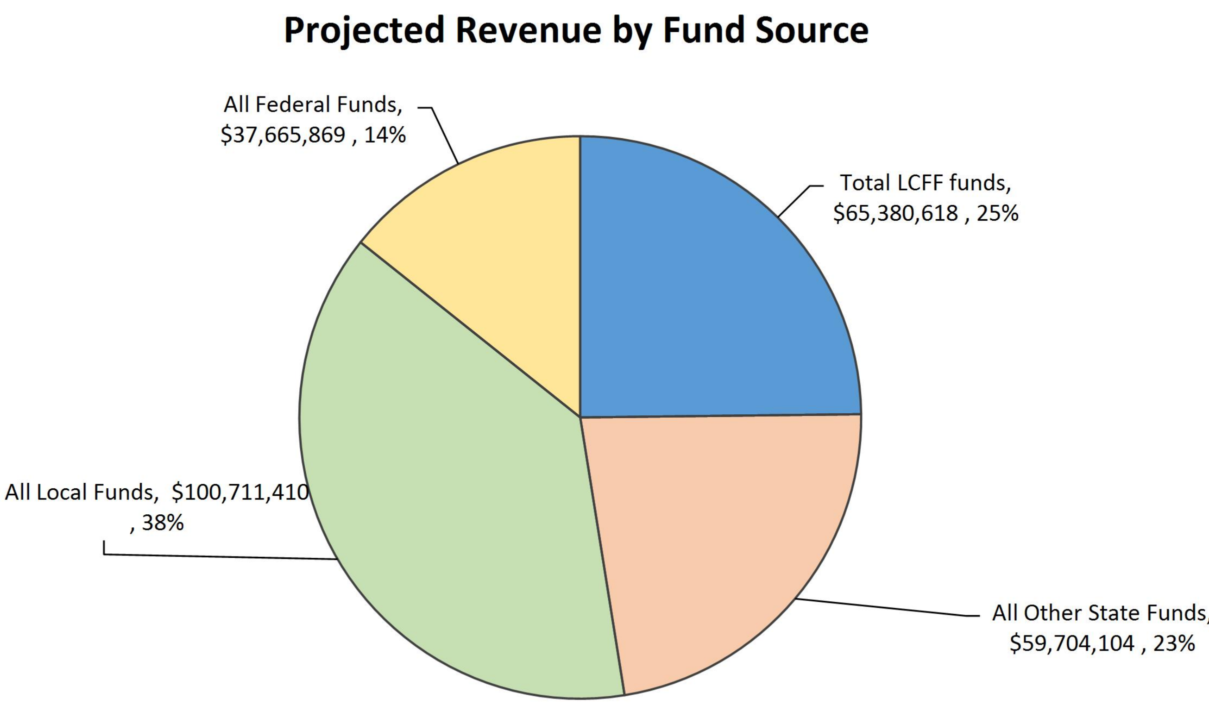
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Fresno County Superintendent of Schools
CDS Code: 10 10108 1030337
School Year: 2026-27
COE contact information:
Dr. Michele Cantwell-Copher
Superintendent of Schools

Phone: (559) 265-3010

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2026-27 School Year



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 263,462,001, of which 65,380,618 is Local Control Funding Formula (LCFF), 59,704,104 is other state funds, 100,711,410 is local funds, and 37,665,869 is federal funds.

Of the $59,704,104 attributed to All Other State Funds, $422,160 are attributed to the Student Support and Enrichment Block Grant.

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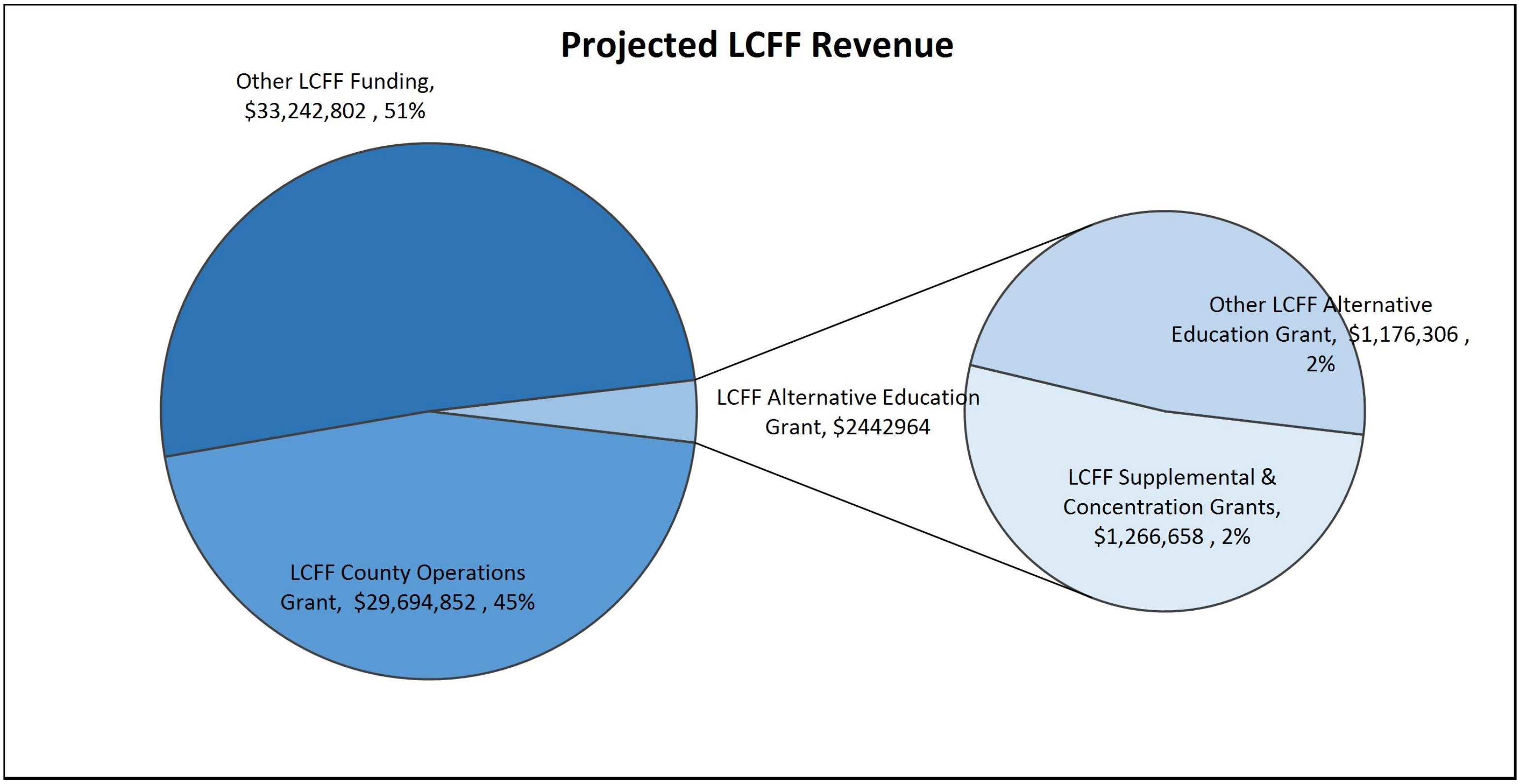
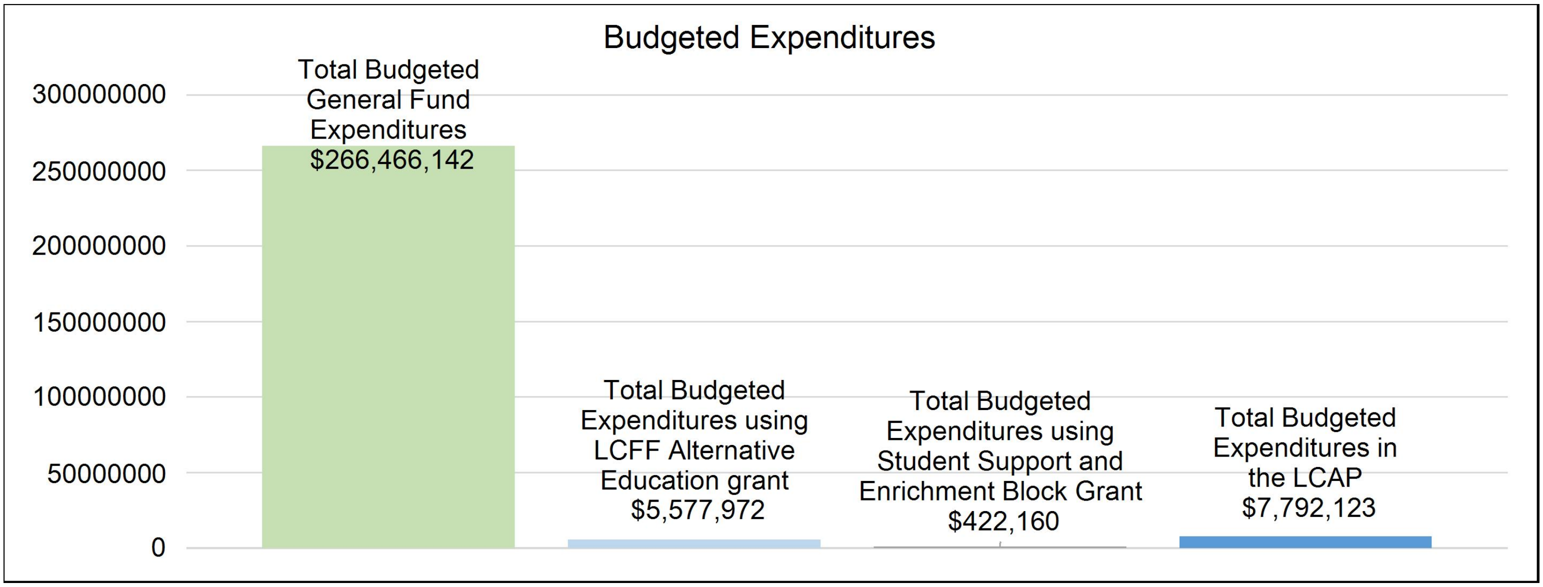


This chart shows the LCFF revenue Fresno County Superintendent of Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Fresno County Superintendent of Schools is $65,380,618, of which $29,694,852 is attributed to the LCFF County Operations Grant, $2,442,964 is the attributed to the LCFF Alternative Education Grant, and $33,242,802 is other LCFF funds. Of the $2,442,964 attributed to the LCFF Alternative Education Grant, $1,266,658 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The county office receives various funding sources beyond LCFF funding attributed to the County Operations Grant and the Alternative Education Grant. Funding includes federal, other state, other local funding and fee for services funding sources are provided to enable the county office to support its internal operations and services and supports to school districts throughout the county and region.

