some time for training and collaboration.

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

Action 6.1's estimated actual expenditures were above as budgeted due to increased numbers of staff providing individual support for students and collaboration with partner agencies and LEA staff.

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

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

Action 1: Coordination of Services for Foster Youth: For this action, our expectation was to increase the graduation rate of foster youth. Year 1 Outcome Data revealed that the graduation rate of foster youth decreased from 55.9% to 48.5%. According to LEA experience and feedback from students, staff, and collaborative agencies, this decline was exacerbated by COVID, increased absences due to illness, and the need for students to quarantine and recuperate as necessary. The LEA was able to provide one-on-one college and career planning directly with individual students, including assistance with financial aid and college applications, and through monthly meetings with staff.

Action 2: School Changes Training for Court Personnel and Attorneys: As stated in the first prompt, the action was implemented as planned. Action 2 supported the overall implementation of the goal by providing staff to provide training of court personnel, which supported progress in minimizing the effects of school placement changes through personnel making necessary modifications to services.

Action 3: School Changes Training for LEA Personnel: As stated in the first prompt, the action was implemented as planned. Action 2 supported the overall implementation of the goal by providing staff to provide training for LEA staff, which supported progress in minimizing the effects of school placement changes through personnel making necessary modifications to services.

Action 4: Supplemental Academic Enrichment and Transition Support: As stated in the first prompt, the action was implemented as planned. Action 4 supported the overall implementation of the goal by providing supplemental academic enrichment activities, which minimized the effects of school placement changes by increasing access to academic instruction, independent of school sites.

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.

Action 6.1 includes additional staff to carry out the transition support of foster youth and collaborate with partner agencies and LEA staff.

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

An explanation of why the LEA has developed this goal.

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

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			Above 50% Data Year: 2022-2023 Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Software and Mobile Application Development	Continue development of software for student information system and mobile application for Android and iOS.	$29,050.00	No
7.2	Data Collection	Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually.	$100,654.00	No
7.3	Educational Records	Foster Youth staff using the data base system 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.	$27,155.00	No
7.4	Education Plans	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.	$215,108.00	No
7.5	School Transition Support	Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools.	$18,979.00	No

Goal Analysis [2021-22]

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

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

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

Action 1: The Software and Mobile Application Development action was implemented as planned. Action 1 supported the overall implementation of the goal by providing contracts with vendors, which facilitated development of the database software and mobile application.

Action 2: The Data Collection action was implemented as planned. Action 2 supported the overall implementation of the goal by providing educational liaison staff, which facilitated their access to the database and delivery and coordination of services.

Action 3: The Educational Records action was implemented as planned. Action 3 supported the overall implementation of the goal by providing educational liaison staff the ability to access the database and deliver information necessary for educational services to take place.

Action 4: The Education Plan action was implemented as planned. Action 4 supported the overall implementation of the goal by providing educational liaison staff, facilitating their ability to write and deliver education plans necessary for educational services to be carried out.

Action 5: The School Transition Support action was implemented as planned. Action 5 supported the overall implementation of the goal by providing educational liaison staff, facilitating their ability to deliver and coordinate necessary educational services.

Overall Implementation Successes: The database software and mobile application development continued, with less costly contracts with vendors, and educational records and data were shared among participating districts and collaborative agencies, increasing immediate access to information necessary to quickly meet the needs of foster youth as they transitioned to different schools.

Overall Implementation Challenges: The initial contracts for database and mobile app development had been delayed due to COVID and challenges experienced by the vendors, which led to some delay in their completion.

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

Action 7.1's estimated actual expenditures were below as budgeted because of a shift to lower cost contracts for the development of the student information system and mobile iPlan application.

Action 7.3's estimated actual expenditures were below as budgeted due to an unfilled position, though the actions was successfully implemented by other staff.

Action 7.4's estimated actual expenditures were below as budgeted due to a change in the number of staff providing the action; it was successfully implemented by other staff.

Action 7.5's estimated actual expenditures were below as budgeted due to a change in the classification of staff providing the action.

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

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

Action 1: Software and Mobile Application Development: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by providing contracts with vendors, which facilitated development of the database software and mobile application.