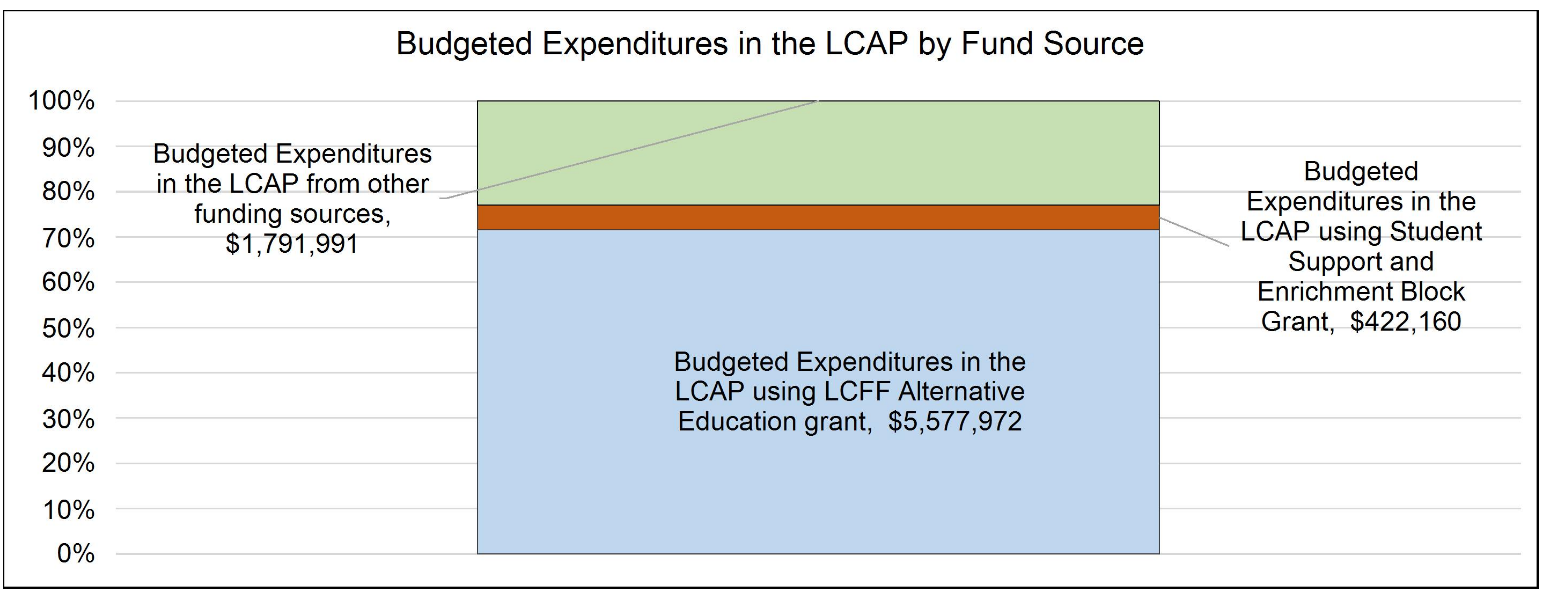
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2026-27. 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 $266,466,142 for the 2026-27 school year. Of that amount, $5,577,972 is attributed to the Alternative Education Grant and $422,160 is attributed to the Student Support and Enrichment Block Grant. $258,674,019 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

During the 2026-27 fiscal year, the county office plans on expediting funds on activities to support students throughout Fresno County and its own internal operations. This includes, but is not limited to, the county office providing specific services, to students whose services, needs, and outcome data are described in school district LCAPs. These funds cannot be directed for use within the Court/Community Schools operated by Fresno County Superintendent of Schools. County office services to support school district operations are funded by the state and not included in the LCAP because LCAP is defined as describing services to students in county-operated programs.



This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2026-27 for planned actions and services in the LCAP.

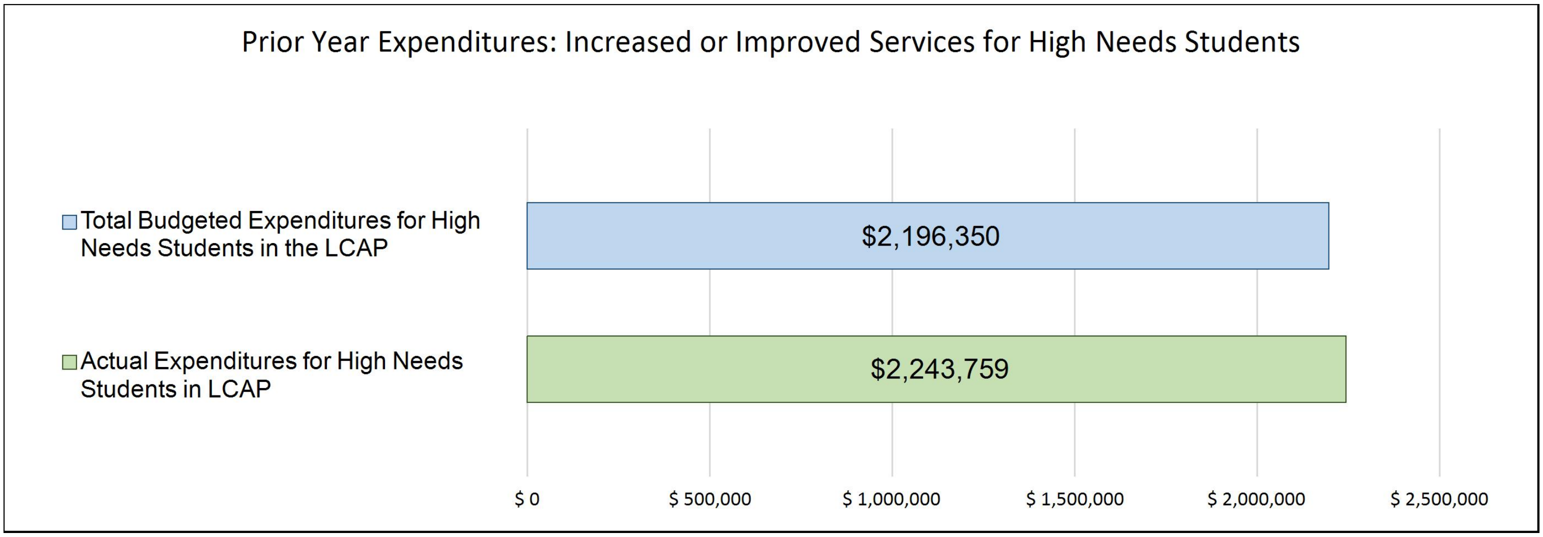
The text description of the above chart is as follows: Fresno County Superintendent of Schools plans to spend $7,792,123 on actions/services in the LCAP. Of those funds, $5,577,972 is attributed to the Alternative Education Grant and $422,160 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Fresno County Superintendent of Schools is projecting it will receive 1,266,658 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 2,053,362 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 2025-26



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 2025-26, Fresno County Superintendent of Schools's LCAP budgeted 2,196,350 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent 2,243,759 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Office of Fresno County Superintendent of Schools (FCSS) is under the direction of Dr. Michele Cantwell-Copher, Superintendent of Schools.

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

Values
Prioritize the Needs of Students: We create learning environments that cater to students' individual strengths, providing access to quality resources and support, and ensuring their well-being and safety are at the forefront of decision-making processes. We provide data-driven leadership support in order to improve equitable student outcomes.
Equity: We ensure fair and just opportunities for all individuals, regardless of their background or circumstances. This involves actively identifying and addressing disparities and barriers that prevent equal access to resources, opportunities, and outcomes, with the goal of creating a more inclusive and equitable community.
Service to Others: We seek to build relationships with students, parents, districts and the community to better provide exemplary service in the educational space. We work to develop expertise to ensure that service is of the highest quality to enable the greatest impact.

Continuous Improvement: We are dedicated to the ongoing process of seeking out ways to enhance performance, outcomes, and processes. We espouse a mindset of constantly evaluating, learning from feedback and experiences, and implementing changes and innovations to drive progress and achieve higher levels of effectiveness and efficiency.

County offices of education play a crucial role in California's education system. These offices serve as an intermediary between the state Department of Education and local school districts, providing essential support and resources to ensure the success of students and schools. First and foremost, county offices of education offer a wide range of services to school districts, such as professional development for teachers, curriculum development and support and fiscal oversight. They are vital in ensuring that schools have access to the necessary tools and knowledge to deliver high-quality education to students. County offices of education also ensure compliance from districts with some state and federal regulations. They provide guidance and support to local districts in matters of legal compliance, special education services and student assessment. County offices also oversee the implementation of statewide initiatives and policies within their respective regions, working closely with district administrators to ensure alignment and accountability.

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

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

Alternative Education has been accredited by the Western Association of Schools and Colleges (WASC) for over 25 years. The Student Learning Outcomes, in accordance with the school accreditation process and educational partner feedback, were revised in May 2014 and were again adopted during the 2021-2022 WASC process:

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

Alternative Education serves two student populations:

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

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

Student Population:
VHEA (2025 Dashboard)
Enrollment: 59
Socioeconomically Disadvantaged: 86.4%
English Learners: 10.2%
LTELs: 10.2%
Foster: 3.4%

Worsley (2025 Dashboard)
Enrollment: 79
Socioeconomically Disadvantaged: 100%
English Learners: 15.2%
LTELs: 12.6%
Foster: 7.6%

Understanding Student Dynamics in Alternative Education Settings:
In the Alternative Education setting, approximately 86% of students are enrolled for fewer than 70 school days, about three calendar months. This high level of student mobility is reflected in turnover rates, with 34% of students enrolling in and exiting the program each month and 65% doing so within a semester. Because of this constant movement, interventions must be flexible and are refined each year to meet the evolving needs of the current student population. These strategies are informed by the Local Educational Agency’s (LEA) experience and

outcomes with previous student cohorts. As a result, the LCAP (Local Control Accountability Plan) goals often rely on data from the 14% of students who remain enrolled for 70 or more school days.

Worsley: At Worsley (Court) School, students undergo an orientation process upon enrollment. During this orientation, transcripts from previous secondary schools are reviewed, and classes are scheduled based on an assessment of each student's academic needs. Subsequently, an Individual Learning Plan (ILP) is formulated for every student, considering the information gathered from transcript evaluations. Furthermore, students receive counseling on the various academic and vocational programs, including options such as CTE/ROP Welding and Environmental Horticulture Science. This counseling aims to inform students about academic and career advancement opportunities. The GLS (Guidance and Learning Support) and Transition Specialist (TSA) play pivotal roles in continuously reviewing and evaluating the needs of each student. This ongoing assessment informs the development of tailored academic plans that align with individual students' educational and career goals.

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

Explanation of data metrics not measured:
As mentioned above, the student population of Alternative Education is highly transient. Typically, students are enrolled for a few days, weeks, or months; With the low numbers in our population and the uniqueness of our programs, our staff relies on local data and assessments to provide performance-level information and conduct a needs assessment to identify successes within the LEA.

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

Although the LEA offers Career Technical Education courses, the course completion rate is not applicable because students rarely complete an academic year. However, the LEA measures student participation and certification completion rates of CTE courses. The same holds for students enrolled in A-G and AP courses. The classes are offered to students, but very few remain long enough to complete an entire course or participate in the AP exam. The FCSS Alternative Education program does not expel students, making the expulsion rate metric inapplicable.

Census Day Enrollment Snapshots:
2019-20 Enrollment: 285
2020-21 Enrollment: 217

2021-22 Enrollment: 160
2022-23 Enrollment: 160
2023-24 Enrollment: 135
2024-25 Enrollment: 138
2025-26 Enrollment: 122

Equity Multiplier Sites 2026-2027:
Schools are eligible for Equity Multiplier funding
(Based on non-stability rate and percentage of socioeconomically disadvantaged students, as shown in CDE's Stability Rate Data Report.)
Alice M. Worsley
Violet Heintz Education Academy

The Student Support and Enrichment Block Grant (SSEBG) funds are included in the LCAP. The 2026–2027 LCAP reflects $411,932 in SSEBG funds, which includes the full allocation. These funds support student support and enrichment opportunities and are addressed in Goal 6, Actions 4, 5, and 7, and Goal 7, Action 1, utilizing allowable activities such as dual enrollment partnerships; elective and world language courses; career technical education; preparation for and application to institutions of higher education; college and career and transition counseling; mental health support services; and high school completion, including access to high school equivalency examinations.

Dual enrollment partnerships.
Elective and world language courses.
Vocational and career technical education.
Preparation for and application for admission into institutions of higher education.
College and career counseling.
Transition counseling.
Mental health support services.
High school completion, including access to high school equivalency examinations.

Reflections: Annual Performance

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

In the 2025-26 academic year, we've encountered numerous opportunities for growth and improvement. We take pride in the following achievements.

Worsley
1. The suspension rate decreased from 2024 to 2025, dropping from 6.9% to 5.9% for all students, 9.5% to 5.6% for African American students, and 8.7% to 2% for White students.

2. In the 2025-2026 school year 85% of students showed an increase in Math Local Benchmark scores and 69% of students showed an increase in Writing scores.
3. Hired a full-time Behavior Technician to address student behavior, especially among African American and Hispanic students.

In the 2025-26 academic year, we've encountered numerous opportunities for growth and improvement. We take pride in the following achievements:
VHEA
1. The suspension rate decreased from the 2024-2025 school year to the 2025-2026 for long term students (70-day students), dropping from 50%% to 27%.
2. The chronic absenteeism rate decreased from the 2024-2025 school year to the 2025-2026 for long term students (70-day students), dropping from 79%% to 10%.
3. The 2025-2026 student survey results indicated that 93% of students felt a sense of connectedness and 97% felt a sense of safety while at school.

Local Indicators for 2025-2026 Dashboard
Basics: Teachers, Instructional Materials, Facilities: Standard Met
Parent and Family Engagement: Standard Met
Local Climate Survey: Standard Met
Coordination of Services for Expelled Students: Standard Met
Access to a Broad Course of Study: Standard Met
Coordination of Services for Foster Youth: Standard Met
Implementation of Academic Standards: Standard Met

LEA level Red 2025 Dashboard indicators:
CCI: Prepared 4.8%
Grad Rate: 34.8%
Suspension Rate: 13.2% suspended at least one day

Alice M. Worsley 2025 Dashboard indicators:
CCI: Prepared 1.9% Declined 3%
Grad Rate: 22.8% graduated Maintained 0.4%
(Note: Not enough students to have color or data for ELA & Math & ELPI)

Fresno County Special Education 2025 Dashboard indicators:
CCI: Prepared: 0%
Grad Rate: 28.6%

English Learner Progress: 31.2%
Suspension Rate: 13.2% suspended at least one day

Violet Heintz Education Academy 2025 Dashboard indicators:
Suspension Rate: 44.1% suspended at least one day Increased 9%
(Note: Not enough students to have color or data for CCI, ELA, Math, Grad Rate, Chronic Absenteeism and ELPI)

Learning Recovery and Emergency Block Grant
FCSS has unexpended LREBG funds for 2025-2026. FCSS will continue to use LREBG funds in alignment with the needs assessment and as described in Goal 2, Action 15 of the LCAP. For 2026-2027 all LREBG funds will continue to be used exclusively for summer school. LREBG Funds added to the action as part of the 25-26 Governors Budget was $64,713.

Mid-Year Update 2025-2026: LREBG
The Governor’s Budget provides additional LREBG funding to LEAs for 2025–26. LEAs may incorporate these added funds into their 2025–26 LCAP through the mid-year or annual update process.
FCSS has communicated the additional LREBG allocation and its proposed use to educational partners, including opportunities for feedback during School Site Council meetings. FCSS also shared this information with the local governing board as part of the mid-year update.
FCSS will continue to use LREBG funds in alignment with the needs assessment and as described in Goal 2, Action 15 of the LCAP. For 2025–26, FCSS will expand summer school funding to include the new LREBG allocation. All LREBG funds will continue to be used exclusively for summer school.

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

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

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

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

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

2023 Red Dashboard indicators for a student group within the LEA:

Graduation Rate: All Students, FY, Homeless, SED, Hispanic (Goal 2 Action 1: Supplemental Instruction Staff & Curriculum)
Suspension: All Students, FY, SED, SWD, AA, Hispanic (Goal 1 Action 4: Behavior Support Oversight)
College/Career: All students, FY, Homeless, SED, Hispanic (Goal 2 Action 11: Supplemental Instruction Staff & Curriculum)

LEAs that have Red 2023 Dashboard indicators for a student group within any school in the LEA:

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

VHEA
Suspension- SED, Hispanic (EM Goal)

LEAs that have Red 2023 Dashboard indicators for a school within the LEA:
Worsley: Graduation, CCI (EM Goal)
VHEA: Suspension (EM Goal)

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

The Fresno County Superintendent of Schools (FCSS) provides special education and related services to students with disabilities as provided by their Individualized Education Program (IEP) team.
The department provides individual and small group instruction that emphasizes the development of cognition, language, social, behavioral, self-help, and academic skills to individuals ages 0 to 22 years who have various forms of abilities. Needs are addressed within a framework

of developmentally appropriate curriculum aligned with state standards. An important goal of our program is to enable students to become independent, valued citizens of their communities. Services are provided in a variety of settings, including home, preschool, school, and community.

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

Reflections: Technical Assistance

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

2025 DA Qualifying Groups
Qualifying Groups: SED and Hispanic
Grad Rate: SED, HI
Suspension: SED, HI
CCI: SED, HI

2024 DTA Qualifying Groups
Qualifying Groups: FY, HI, HO, SED
Grad Rate: FY-HI-HO-SED
Suspension: FY-HI-SED
CCI- FY-HI-HO-SED

Year 1
During the 2026–2027 school year, FCSS Court and Community Schools will continue to implement targeted actions to address the needs of identified Year 1 student groups (Socioeconomically Disadvantaged and Hispanic students) in Graduation Rate, Suspension, and College and Career Indicator (CCI). At Worsley Court School, the Theory of Improvement continues to center on the aim of decreasing dropouts and increasing the graduation rate, building on the 2025–2026 target of increasing the graduation rate significantly from 22.8% to 33%. Additionally, Worsley will continue working toward the goal of 70% of students enrolling in school upon being released from the facility. The primary driver for this improvement remains School Enrollment, supported by the ongoing refinement of a structured Transition Process with consistent data routines to ensure students are connected to educational placements upon release and are supported in maintaining enrollment continuity. At VHEA, the Theory of Improvement continues to center on the aim that 100% of students will successfully meet their individual terms of expulsion, as measured by the district acceptance eligibility rate. VHEA will continue to organize its improvement work around key drivers, including a Cohesive Academic Plan, CTE/Project-Based Learning Opportunities, Policy and Procedures, PBIS,

Professional Development, and Professional Learning Communities (PLCs). Planned actions include continued expanded credit recovery, individualized graduation planning, and increased access to CTE pathways and work-based learning opportunities to improve Graduation Rate and CCI outcomes. Specifically, VHEA will continue to develop and strengthen its after-school CTE programming, including welding, forklift training, and horticulture, as well as a robotics program, to increase student engagement and provide meaningful career exploration aligned with local labor market needs. Additionally, Edmentum pacing calendars will continue to be refined in collaboration with Curriculum and Instruction content specialists, with monthly individualized coaching provided to teachers to strengthen instructional delivery and support credit accumulation toward graduation. At Worsley, the consistent transition process with embedded data routines will continue to support students in earning credits toward graduation while enrolled and ensure that upon release, students are actively transitioned into their next educational setting, directly supporting continued improvements in the graduation rate and reducing the dropout rate for SED and Hispanic students. To reduce Suspension rates, sites will continue to implement restorative practices, targeted behavioral interventions, and increased access to counseling and social-emotional supports. At VHEA, this includes the continued implementation and refinement of systematized discipline practices and procedures, including a discipline flow chart, behavior matrix, tiered interventions, and incentive structures. The PBIS team will continue to meet monthly to refine policies and incentives that promote positive student behavior and reduce reliance on exclusionary discipline. The structured student onboarding process will also continue to be strengthened to build early connections, set clear expectations, and support a smoother transition into the school community for SED and Hispanic students. Additional strategies will include ongoing targeted attendance supports, progress monitoring of at-risk students, and enhanced family outreach and engagement to improve student connection and consistency in school participation. VHEA will continue to utilize its student tracking system to monitor individual student progress across academic, behavioral, and attendance indicators, enabling staff to intervene proactively and provide individualized support. At Worsley, consistent data routines embedded within the transition process will continue to allow staff to monitor student enrollment status, credit progress, and post-release school placement, ensuring that SED and Hispanic students maintain educational continuity and remain on track toward graduation upon exiting the facility. VHEA's improvement work, which was organized into three implementation phases during the 2025–2026 school year, will continue into 2026–2027 with a focus on sustaining and deepening the practices established in prior phases. This includes ongoing PLC collaboration, continued refinement of Edmentum training and coaching structures, sustained after-school CTE programming, and continued monthly PBIS team meetings to strengthen the discipline matrix and incentive structures. Regular Differentiated Assistance collaborative meetings will continue throughout the 2026–2027 school year to support continuous improvement. Worsley's improvement work will continue to focus on refining and sustaining the systematic transition process supported by consistent data routines that were established during the 2025–2026 school year. This process will continue to ensure that students released from the facility are actively connected to their next educational placement, building on the goal of 70% of students enrolling in school upon release. Progress toward graduation rate targets will continue to be monitored through regular data reviews of credit accumulation, enrollment verification upon release, and graduation eligibility tracking. FCSS will continue to refine practices, build staff capacity, and strengthen implementation of evidence-based strategies aligned to the needs of SED and Hispanic students. Implementation and effectiveness will continue to be monitored through regular data reviews, including graduation progress, suspension rates, CCI indicators, PLC agendas and minutes, PBIS meeting outcomes, Edmentum coaching logs, the district acceptance eligibility rate, post-release school enrollment rates, and credit accumulation data, with adjustments made as needed to ensure actions are improving outcomes for identified student groups.