Action 2: Data Collection: As stated in the first prompt, the action was implemented as planned. Action 2 supported the overall implementation of the goal by providing educational liaison staff, which facilitated their access to the database and delivery and coordination of services.

Action 3: Educational Records: As stated in the first prompt, the action was implemented as planned. Action 3 supported the overall implementation of the goal by providing educational liaison staff the ability to access the database and deliver information necessary for educational services to take place.

Action 4: Education Plan: As stated in the first prompt, the action was implemented as planned. Action 4 supported the overall implementation of the goal by providing educational liaison staff, facilitating their ability to write and deliver education plans necessary for educational services to be carried out.

Action 5: School Transition Support: As stated in the first prompt, the action was implemented as planned. Action 5 supported the overall implementation of the goal by providing educational liaison staff, facilitating their ability to deliver and coordinate necessary educational services.

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.

Action 7.1 was revised to include lower cost contracts for the development and maintenance of the database and mobile application.

Action 7.4 was adjusted to reduce the number of staff necessary to implement the action.

Action 7.5 was adjusted to reflect a change in staff classification.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,248,653.00	$0.0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.83%	0.00%	$0.00	6.83%

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

Required Descriptions

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

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

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

Goal 1, Action 1: Probation Support

Goal 1, Action 2: Safety and Transportation

Goal 1, Action 3: Mentoring and Transition

Goal 1, Action 4: Social/Emotional Support

Goal 1, Action 5: PBIS Support

Goal 1, Action 6: Truancy Support

Goal 1, Action 7: CTE Support

Goal 2, Action 1: Supplemental Instruction

Goal 2, Action 2: Professional Development

Goal 2, Action 3: Supplemental Tutoring Services

Goal 2, Action 4: Student Technology

Goal 2, Action 7: Student Progress Monitoring

Goal 3, Action 2: Parent and Stakeholder Outreach

Goal 4, Action 3: Electives and Paraprofessionals

Goal 5, Action 1: Expelled Student Support

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our educational partners. These contributing actions are principally directed toward our unduplicated student population to help the Fresno County Superintendent of Schools be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language

required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for educational partners when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Fresno County Superintendent of Schools has demonstrated it has at exceeded the 6.83% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 14.05% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 2, Action 6: English Learner Support
Goal 3, Action 3: Supplemental Bilingual Interpreting and Translation
Goal 6, Action 1: Coordination of Services for Foster Youth