Year 2
During the 2026–2027 school year, FCSS Court and Community Schools will continue to implement targeted actions to address the needs of identified Year 2 student groups (Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and Hispanic students) in Graduation

Rate, Suspension, and College and Career Indicator (CCI). At Worsley Court School, the Theory of Improvement continues to center on the aim of decreasing dropouts and increasing the graduation rate, building on progress made during the 2025–2026 school year toward the target of increasing the graduation rate from 22.8% to 33%. Worsley will also continue working toward the goal of 70% of students enrolling in school upon being released from the facility. The primary driver for this improvement remains School Enrollment, supported by the ongoing refinement of a structured Transition Process with consistent data routines. This transition process is particularly critical for Foster Youth and Homeless Youth, who experience heightened mobility and placement instability, making enrollment continuity upon release essential to improving graduation outcomes for these student groups. At VHEA, the Theory of Improvement continues to center on the aim that 100% of students will successfully meet their individual terms of expulsion, as measured by the district acceptance eligibility rate. VHEA will continue to organize its improvement work around key drivers, including a Cohesive Academic Plan, CTE/Project-Based Learning Opportunities, Policy and Procedures, PBIS, Professional Development, and Professional Learning Communities (PLCs). Planned actions include continued expanded credit recovery opportunities, individualized graduation planning, and increased access to CTE pathways and work-based learning to improve Graduation Rate and CCI outcomes. Specifically, VHEA will continue to develop and strengthen its after-school CTE programming, including welding, forklift training, and horticulture, as well as a robotics program, to increase student engagement and provide meaningful career exploration aligned with local labor market needs. These CTE and project-based learning opportunities are designed to be accessible to all identified student groups, including Foster Youth and Homeless Youth, who benefit from hands-on, career-connected learning experiences that build self-efficacy and support college and career readiness. Additionally, Edmentum pacing calendars will continue to be refined in collaboration with Curriculum and Instruction content specialists, with monthly individualized coaching provided to teachers to strengthen instructional delivery and support credit accumulation toward graduation for SED, Hispanic, Foster Youth, and Homeless Youth students. At Worsley, the consistent transition process with embedded data routines will continue to support all identified student groups in earning credits toward graduation while enrolled and ensure that upon release, students, including Foster Youth and Homeless Youth who may transition to new placements or districts, are actively connected to their next educational setting, directly supporting continued improvements in the graduation rate and reducing the dropout rate. To address Suspension, sites will continue to implement restorative practices, behavioral intervention supports, and increased access to counseling and case management services. At VHEA, this includes the continued implementation and refinement of systematized discipline practices and procedures, including a discipline flow chart, behavior matrix, tiered interventions, and incentive structures. The PBIS team will continue to meet monthly to refine policies and incentives that promote positive student behavior and reduce reliance on exclusionary discipline for all identified student groups. The structured student onboarding process will continue to be strengthened to build early connections, set clear expectations, and support a smoother transition into the school community, which is especially important for Foster Youth and Homeless Youth who may arrive at VHEA with histories of trauma, placement disruption, and inconsistent school experiences. At Worsley, culturally responsive teaching practices will continue to be implemented to recognize and respect the cultural backgrounds, experiences, and identities of Hispanic and African American students, while also addressing the unique social-emotional needs of Foster Youth and Homeless Youth through individualized behavioral support and restorative approaches. Additional support will include ongoing targeted attendance interventions, family outreach and engagement, and coordination of services for Foster Youth and Homeless Youth to reduce barriers to consistent school participation. VHEA will continue to utilize its student tracking system to monitor individual student progress across academic, behavioral, and attendance indicators for all identified student groups, enabling staff to intervene proactively and provide individualized support. Community assistants will continue daily outreach, including calls and home visits, to encourage consistent school attendance and strengthen connections with families of SED, Hispanic, Foster Youth, and Homeless Youth students. At Worsley, consistent data routines embedded within the transition process will continue to allow staff to monitor student enrollment status, credit progress, and post-release school placement for all identified student groups, with particular attention to Foster Youth and Homeless Youth who may face additional barriers to maintaining educational continuity upon release. Coordination with Child Welfare, Juvenile Probation, court systems, and districts will continue to ensure that Foster Youth and Homeless Youth receive seamless transition support and access to community resources. VHEA's improvement work, which was organized into three implementation phases during the 2025–2026 school year, will continue into 2026–2027 with a focus on sustaining and deepening the practices established in prior phases. This includes ongoing PLC collaboration, continued refinement of Edmentum training and coaching structures, sustained after-school CTE programming, and continued monthly PBIS team meetings to strengthen the discipline matrix and incentive structures. Regular Differentiated Assistance collaborative meetings will continue throughout the 2026–2027 school year to support continuous improvement for all identified student groups. Worsley's improvement work will continue to focus on refining and sustaining the systematic transition process supported by consistent data routines established during the 2025–2026 school year. This process will continue to ensure that students released from the facility, including Foster Youth and Homeless Youth, are actively connected to their next educational placement, building on the goal of 70% of students enrolling in school upon release. Progress toward graduation rate targets will continue to be monitored through regular data reviews of credit accumulation, enrollment verification upon release, and graduation eligibility tracking, with disaggregated attention to outcomes for Foster Youth, Homeless Youth, SED, and Hispanic students. FCSS will continue to refine practices, build staff capacity, and strengthen implementation of evidence-based strategies aligned to the needs of Foster Youth, Homeless Youth, SED, and Hispanic students. Implementation will continue to be monitored through regular data reviews, including graduation progress, suspension rates, CCI indicators, PLC agendas and minutes, PBIS meeting outcomes, Edmentum coaching logs, the district acceptance eligibility rate, post-release school enrollment rates, credit accumulation data, and coordination of services documentation for Foster Youth and Homeless Youth, with adjustments made to ensure actions are effectively improving outcomes for each student group.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Alice M. Worsley, the LEA's Special Education program, and Violet Heintz Education Academy (VHEA) will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the 2025 California School Dashboard.
Alice M. Worsley Eligibility: CSI Grad
Fresno County Special Education Eligibility: CSI Grad

Violet Heintz Education Academy Eligibility: CSI Low Perform

FCSS will collaborate with the schools to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the site plans.

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

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

Evidence-based practice is a scientifically valid and rigorously tested program that research has shown to make a difference. The LEA supports school sites through multiple methods to help them determine the best evidence-based interventions based on their specific site needs. This includes resources such as What Works Clearinghouse, which offers information and guidance on evidence-based interventions. The LEA also provides a CSI Collaborative, where professional development opportunities are shown to give sites a forum to learn how practices supported by higher levels of evidence are more likely to improve student outcomes. This includes collaborative conversations between CSI sites across the county and guidance on what tools are available to support the sites to help them identify research-based interventions, how to evaluate them, and how to align them to their comprehensive needs assessments. (n

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

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

Monitoring and Evaluating Effectiveness

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: January through February 2026 How: Teachers were engaged through in-person and online meetings, in addition to surveys What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, teachers were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Principals	When: July, 2025 through February 2026 How: Principals were engaged through in-person and online meetings, in addition to surveys What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, principals were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Administrators	When: July, 2025 through February 2026 How: LEA and Site Administrators were engaged through in-person and online meetings, in addition to surveys

Educational Partner(s)	Process for Engagement
	What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, administrators were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Other School Personnel	When: January through February 2026 How: Other School Personnel were engaged through in-person and online meetings, in addition to surveys What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, school personnel were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Parents	When: January through February 2026 How: Parents were engaged through in-person and online meetings, in addition to surveys What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, parents were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Students	When: January through February 2026 How: Students were engaged through in-person and online meetings, in addition to surveys What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, students were presented with information regarding their sites' Equity

Educational Partner(s)	Process for Engagement
	Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Certificated Bargaining Unit	When: March 25, 2026 How: Certificated Bargaining Unit members were engaged through an online meeting What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, bargaining unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. Questions from members included confirming IT Technician support at both sites, translation services, food services, and transportation services. It was confirmed that all services and supports are available and implemented at both Alternative Education sites.
Classified Bargaining Unit	When: March 25, 2026 How: Classified Bargaining Unit members were engaged through an online meeting What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, bargaining unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. Questions from members included confirming IT Technician support at both sites, translation services, food services, and transportation services. It was confirmed that all services and supports are available and implemented at both Alternative Education sites.
SELPA	When: March 23, 2026 How: The SELPA was engaged through an online meeting What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP

Educational Partner(s)	Process for Engagement
	goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, bargaining unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Equity Multiplier Site: VHEA	When: March 23, 2026 How: VHEA was engaged through an in-person and online meeting, in addition to a survey What: VHEA was presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. Input from staff included supporting the site's PBIS program by planning student field trips, monthly incentive events, new student furniture and other activities to help promote positive behavior. Other input from staff included ways to include service learning on campus, behavior intervention curriculum and professional development, and metal detector and vape detectors on campus.
Equity Multiplier Site: Worsley	When: March 23, 2026 How: Worsley was engaged through an in-person and online meeting, in addition to a survey What: Worsley was presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. Input from staff included providing an incentive room to help support PBIS, indoor PE curriculum and resources/technology lab, a building trades class to enrich the CTE program, and ongoing professional development for teachers specifically in the spring.
PAC	When: February 10, 2026 How: The PAC was engaged through an in-person and online meeting, in addition to a survey What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 goals and actions. In addition, PAC members were presented with information regarding their sites' Equity

Educational Partner(s)	Process for Engagement
	Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. Two student representatives were added to the PAC.
PAC: Draft LCAP Presentation for Comments	When: April 6, 2026 How: The PAC was engaged through an in-person meeting What: The draft LCAP was provided and the PAC was informed of its ability to provide comments or questions, and receive a written response from the Superintendent.
DELAC	When: February 23, 2026 How: The DELAC was engaged through an online meeting, in addition to a survey. What: Overview of the LCFF and the LCAP process, LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, input on the effectiveness of the goals and actions, and input regarding the 2026-27 LCAP goals and actions. In addition, DELAC members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
DELAC : Draft LCAP Presentation for Comments	When: April 7, 2026 How: The DELAC was engaged through an in-person meeting What: The draft LCAP was provided and the DELAC was informed of its ability to provide comments or questions, and receive a written response from the Superintendent.
Public Comment Period (Provide notification to the public of the opportunity to submit written comment)	When: April 10, 2026 - April 21, 2026 How: Emails were sent to staff, students, parents, educational partners, and other educational partners to inform of the opportunity to read the draft LCAP and provide written comments using an online process What: The draft 2026-27 LCAP
Public Hearing	When: May 21, 2026 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft 2026-27 LCAP
Board Adoption	When: June 18, 2026 How: 2026-27LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report

Educational Partner(s)	Process for Engagement
	What: The 2026-27 LCAP; Local Indicators; Budget

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

FCSS' educational partner process resulted in feedback that influenced the development of the 2026-27 LCAP.

Teachers emphasized the need for professional development that equips them to address both students' social-emotional needs and academic mastery within their content areas. This priority is reflected in Goal 2, Action 2, which provides professional development and coaching tailored to alternative education settings. Teachers also highlighted the importance of addressing individual student behavioral needs, supported through Goal 1, Action 3's additional school psychologist services and Goal 2, Action 5's resources for PBIS and other behavioral support systems at each site.

Principals emphasized the importance of maintaining safe, clean, and welcoming facilities that support positive learning environments for students and staff. This is supported in Goal 1, Action 5, which funds maintenance and personnel to update and maintain school buildings and classrooms. They also stressed the need to continue upgrading student technology to enhance instruction, addressed in Goal 2, Action 4 through funding for computers, Wi-Fi hotspots, and other instructional technology. Additionally, principals highlighted the importance of supporting expelled students in successfully transitioning back to comprehensive school districts, as outlined in Goal 4, Action 1.

Administrators identified the need to replace and update core, standards-aligned curriculum to ensure students have access to rigorous and relevant instructional materials. This is addressed in Goal 2, Action 12, which allocates funds for curriculum purchases. They also emphasized the value of professional development and structured PLC time to strengthen instructional practices, both of which are supported under Goal 2, Action 2.

Other School Personnel discussed the importance of expanding and sustaining CTE pathways that provide students with practical, career-focused skills. Goal 2, Action 11 supports these efforts through programs such as welding and horticulture, with forklift certification currently in development. Staff also highlighted transportation as a critical support for student attendance and engagement, which is addressed in Goal 1, Action 2 through the provision of public bus tokens.

Parents expressed the importance of receiving clear communication and guidance on how to support their children academically and socially/emotionally. Academic support for families is reflected in Goal 3, Action 2, which includes parent outreach, workshops, and informational sessions. Social-emotional supports are embedded in Goal 1, Action 3 and Goal 2, Action 5, which provide supplemental school psychologist services and PBIS resources, alongside additional site-based supports funded through school-level plans.

Students shared that consistent communication with their parents and families regarding school events and academic progress is important to their success. This is supported through Goal 3, Action 2, which strengthens school-to-home communication, and Goal 2, Action 2, which provides individualized tutoring to address credit deficiencies and unique learning needs. Students also emphasized the value of positive relationships with staff and access to social-emotional support, addressed through Goal 1, Action 3's school psychologist services and Goal 2, Action 5's PBIS resources.

Certificated Bargaining: FCSS engaged Certificated Bargaining Unit members through an online meeting to gather input in support of the Local Control and Accountability Plan (LCAP) development process. Members were provided with an overview of the Local Control Funding Formula (LCFF) and the LCAP process, including LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, and an opportunity to provide input on the effectiveness of the current goals and actions as well as input regarding the 2026–27 LCAP goals and actions. In addition, Certificated Bargaining Unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. During the meeting, members asked clarifying questions regarding the availability of IT Technician support at both Alternative Education sites, as well as the provision of translation services, food services, and transportation services. It was confirmed that all of these services and supports are currently available and fully implemented at both Alternative Education sites, Alice M. Worsley School and the Violet Heintz Education Academy. This feedback will be used to inform the development and refinement of the LCAP goals, actions, and services for the 2026–27 school year.

Classified Bargaining: FCSS engaged Classified Bargaining Unit members through an online meeting to gather input in support of the Local Control and Accountability Plan (LCAP) development process. Members were provided with an overview of the Local Control Funding Formula (LCFF) and the LCAP process, including LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, and an opportunity to provide input on the effectiveness of the current goals and actions as well as input regarding the 2026–27 LCAP goals and actions. In addition, Classified Bargaining Unit members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. During the meeting, members asked clarifying questions regarding the availability of IT Technician support at both Alternative Education sites, as well as the provision of translation services, food services, and transportation services. It was confirmed that all of these services and supports are currently available and fully implemented at both Alternative Education sites, Alice M. Worsley School and the Violet Heintz Education Academy. This feedback will be used to inform the development and refinement of the LCAP goals, actions, and services for the 2026–27 school year.

SELPA: FCSS engaged the Special Education Local Plan Area (SELPA) through an online meeting to gather input in support of the Local Control and Accountability Plan (LCAP) development process. SELPA representatives were provided with an overview of the Local Control Funding Formula (LCFF) and the LCAP process, including LEA information and demographics, data in support of the effectiveness of the LCAP goals and actions, and an opportunity to provide input on the effectiveness of the current goals and actions as well as input regarding the 2026–27 LCAP goals and actions. In addition, SELPA representatives were presented with information regarding the sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. This collaborative engagement ensures that the unique perspectives and expertise of the SELPA are reflected in the planning process, particularly as it relates to supporting students with disabilities and ensuring equitable access to services and programs across the LEA's Alternative Education sites. This feedback will be used to inform the development and refinement of the LCAP goals, actions, and services for the 2026–27 school year.

PAC members expressed a strong interest in expanding Career Technical Education (CTE) opportunities to better reflect students' interests and career aspirations. Specifically, they suggested adding hands-on programs such as a culinary arts course where students could learn fundamental cooking techniques, food safety, nutrition, and explore pathways into the food service industry. They also recommended offering a photography course focused on digital photography, editing, visual storytelling, and entrepreneurial skills. In addition, PAC members proposed creating opportunities for students to access a music recording studio environment where they could record original music and learn the basics of music production, including sound engineering, mixing, editing, and the use of industry-standard software and equipment. Members emphasized that expanding CTE programming in these areas would increase student engagement while providing practical, career-aligned skills. These recommendations are supported in Goal 2, Action 11, which prioritizes expanding and strengthening career pathway opportunities that prepare students for postsecondary success and employment.

DELAC members discussed the importance of supporting English Learners in achieving both academic success and English language proficiency. They emphasized that students must receive intentional support to access grade-level content while continuing to develop their language skills. The committee specifically referenced Goal 2, Action 6, which includes dedicated teaching staff for ELD instruction and ongoing professional development for teachers. Members highlighted the importance of equipping staff with effective strategies to address the unique learning and language needs of English Learners to ensure equitable outcomes for all students.

Equity Multiplier Site: VHEA
FCSS engaged educational partners at VHEA through both in-person and online meetings, in addition to a survey. VHEA staff were presented with information regarding the site's Equity Multiplier status, including data on suspension rates for Socioeconomically Disadvantaged (SED) and Hispanic students. Staff were provided with relevant data and invited to share input regarding appropriate goals, metrics, and actions in support of the identified needs for these student groups.

Educational partner input from VHEA staff included several recommendations to strengthen the site's Positive Behavioral Interventions and Supports (PBIS) program. Specifically, staff suggested planning student field trips, hosting monthly incentive events, purchasing new student furniture, and organizing additional activities designed to promote positive behavior and increase student engagement. Staff also provided input on incorporating service learning opportunities on campus, implementing behavior intervention curriculum, and offering related professional development for staff. Additionally, staff recommended the installation of metal detectors and vape detectors on campus to further support a safe and positive school climate for all students, with a particular focus on reducing suspension rates among SED and Hispanic students.

Students and families also provided input through surveys and site-based engagement opportunities, emphasizing the need for stronger behavior supports, increased student engagement, and improved home-to-school communication. This feedback directly informed the expansion of Action 6.3 (Guidance Learning Specialist – Behavioral and PBIS Supports), including structured PBIS systems and behavior supports, to strengthen student transitions and connections to school.

Equity Multiplier Site: Worsley
FCSS engaged educational partners at Alice M. Worsley School through both in-person and online meetings, in addition to a survey. Worsley staff were presented with information regarding the site's Equity Multiplier status, including data on graduation rates, the College/Career

Indicator (CCI), and suspension rates for Socioeconomically Disadvantaged (SED) and Hispanic students. Staff were provided with relevant data and invited to share input regarding appropriate goals, metrics, and actions in support of the identified needs for these student groups.

Educational partner input from Worsley staff included several recommendations to support student success and school climate. Specifically, staff suggested strengthening the site's Positive Behavioral Interventions and Supports (PBIS) program through structured supports, as well as expanding access to engaging learning opportunities such as indoor physical education and technology-based instruction. Staff also recommended expanding Career Technical Education (CTE) pathways, including the addition of building trades, to improve College and Career Indicator (CCI) outcomes and graduation rates. Additionally, staff emphasized the importance of ongoing professional development to ensure instructional practices meet the academic and behavioral needs of SED and Hispanic students.

Students and families also provided input through surveys and site-based engagement opportunities, emphasizing the need for increased engagement, expanded career pathway opportunities, and stronger support for successful transitions and graduation. This feedback directly informed the expansion of Action 7.7 (Dual Enrollment and CTE Pathway Expansion with Contracted Services), including building trades and contracted CTE services, Action 7.6 (Guidance Learning Specialist – Transition and Reentry Supports) to strengthen transition and graduation outcomes, and Action 7.4 (Positive Behavior / Study Skill Supports) to enhance structured PBIS systems and school climate.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Both court and community schools must navigate the balance of academic instruction with the need to address broader social and emotional issues. The goal is to provide a supportive, enriching educational experience that meets students' unique needs and prepares them for future success. Based on analysis of student and parent surveys, suspension data, attendance data, and chronic absenteeism data, there is a need to reduce suspensions, increase student attendance, and increase student perception of a positive school climate. School attendance and engagement are necessary to foster social/emotional growth and a positive school climate and prepare students to return to their districts of residency.