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

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,707,443.00		$2,298,015.00	$1,813,723.00	$10,819,181.00	$7,832,514.00	$2,986,667.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Probation Support	Low Income	$45,000.00				$45,000.00
1	1.2	Safety and Transportation	Low Income	$146,340.00				$146,340.00
1	1.3	Mentoring and Transition	Low Income	$130,000.00				$130,000.00
1	1.4	Social/Emotional Support	Low Income	$294,046.00			$222,300.00	$516,346.00
1	1.5	PBIS Support	Low Income	$176,708.00			$57,787.00	$234,495.00
1	1.6	Truancy Support	Low Income	$71,645.00				$71,645.00
1	1.7	CTE Support	English Learners Foster Youth Low Income	$157,507.00		$102,493.00		$260,000.00
2	2.1	Supplemental Instruction	Foster Youth Low Income	$19,737.00			$63,672.00	$83,409.00
2	2.2	Professional Development	Foster Youth Low Income	$104,664.00			$54,664.00	$159,328.00
2	2.3	Supplemental Tutoring Services	English Learners Foster Youth Low Income	$52,717.00				$52,717.00
2	2.4	Student Technology	Foster Youth Low Income	$246,781.00				$246,781.00
2	2.5	Data/Assessment and Support	All	$126,550.00				$126,550.00
2	2.6	English Learner Support	English Learners	$117,538.00				$117,538.00
2	2.7	Student Progress Monitoring	Foster Youth Low Income	$2,000.00			$7,751.00	$9,751.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent and Educational Partner Communication	All	$85,000.00			$14,577.00	$99,577.00
3	3.2	Parent and Educational Partner Outreach	Low Income	$22,287.00			$7,000.00	$29,287.00
3	3.3	Supplemental Bilingual Interpreting and Translation	English Learners	$37,682.00				$37,682.00
3	3.4	Supplemental Support for families of SWDs	Students with Disabilities	$0.00				$0.00
4	4.1	California Standards Aligned Curriculum	All			$90,000.00		$90,000.00
4	4.2	Teachers and Staff	All	$3,486,069.00		$1,078,804.00		$4,564,873.00
4	4.3	Electives and Paraprofessionals	Low Income	$751,000.00			$915,805.00	$1,666,805.00
4	4.4	Facilities	All	$443,318.00				$443,318.00
5	5.1	Expelled Student Support	Low Income	$185,000.00			$81,814.00	$266,814.00
6	6.1	Coordination of Services for Foster Youth	Foster Youth	$5,854.00		$700,279.00	$170,981.00	$877,114.00
6	6.2	School Changes Training for Court Personnel and Attorneys	Foster Youth			$3,833.00		$3,833.00
6	6.3	School Changes Training for LEA Staff	Foster Youth			$58,714.00		$58,714.00
6	6.4	Supplemental Academic Enrichment and Transition Support	Foster Youth			$4,533.00	$85,785.00	$90,318.00
7	7.1	Software and Mobile Application Development	Foster Youth			$14,900.00	$14,150.00	$29,050.00
7	7.2	Data Collection	Foster Youth			$54,892.00	$45,762.00	$100,654.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	7.3	Educational Records	Foster Youth			$7,543.00	$19,612.00	$27,155.00
7	7.4	Education Plans	Foster Youth			$163,045.00	$52,063.00	$215,108.00
7	7.5	School Transition Support	Foster Youth			$18,979.00		$18,979.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$18,271,335.00	$1,248,653.00	6.83%	0.00%	6.83%	$2,566,506.00	0.00%	14.05 %	**Total:**	$2,566,506.00
								LEA-wide Total:	$1,846,375.00
								Limited Total:	$161,074.00
								Schoolwide Total:	$559,057.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Probation Support	Yes	Schoolwide	Low Income	Specific Schools: VHEA	$45,000.00	0.00%
1	1.2	Safety and Transportation	Yes	Schoolwide	Low Income	Specific Schools: VHEA	$146,340.00	0.00%
1	1.3	Mentoring and Transition	Yes	Schoolwide	Low Income	Specific Schools: VHEA	$130,000.00	0.00%
1	1.4	Social/Emotional Support	Yes	LEA-wide	Low Income	All Schools	$294,046.00	0.00%
1	1.5	PBIS Support	Yes	LEA-wide	Low Income	All Schools	$176,708.00	0.00%
1	1.6	Truancy Support	Yes	LEA-wide	Low Income	All Schools	$71,645.00	0.00%
1	1.7	CTE Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,507.00	0.00%
2	2.1	Supplemental Instruction	Yes	LEA-wide	Foster Youth Low Income	All Schools	$19,737.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Development	Yes	LEA-wide	Foster Youth Low Income	All Schools	$104,664.00	0.00%
2	2.3	Supplemental Tutoring Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AMW	$52,717.00	0.00%
2	2.4	Student Technology	Yes	LEA-wide	Foster Youth Low Income	All Schools	$246,781.00	0.00%
2	2.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: AMW	$117,538.00	0.00%
2	2.7	Student Progress Monitoring	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,000.00	0.00%
3	3.2	Parent and Educational Partner Outreach	Yes	LEA-wide	Low Income	All Schools	$22,287.00	0.00%
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$37,682.00	0.00%
4	4.3	Electives and Paraprofessionals	Yes	LEA-wide	Low Income	All Schools	$751,000.00	0.00%
5	5.1	Expelled Student Support	Yes	Schoolwide	Low Income	Specific Schools: VHEA	$185,000.00	0.00%
6	6.1	Coordination of Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,854.00	0.00%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,159,911.00	$9,715,172.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Probation Support	Yes	$30,938.00	$40,273
1	1.2	Safety and Transportation	Yes	$146,340.00	$58,314
1	1.3	Mentoring and Transition	Yes	$151,146.00	$135,545
1	1.4	Social/Emotional Support	Yes	$515,228.00	$340,099
1	1.5	PBIS Support	Yes	$234,495.00	$125,939
1	1.6	Truancy Support	Yes	$71,645.00	$36,355
1	1.7	CTE Support	Yes	$262,839.00	$125,663
2	2.1	Supplemental Instruction	Yes	$83,409.00	$70,733
2	2.2	Professional Development	Yes	$209,328.00	$196,407
2	2.3	Supplemental Tutoring Services	Yes	$52,717.00	$52,717