The actions within this goal will provide additional services to improve attendance, reduce suspension, and increase students' and families' perceptions of a positive school climate. In addition, mentoring, social/emotional, and tiered behavior intervention supports will facilitate behavior choices that lead to increased connectedness and desire to go to school. The collected data, including suspension, chronic absenteeism, transfer rates, school climate perception, and educational partner feedback, will inform the progress of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension rate of 70-day students	All Students: 44% Low Income Students: 44%	All Students: 33% Low Income Students: 33%	All Students: 7% Low Income Students: 7%	All Students: 35% Low Income Students: 35%	All Students: -37% Low Income Students: -37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Students: 9% EL Students: data suppressed due to fewer than 11 students in student group* Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)	Foster Students: 4% EL Students:* Data Year: 2024-2025 Data Source: Local Data - Student Information System (AERIES)	Foster Students: 0 EL Students: * Data Year: 2025-2026 Data Source: Local Data - Student Information System (AERIES)	Foster Students: 35% EL Students: 35% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	Foster Students: -9% EL Students: *
1.2	Chronic absenteeism rate of 70-day students	All Students: 41% Low Income Students: 41% Foster Students: 5% EL Students: data suppressed due to fewer than 11 students in student group* Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)	All Students: 30% Low Income Students: 30% Foster Students: 3% EL Students: * Data Year: 2024-2025 Data Source: Local Data - Student Information System (AERIES)	All Students: 21% Low Income Students: 21% Foster Students: * EL Students: * Data Year: 2025-2026 Data Source: Local Data - Student Information System (AERIES)	All Students: 32% Low Income Students: 32% Foster Students: 32% EL Students: 32% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	All Students: -20% Low Income Students: -20% Foster Students: * EL Students: *
1.3	Unknown transfer rate of 70-day students	All Students: 6% Low Income Students: 6% Foster Students: 3% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024	All Students: 7% Low Income Students:7% Foster Students: 0% EL Students* Data Year: 2024-2025	All Students: 7% Low Income Students: 7% Foster Students:* EL Students: * Data Year: 2025-2026	All Students: 4% Low Income Students: 4% Foster Students: 4% EL Students: 4% Data Year: 2025-2026	All Students: +1% Low Income Students: +1% Foster Students: * EL Students: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data - Student Information System (AERIES)	Data Source: Local Data - Student Information System (AERIES)	Data Source: Local Data - Student Information System (AERIES)	Data Source: Local Data - Student Information System (AERIES)	
1.4	Attendance rate	All Students: 76% Low Income Students: 76% Foster Students: 90% EL Students: 89% Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)	All Students: 91% Low Income Students: 91% Foster Students: 95% EL Students: 88% Data Year: 2024-2025 Data Source: Local Data - Student Information System (AERIES)	All Students: 95% Low Income Students: 95% Foster Students: 89% EL Students: 96% Data Year: 2025-2026 Data Source: Local Data - Student Information System (AERIES)	All Students: 80% Low Income Students: 80% Foster Students: 80% EL Students: 80% Data Year: 2026-2027 Data Source: Local Data - Student Information System (AERIES)	All Students: +19% Low Income Students: +19% Foster Students: -1% EL Students: +7%
1.5	Suspension rate of all students	All Students*: 19.1% African American: 18.9% SED African American: 18.9% Foster Youth: 13.9% Hispanic: 21.5% SED Hispanic: 20.8% SED: 8.6% SWD: 13.9% SED SWD: 23.3% Data Year: 2022-2023 Source: CALPADS Report 7.12 Fresno County Office of Education	All Students: 29.9% African American: 34.4% SED African American: 35.5% Foster Youth: 50%* Hispanic: 28.8% SED Hispanic: 28.8% SED: 29.9% SWD: 27.6% SED SWD: 27.6% Data Year: 2023-2024	All Students: 33.7% African American: 29.2% SED African American: 29.2% Foster Youth: * Hispanic: 28.3% SED Hispanic: 28.9% SED: 34.1% SWD: 56.3% SED SWD: 56.3% Data Year: 2024-2025 Source: CALPADS Report 7.12	All Students: 5% African American: 9.4% SED African American: 9.4% Foster Youth: 3.2% Hispanic: 5.7% SED Hispanic: 5.2% SED: 5.9% SWD: 6.7% SED SWD: 9% Fresno County Office of Education All Students: 3.2% AA: 5.7%	All Students*: +14.6% African American: +10.3% SED African American: +10.3% Foster Youth: +6.8% Hispanic: +6.8% SED Hispanic: +8.1% SED: +25.5% SWD: +42.4% SED SWD: +33.0% Fresno County Office of Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 11% AA: 14.4% FY: 8.2% Hispanic: 10.7% SED: 10.9% SWD: 11.7% Worsley African American: 11.8% Hispanic 8.1% VHEA All Students: 23.8% Hispanic: 19.7% SED: 24.3% Data Year: 2022-2023 Source: 2023 Dashboard	Source: CALPADS Report 7.12 Fresno County Office of Education All Students: 12.8% AA: 16% FY: 10.5% Hispanic: 11.5% SED: 12.4% SWD: 8.6% Worsley African American: 9.5% Hispanic: 6.2% VHEA All Students: 35.2% Hispanic: 31.8% SED: 36.3% Data Year: 2023-2024 2024 Dashboard	Fresno County Office of Education All Students: 2.4% AA: 6.7% FY: 27.3% Hispanic: 1.7% SED: 2.5% SWD: 2.4% Worsley African American: 17.6% Hispanic: 22.7% VHEA All Students: 45% Hispanic: 33.3% SED: 46.2% Data Year: 2024-2025 Source: 2025 Dashboard	FY: 3.2% Hispanic: 5.2% SED: 5.9% SWD: 6.7% Worsley African American: 6.4% Hispanic: 3.1% VHEA All Students: 5% Hispanic: 5% SED: 5% Data Year: 2025-2026 Source: 2025 Dashboard	All Students: -8.6% AA: -7.7% FY:+19.1% Hispanic: -9.0% SED: -8.4% SWD: 9.3% Worsley African American:+5.8% Hispanic:+14.6% VHEA All Students:+21.2% Hispanic: +13.6% SED: +21.9%
1.6	Chronic absenteeism rate**	All Students: 4.2% Low Income Students: 4.1% Foster Students: 0% EL Students: 2.8% Data Year: 2022-2023	All Students: 8.7% Low Income Students: 8.7% Foster Students: 12.5% EL Students: 11.8%	All Students: 2.4% Low Income Students: 2.4% Foster Students: * EL Students: 1.3% Data Year: 2024-2025	All Students: 10% Low Income Students: 10% Foster Students: 10% EL Students: 10% Data Year: 2025-2026	All Students: -1.8% Low Income Students: -1.7% Foster Students: N/A EL Students: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS Report 14.2	Data Year: 2023-2024 Data Source: CALPADS Report 14.2	Data Source: CALPADS Report 14.2	Data Source: CALPADS Report 14.2	
1.7	High school dropout rate**	All Students: 67.5% Low Income Students: 67.5% Foster Students: 56.3% EL Students: 63.2% Data Year: 2022-2023 Data Source: DataQuest	All Students: 61.3% Low Income Students: 61.3% Foster Students: 56.3% EL Students:* Data Year: 2023-2024 Data Source: DataQuest	All Students: 34.4% Low Income Students: 36.0% Foster Students: * EL Students: * Data Year: 2024-2025 Data Source: DataQuest	All Students: 25% Low Income Students: 25% Foster Students: 25% EL Students: 25% Data Year: 2025-2026 Data Source: DataQuest	All Students: -33.1% Low Income Students:-31.5% Foster Students: N/A EL Students: N/A
1.8	Rates of a sense of school safety	Students: 72% Parents: 100% Teachers: 93% Data Year: 2023-2024 Data Source: Local Survey	Students: 84% Parents: 100% Teachers: 89% Data Year: 2024-2025 Data Source: Local Survey	Students: 85% Parents: 100% Teachers: 100% Data Year: 2025-2026 Data Source: Local Survey	Students: 84% Parents: 100% Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	Students: +12% Parents: 0% Teachers: +7%
1.9	Rates of a sense of school connectedness	Students: 73% Parents: 100% Teachers: 89% Data Year: 2023-2024 Data Source: Local Survey	Students: 69% Parents: 75% Teachers: 88% Data Year: 2024-2025 Data Source: Local Survey	Students: 76% Parents: 100% Teachers: 100% Data Year: 2025-2026 Data Source: Local Survey	Students: 85% Parents: 100% Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	Students: +3% Parents: 0% Teachers: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percentage of Facilities maintained in good repair	100% of facilities met good repair Data Year: 2023-24 Data Source: Facilities Inspection Tool Facilities Inspection Tool	100% of facilities met good repair Data Year: 2024-25 Data Source: Facilities Inspection Tool	94.98% of facilities met good repair Data Year: 2025-2026 Data Source: Facilities Inspection Tool	100% of facilities met good repair Data Year: 2026-27 Data Source: Facilities Inspection Tool	Data Source:-5.02% Facilities Inspection Tool

Goal Analysis [2025-26]

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

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

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

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

The Fresno County Superintendent of Schools successfully implemented Goal 1, which focuses on improving student engagement, increasing student attendance, reducing student discipline, and increasing students' perception of positive school climate.

Action 1.1 (Probation Support)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. The probation officer successfully established trusting relationships with students and facilitated smooth transitions between VHEA, Juvenile Hall, and neighboring districts.
Successes: Immediate support and accountability for probation students, strengthened safety, and family connections to resources.
Challenges: The primary challenge was ensuring alignment between probation officer duties and school expectations, as new staff is often assigned annually, requiring ongoing training and collaboration.

Action 1.2 (Safety and Transportation)
Implementation Status: 4-Full Implementation
This action was fully implemented with one substantive difference in planned versus actual implementation. The LEA added a new Campus Safety Assistant to the action and utilized the CIS Security Contract through November 2025, after which the contracted security services

were discontinued. The transition from contracted security to an in-house Campus Safety Assistant, along with the continued presence of the SRO, enhanced campus safety through proactive presence and positive relationship building with students.
Successes: School attendance improved and suspensions decreased.
Challenges: The challenge was training two new Campus Safety Assistant positions to ensure school administration expectations were clearly understood and consistently implemented.

Action 1.3 (Wellness Supports)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. Probation staff successfully addressed truancy concerns through home visits and counseling, while the school nurse addressed students' health needs promptly.
Successes: School attendance improved as a result of this action.
Challenges: The challenge remained ensuring new probation staff's duties align with school expectations through ongoing training and communication.

Action 1.4 (Behavior Support Oversight)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. The Director position successfully provided guidance, resources, and strategic collaboration to strengthen leadership capacity, with focused efforts on chronic absenteeism, suspension rates, graduation outcomes, and college/career indicator.
Successes: Processes and procedures were implemented to address chronic absenteeism, suspension rate, graduations outcomes, and college/career indicator. Director, site principals and leadership team work collaboratively to focus on department goals.
Challenges: No challenges were reported for this action.

Action 1.5 (Facilities & Operational Costs)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. Well-maintained facilities and an on-site custodian contributed to a positive school climate by ensuring a clean, safe, and functional environment.
Successes: Positive school climate with a decrease in suspension rate.
Challenges: No challenges were reported for this action.

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.

1.2 Safety and Transportation: The LEA added a new Campus Safety Assistant to the action and utilized the CIS Security Contract through November 2025, after which the contracted security services were discontinued.

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

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

The actions outlined in Goal One helped make progress towards the LEA's goal: Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate.

Action(s):1.1 Probation Support
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s):
Suspension Rate of 70-day students (low income, all students); Chronic Absenteeism Rate of 70-day students (low-income, all students); Educational Partner Input at VHEA.
The Suspension Rate of 70-day students for both the low-income, and all students groups has declined by 37% from baseline. The Chronic Absenteeism Rate of 70-day students has declined by 20% from baseline for both the low-income and all student groups. Educational Partner Input at VHEA indicates that probation officers have supported student attendance through making relationships with students and families.
Analysis Statement: The probation support action fully met its intended outcomes for the identified student groups, demonstrating exceptional effectiveness in achieving its goals. Over the three-year period, suspension rates for 70-day students decreased dramatically from 44% (2023-2024) to 33% (2024-2025) to 7% (2025-2026), representing a total reduction of 37 percentage points for both all students and low-income students. Foster students showed the most remarkable improvement, achieving a 0% suspension rate in 2025-2026, down from 4% the previous year. Similarly, chronic absenteeism rates showed substantial improvement, declining from 41% (2023-2024) to 30% (2024-2025) to 21% (2025-2026), a total reduction of 20 percentage points. Educational partner feedback from school staff indicated that the support from probation has created a safe and secure environment for students to look forward to attending school. The probation officer's success in building meaningful relationships with students and facilitating restorative practices created a foundation of trust that encouraged positive behavioral choices and regular school attendance. The proactive approach of counseling students before incidents escalated and maintaining consistent communication with families prevented potential suspensions and addressed attendance barriers before they became chronic. This relationship-based intervention model proved particularly effective for our most vulnerable populations, as evidenced by the elimination of suspensions among foster youth. The sustained improvement over three years indicates that the probation support model not only addresses immediate behavioral concerns but also builds lasting connections that promote long-term student success. The full achievement of intended outcomes, combined with positive feedback from school staff about the enhanced sense of safety and security, confirms that probation support serves as a cornerstone intervention for creating positive school environments where students feel supported and motivated to attend regularly.

Action(s):1.2 Safety and Transportation
Effectiveness of Action(s):3-Effective
Metric(s) & Student Group(s):

Chronic Absenteeism Rate of 70-day students (low-income, all students); Sese of School Safety (low-income students & all students), Educational Partner Input at VHEA.
The Chronic Absenteeism Rate of 70-day students has declined by 20% from baseline for both the low-income and all student groups. The Sense of School Safety for low-income students & all student groups is up 12% from baseline. Educational Partner Input at VHEA indicates that transportation support is of key importance because the site's families live across Fresno County. In addition, school safety staff on duty during breaks and lunch were mentioned as being important to the sense of safety.
Analysis Statement: The safety and transportation action fully met its intended outcomes for the identified student groups, proving highly effective in creating a secure learning environment and removing attendance barriers for students. The sense of school safety showed consistent improvement across all educational partner groups, with students increasing from 72% (2023-2024) to 84% (2024-2025) to 85% (2025-2026), while both parents and teachers achieved 100% sense of safety in 2025-2026, up from 100% and 89% respectively in the baseline year. This comprehensive feeling of safety directly correlated with improved attendance patterns. Students and staff feedback through surveys indicated that school safety is being addressed and that safe and secure campuses are a focus area for the LEA. Chronic absenteeism for 70-day students demonstrated remarkable improvement, declining from 41% (2023-2024) to 30% (2024-2025) to 21% (2025-2026), representing a total reduction of 20 percentage points for both all students and low-income students. The provision of bus tokens effectively eliminated transportation as a barrier to attendance, particularly crucial for low-income students who previously lacked reliable means to get to school. The School Resource Officer (SRO) who employed trauma-informed and restorative practices created a supportive rather than punitive security presence. This approach built trust with students who had previously felt unsafe, making them more willing to attend school regularly. The sustained high levels of safety perception among all educational partners, combined with the continued decrease in chronic absenteeism, demonstrates that addressing both physical safety concerns and practical transportation needs creates an environment where students feel secure and supported enough to maintain consistent attendance. The 100% safety perception among parents and teachers further indicates strong community confidence in the school's safety measures. The full achievement of intended outcomes confirms that comprehensive safety measures paired with practical transportation support effectively address the complex needs of court and community school students.

Action(s):1.3 Wellness Supports
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s):
Chronic Absenteeism Rate of 70-day students (low-income students, all students); Unknown Transfer Rate of 70-day students (low-income students); Sense of School Connectedness (low-income students & all students); Educational Partner Input at VHEA
The Chronic Absenteeism Rate of 70-day students has declined by 20% from baseline for both the low-income and all student groups. The Unknown Transfer Rate of low-income 70-day students increased 1% from baseline. The Sense of School Connectedness for both low-income and all student groups are 3% from baseline. Educational Partner Input at VHEA indicates that social/emotional support staff have provided individual time with students in support of their behavior, attendance, and helped improve a connection with the school.
Analysis Statement: The wellness supports action fully met its intended outcomes for the identified student groups, demonstrating strong effectiveness in addressing student attendance and engagement through comprehensive health and social-emotional services. Chronic absenteeism for 70-day students showed substantial improvement over the three-year period, declining from 41% (2023-2024) to 30% (2024-2025) to 21% (2025-2026), achieving a total reduction of 20 percentage points for both all students and low-income students. This improvement reflects the success of proactive interventions including home visits, family engagement, and coordinated support services.

School administration supported the work of the TIP (Truancy Intervention Program) officer and collaborates with them on a regular basis to support identified truant students. This administrative support and collaboration ensured that truancy interventions were coordinated and effective. The unknown transfer rate remained relatively stable, moving from 6% (2023-2024) to 7% in both 2024-2025 and 2025-2026, indicating consistent tracking and transition support for students. Most notably, the sense of school connectedness showed significant recovery and improvement, with students increasing from 73% (2023-2024) to 69% (2024-2025) to 76% (2025-2026). Both parents and teachers achieved 100% sense of connectedness in 2025-2026, with parents recovering from a dip to 75% in 2024-2025. The combination of additional nursing services, school psychologist support, and the Truancy Intervention Program (TIP) created a comprehensive safety net that addressed both physical and mental health barriers to attendance. The TIP program's individualized home visits and family engagement strategies proved particularly effective in identifying and addressing root causes of absenteeism. The strong sense of connectedness among all educational partners by 2025-2026 indicates that these wellness supports successfully created an environment where students, families, and staff feel engaged and supported. The sustained improvement in attendance alongside increased connectedness demonstrates that addressing students' wellness needs is fundamental to their educational engagement and success. The full achievement of intended outcomes confirms that comprehensive wellness supports, backed by strong administrative collaboration, effectively meet the complex needs of low-income students in court and community school settings.

Action(s):1.4 Behavior Support
Effectiveness of Action(s): 2-Somewhat Effective
Metric(s) & Student Group(s):
LEA Level Red Suspension Rate: All Students, African American, Low-income African American, Foster Youth, Hispanic Low-Income Hispanic, SED, SWD, Low-Income SWD, Education partner feedback and input
LEA Level Reds include the Suspension Rate for the following student groups, including their change from baseline: All Students increased by 14.6%, African Americans by 10.3%, Low- Income African Americans by 10.3%, Foster Youth by 6.8%, Hispanic students by 6.8%, Low-Income Hispanic students by 8.1%, SED by 25.5%, SWD by 42.4%, Low-Income SWD by 33%. Education partner feedback and input indicates that behavior support programs and staff are important to reducing the frequency of behavior concerns and campus as well as off-campus suspensions.
Analysis Statement: The behavior support oversight action partially met the intended outcomes for the identified student groups, showing mixed effectiveness across different student populations, with notable improvements for 70-day students but continued challenges with overall suspension rates. For 70-day students specifically, the action proved highly effective, with suspension rates decreasing from 44% (2023-2024) to 33% (2024-2025) to 7% (2025-2026), representing a remarkable 37 percentage point reduction. This success demonstrates that the intensive oversight and MTSS framework implementation had significant positive impact on the students receiving the most concentrated support. The newly implemented behavior intervention plan and PBIS supports are showing progress. Educational partner feedback from staff and students during School Site Council meetings and staff PLC meetings has led to the progression of the plan to help support MTSS practices for students. This collaborative approach to refining behavior support systems indicates growing buy-in and effectiveness of the interventions. However, the broader LEA-wide suspension data reveals ongoing challenges. Overall suspension rates increased from 29.9% (2023-2024) to 33.7% (2024-2025), with Students with Disabilities showing particularly concerning rates at 56.3%. While some groups showed improvement, African American students decreased from 34.4% to 29.2% and Hispanic students remained relatively stable at 28.3%, the overall trend indicates that the behavior support strategies have not yet achieved consistent effectiveness across all populations. The Director of Alternative Education's implementation of alternative discipline strategies and cultural competency training appears to be most effective when applied intensively with smaller, targeted populations (as evidenced by the 70-day student

success). The stark contrast between the 7% suspension rate for 70-day students versus the 33.7% overall rate suggests that the level of oversight, relationship-building, and individualized support provided to 70-day students is a key factor in reducing suspensions. The challenge moving forward is scaling these intensive interventions to benefit the broader student population, particularly SWD students who face the highest suspension rates. The data indicates that while the MTSS framework and behavior support oversight can be highly effective, implementation and resources are critical factors in achieving positive outcomes. The partial achievement of intended outcomes, combined with positive feedback about the new behavior intervention plan, suggests that continued refinement and expansion of these supports will be necessary to achieve broader impact.

Action(s):1.5 Facilities
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s):
Percentage of Facilities Maintained in Good Repair
The Percentage of Facilities Maintained in Good Repair for all students declined by 5.02% from baseline.
Analysis Statement: The facilities and operational costs action fully met its intended outcomes for the identified student groups, demonstrating strong effectiveness in maintaining educational environments that support student learning and engagement. The facility maintenance rate showed a slight decrease from 100% (2023-2024 and 2024-2025) to 94.98% (2025-2026), still representing a high standard of facility upkeep that exceeds most benchmarks for educational facilities. Teaching staff and custodial staff supported the overall facilities plan for our sites, ensuring collaborative implementation of maintenance and improvement efforts. It is also noted that Fresno County Probation was notified of the inspection of the school since it is housed at their facility, demonstrating appropriate coordination with partner agencies in maintaining facility standards. While the 5.02 percentage point decrease from perfect maintenance warrants attention, the 94.98% rate indicates that nearly all facilities continue to meet good repair standards. This high level of maintenance directly supports student engagement and positive school climate by providing safe, clean, and well-functioning learning environments. The sustained investment in facility upkeep, maintenance personnel, and instructional environment updates has created spaces that support critical thinking, problem-solving, communication, collaboration, and creativity. The slight decrease from 100% to 94.98% may reflect normal wear and tear, increased facility usage, or more rigorous inspection standards rather than a significant decline in maintenance efforts. The continued high performance in facility maintenance demonstrates the LEA's commitment to providing quality learning environments. Well-maintained facilities contribute to students' sense of safety and belonging, supporting the broader goals of improving engagement and school climate. The effectiveness of this action is evident in its contribution to the overall positive trends in student attendance and school connectedness, as students are more likely to attend and engage in schools that are clean, safe, and well-maintained. The full achievement of intended outcomes, supported by staff buy-in and appropriate inter-agency coordination, confirms that facility maintenance remains a foundational element in creating positive learning environments.

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

Action Updates:
1.2 New Campus Safety Assistant added to action; CIS Security Contract utilized through November 2025. A new Campus Safety Assistant will be added to this action next year.

1.3 TIP Contract increased the number of monthly visits to one visit per week, emphasizing home visits. Also, based on reflections from prior implementation, the TIP expenditure for VHEA was moved from Action 7.6 to Action 1.3. This change better aligns the expenditure with the action through which the service is funded and provided, improving the accuracy of the LCAP. 1.4 The action language was updated to reflect the need to provide direct oversight and training support for the Behavior Support Plans at each site and the MTSS framework, in response to the red indicators on the 2023 Dashboard for the suspension rate across multiple student groups, including All Students, African American, Foster Youth, Hispanic, SED, and SWD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Probation Support	VHEA will contract with county probation staff to provide home visitation, counseling, and supervision.	$40,000.00	Yes
1.2	Safety and Transportation	VHEA will provide security (Campus Safety Assistant) and an SRO to improve campus safety and will provide tokens for public bus transportation to and from school.	$310,000.00	Yes
1.3	Wellness Supports	VHEA & Worsley will provide additional nursing and school psychologist services above the base to support the specific needs of students. VHEA & Worsley will contract with the TIP Program (Truancy Intervention Program).	$169,881.00	Yes
1.4	Behavior Support Oversight	FCSS was identified for Differentiated Assistance (DA) based on the Suspension indicator for Foster Youth, Hispanic, and social-economically disadvantaged students. Upon observing the red indicators for suspension rates on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. To address the following Reds on the 2023 Dashboard: LEA Level Reds Suspension Rate: All Students	$115,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		African American Foster Youth Hispanic SED SWD 2023 Dashboard Worsley Reds: Suspension Rate: All Students, African American students, Hispanic students 2024 DTA Eligibility SED Chronic Absenteeism, Grad Rate, Suspension and CCI Foster Grad Rate, suspension and CCI Homeless Grad Rate and CCI Hispanic Grad Rate, Suspension and CCI 2025 DA Eligibility SED Grade Rate, Suspension and CCI Hispanic Rate, Suspension and CCI The LEA will provide the following: The Director of Alternative Education will provide direct oversight and training support for the Behavior Support Plans for each site and the MTSS framework.		
1.5	Facilities & Operational Costs	The LEA will maintain facilities in good repair, retain maintenance personnel, and update the instructional and/or classroom learning environment to support critical thinking and problem solving, communication, collaboration, creativity, and innovation, as well as any routine maintenance or operations of the schools.	$245,100.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