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	2.4	Student Technology	Yes	$346,357.00	$253,764
2	2.5	Data/Assessment and Support	No	$126,550.00	$13,217
2	2.6	English Learner and Strategic Learner Support	Yes	$117,538.00	$67,218
2	2.7	Student Progress Monitoring	Yes	$9,751.00	$4,446
3	3.1	Parent and Stakeholder Communication	No	$99,577.00	$97,754
3	3.2	Parent and Stakeholder Outreach	Yes	$29,287.00	$22,885
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$37,682.00	$34,526
3	3.4	Supplemental Support for families of SWDs	No	$0.00	$0.00
4	4.1	California Standards Aligned Curriculum	No	$169,416.00	$59,674
4	4.2	Teachers and Staff	No	$5,125,440.00	$5,159,260
4	4.3	Electives and Paraprofessionals	Yes	$1,510,427.00	$1,592,867
4	4.4	Facilities	No	$443,318.00	$146,795

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Expelled Student Support	Yes	$279,092.00	$200,747
6	6.1	Coordination of Services for Foster Youth	Yes	$445,347.00	$568,903
6	6.2	School Changes Training for Court Personnel and Attorneys	No	$1,054.00	$1,171
6	6.3	School Changes Training for LEA Staff	No	$50,379.00	$52,831
6	6.4	Supplemental Academic Enrichment and Transition Support	No	$81,824.00	$80,832
7	7.1	Software and Mobile Application Development	No	$205,463.00	$8,150
7	7.2	Data Collection	No	$57,653.00	$48,135
7	7.3	Educational Records	No	$29,554.00	$8,312
7	7.4	Education Plans	No	$209,012.00	$92,730
7	7.5	School Transition Support	No	$27,105.00	$18,910

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,248,653	$2,434,844.00	$1,736,519.00	$698,325.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Probation Support	Yes	$30,938.00	$40,273.00	0.00%	0.00%
1	1.2	Safety and Transportation	Yes	$146,340.00	$58,314.00	0.00%	0.00%
1	1.3	Mentoring and Transition	Yes	$93,720.00	$0.00	0.00%	0.00%
1	1.4	Social/Emotional Support	Yes	$294,046.00	$117,208.00	0.00%	0.00%
1	1.5	PBIS Support	Yes	$176,708.00	$62,054.00	0.00%	0.00%
1	1.6	Truancy Support	Yes	$71,645.00	$36,355.00	0.00%	0.00%
1	1.7	CTE Support	Yes	$157,507.00	$99,218.00	0.00%	0.00%
2	2.1	Supplemental Instruction	Yes	$11,715.00	$0.00	0.00%	0.00%
2	2.2	Professional Development	Yes	$52,083.00	$142,004.00	0.00%	0.00%
2	2.3	Supplemental Tutoring Services	Yes	$52,717.00	$52,717.00	0.00%	0.00%
2	2.4	Student Technology	Yes	$246,781.00	$74,491.00	0.00%	0.00%
2	2.6	English Learner and Strategic Learner Support	Yes	$117,538.00	$67,218.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Student Progress Monitoring	Yes	$9,751.00	$1,311.00	0.00%	0.00%
3	3.2	Parent and Stakeholder Outreach	Yes	$5,858.00	$22,218.00	0.00%	0.00%
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$37,682.00	$34,526.00	0.00%	0.00%
4	4.3	Electives and Paraprofessionals	Yes	$657,147.00	$750,694.00	0.00%	0.00%
5	5.1	Expelled Student Support	Yes	$266,814.00	$177,918.00	0.00%	0.00%
6	6.1	Coordination of Services for Foster Youth	Yes	$5,854.00	$0.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,378,385	$1,248,653	0.00%	52.50%	$1,736,519.00	0.00%	73.01%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - 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)

  - 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 + 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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