The goal is to provide a supportive, enriching educational experience that meets students' unique needs and prepares them for future success. Given the challenges faced by students in court and community schools, particularly the high turnover rate, it's critical to prioritize local data analysis, including local assessments and credit accumulation. This data is essential for tailoring academic achievement strategies, instructional learning opportunities, and credit recovery programs. These measures are designed to facilitate students' seamless reintegration into mainstream educational settings and support their progression toward graduation.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of 70-day students earning a minimum of 5.5 credits per month	All Students: 72% Low Income Students: 72% Foster Students: * EL Students:* Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System	All Students: 63% Low Income Students: 63% Foster Students:* EL Students: * Data Year: 2024-2025 Data Source: Local Data - AERIES Student Information System	All Students: 65% Low Income Students: 65% Foster Students: * EL Students: * Data Year: 2025-2026 Data Source: Local Data - AERIES Student Information System	All Students: 80% Low Income Students: 80% Foster Students: 80% EL Students: 80% Data Year: 2026-2027 Data Source: Local Data - AERIES Student Information System	All Students: -7% Low Income Students: -7% Foster Students: N/A EL Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of students who have access to and are enrolled in a broad course of study	All Students: 100% Low-Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2023-2024 Source: Local Indicator Report Self-Reflection Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2024-2025 Source: Local Indicator Report Self-Reflection Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2025-2026 Source: Local Indicator Report Self-Reflection Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027 Source: Local Indicator Report Self-Reflection Tool	All Students: 0% Low Income Students: 0% Foster Students: 0% EL Students: 0%
2.3	Percentage of students scoring “met or exceeds standards” on CAASPP ELA	VHEA & Worsley All Students: 6.1% Low Income Students: 2.94% Foster Students:* EL & LTEL: * Data Year: 2023 Source: LEA Smarter Balanced Reports (DataQuest) Fresno County Special Education All Students: 7.14% Data Year: 2023 Data Source: LEA Smarter Balanced Reports (DataQuest)	VHEA & Worsley All Students: 0% Low Income Students: 0% Foster Students: * EL & LTEL : 0% Data Year: 2024 Source: CERS Extract Fresno County Special Education All Students: 8.57% Data Year: 2024 Data Source: LEA Smarter Balanced	VHEA & Worsley All Students: 0% Low Income Students: 0% Foster Students: * EL & LTEL: * Fresno County Special Education All Students: 15% Data Year: 2025 Source: LEA Smarter Balanced Reports (DataQuest)	VHEA & Worsley All Students: 12% Low Income Students:10% Foster Students: 10% EL Students: 10% Data Year: 2026 Source: LEA Smarter Balanced Reports (DataQuest) Fresno County Special Education All Students: 9% Data Year: 2026	All Students: -6.1% Low Income Students: -2.94% Foster Students: N/A EL Students: N/A Fresno County Special Education All Students: +7.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reports (DataQuest)		Data Source: LEA Smarter Balanced Reports (DataQuest)	
2.4	Percentage of students scoring “met or exceeded standards” on CAASPP Math	VHEA & Worsley All Students: 0.0% Low Income Students: 0.0% Foster Students:* EL & LTEL:* Data Year: 2023 Data Source: CAASPP Data (DataQuest) Fresno County Special Education All Students: 1.45% Data Year: 2023 Source: LEA Smarter Balanced Reports (DataQuest)	VHEA & Worsley All Students: 0.0% Low Income Students: 0.0% Foster Students:* EL & LTEL: 0% Data Year: 2024 Data Source: CERS extract Fresno County Special Education All Students: 7.14% Data Year: 2023 Data Source: LEA Smarter Balanced Reports (DataQuest)	VHEA and Worlsey All Students: 0% Low Income Students: 0% Foster Students:* EL & LTEL: * Fresno County Special Education All Students 1.27% Data Year: 2025 Data Source: CAASPP Data (DataQuest)	VHEA & Worsley All Students: 5% Low Income Students: 5% Foster Students: 5% EL Students: 5% LTEL: TBD Data Year: 2026 Source: LEA Smarter Balanced Reports (DataQuest) Fresno County Special Education All Students: 6% Data Year: 2026 Data Source: LEA Smarter Balanced Reports (DataQuest)	All Students: 0% Low Income Students: 0% Foster Students: N/A EL Students: N/A Fresno County Special Education All Students
2.5	Percentage of all students demonstrating mastery after pre and post testing scores in the Reading Benchmark	All Students: 73% Low-Income Students: 73% Foster Students: * EL & LTEL Students:* Data Year: 2023-2024	All Students: *Data will be available after the May 26-May 30 administration window	All Students: 53% Low-Income Students: 53% Foster Students:* EL & LTEL Students*	All Students: 85% Low Income Students: 85% Foster Students: 85% EL Students: 85%	All Students: -20% Low Income Students: -20% Foster Students: N/A EL Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data	Low-Income Students:* EL & LTEL Students: * Data Year: 2024-2025 Data Source: Local Data	Data Year: 2025-2026 Source: Local Data	Data Year: 2026-2027 Data Source: Local Data	
2.6	Percentage of all students demonstrating mastery after pre and post testing scores in the Writing Benchmark	All Students: 57% Low-Income Students: 57% Foster Students: * EL & LTEL Students: * Data Year: 2023-2024 Data Source: Local Data	All Students: 76% Low-Income Students: 76% Foster Students:* EL & LTEL Students:* Data Year: 2024-2025 Data Source: Local Data	All Students: 72% Low-Income Students: 72% Foster Students: * EL & LTEL Students:* Data Year: 2025-2026 Source: Local Data	All Students: 75% Low Income Students: 75% Foster Students: 75% EL Students: 75% Data Year: 2026-2027 Data Source: Local Data	All Students: +15% Low Income Students: +15% Foster Students: N/A EL Students: N/A
2.7	Percentage of English Learners making progress towards English proficiency	Level 4: 16.7% Level 3: 16.7% Level 2: 50.0% Level 1: 16.7% Data Year: 2023 Data Source: ELPAC ELPI: 33.3% ELs who Progressed at Least One ELPI Level Data Year: 2023 Dashboard	ELPAC:* Data Year: 2024 Data Source: ELPAC ELPI: VHEA & Worsley * Data Year: 2024 Data Source: ELPI Downloadable File Fresno County Office of Education	Level 4: * Level 3: * Level 2: * Level 1: * Data Year: 2025 Data Source: ELPAC ELPI: VHEA & Worsley* Data Year: 2024-2025 Source: 2025 Dashboard	Level 4: 20% Level 3: 30% Level 2: 30% Level 1: 20% Data Year: 2026 Data Source: ELPAC ELPI: 40% ELs who Progressed at Least One ELPI Level Data Year: 2026	N/A *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	ELPI: 25% making progress Data Year: 2024 2024 Dashboard	Fresno County Office of Education ELPI: 50% making progress Data Year: 2025 Data Source: 2025 Dashboard	Data Source: Dashboard	
2.8	Percentage of eligible students enrolled in a CTE class	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2024-2025 Data Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2025-2026 Data Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027 Source: Local Data - AERIES Student Information System	All Students: 0% Low Income Students: 0% Foster Students: 0% EL Students: 0%
2.9	Percentage of eligible students earning CTE credits	All Students: 100% Low-Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2023-2024 Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2024-2025	All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100% Data Year: 2025-2026 Source: Local Data - AERIES Student	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Data Year: 2026-2027	All Students: 0% Low Income Students: 0% Foster Students: N/A EL Students: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Local Data - AERIES Student Information System Site Data: Worsley	Information System Site Data: Worsley	Source: Local Data - AERIES Student Information System	
2.10	Percentage of eligible students earning a welding certification	All Students: 24% Low Income Students: 24% Foster Students: N/A EL Students: 22% Data Year: 2022-2023 Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 41% Low Income Students: 41% Foster Students: 0% EL Students: 50% Data Year: 2024-2025 Source: Local Data - AERIES Student Information System Site Data: Worsley	All Students: 41% Low Income Students: 41% Foster Students:* EL Students:* Data Year: 2025-2026 Data Source: Local Data - AERIES Student Information System	All Students: 30% Low Income Students: 30% Foster Students: 30% EL Students: 30% Data Year: 2025-2026 Source: Local Data - AERIES Student Information System	All Students: +17% Low Income Students: +17% Foster Students: N/A EL Students: N/A
2.11	Percentage of teachers and students using technology for teaching/learning in the classroom	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2023-2024 Data Source: Local Data: Classroom Walkthrough Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2024-2025 Data Source: Local Data- Classroom Walkthrough Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2025-2026 Data Source: Local Data- Classroom Walkthrough Tool	All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2026-2027 Data Source: Local Data- Classroom Walkthrough Tool	All Students: 0% Low Income Students: 0% Foster Students: 0% EL Students: 0%
2.12	High School Graduation Rate	All Students: 17.9% Foster Youth: 37.5% Hispanic: 15.4%	All Students: 20% Foster Youth: 25% Hispanic: 28.9%	All Students: 25.8% Foster Youth: *	All Students: 35% Foster Youth: 55% Hispanic: 34%	All Students: +7.9% Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED Hispanic 15.4% Homeless: 25% Low-Income Students (SED):17.9% EL Students: * Worsley All Students: 15.4% SED: 15.4% Hispanic: 10.3% Fresno County Special Education All Students: 93.9% SED: 96.7% SWD: 93.9% Data Year: 2022-2023 Data Source: School Dashboard Graduation Rate	SED Hispanic: 28.9% Homeless: 14.3% Low-Income Students (SED): 20% EL Students: 30.8% Data Year: 2023-2024 Source: DataQuest Worsley All Students: 16.1% SED: 16.1% Hispanic: 20.5% Fresno County Special Education All Students: 91.4% SED: 90.6% SWD: 91.4% Data Year: 2023-2024 Source: Dashboard	Hispanic: 30.2% SED Hispanic: 31.1% Homeless: * Low-Income Students (SED): 25.8% EL Students: * Data Year: 2022-2023 Source: DataQuest Worsley All Students: 22.8% SED: 22.8% Hispanic: 20.0% Fresno County Special Education All Students: 28.6% SED: 29% SWD: 28.6% Data Year: 2024-2025 Data Source: School Dashboard Graduation Rate	SED Hispanic 20% Homeless: 38% Low-Income Students (SED): 35% EL: 35% Worsley All Students: 35% SED: 35% Hispanic: 34% Fresno County Special Education All Students: 26% SED:25% SWD: 25% Data Year: 2025-2026 Data Source: School Dashboard Graduation Rate (No longer DASS rate)	Hispanic: +14.8% SED Hispanic: +15.7% Homeless: N/A Low-Income Students (SED): +7.9% EL Students: N/A Worsley All Students: +7.4% SED: +7.4% Hispanic: +9.7% Fresno County Special Education All Students: -65.3% SED: -67.7% SWD: -65.3%
2.13	Percentage of students showing increase in Math unit benchmark assessments	All Students: 80% Low-Income Students: 80% Foster Students: data was suppressed due to	All Students: 79% Low Income Students: 79% Foster Students: data was	All Students: 77% Low-Income Students: 77% Foster Students: data was	All Students: 85% Low Income Students: 85% Foster Students: 85%	All Students: -3% Low-Income Students: -3% Foster Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2023-2024 Source: Local Data	suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2024-2025 Source: Local Data	suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2025-2026 Source: Local Data	EL Students: 85% Data Year: 2026-2027 Source: Local Data	EL Students: N/A
2.14	Percentage of students scoring levels met or exceeded on the EAP (ELA and Math)	ELA Met or Exceeded All Students: 2.86% Low-Income Students: 3.45% Foster Students:* EL Students:* Math Met or Exceeded All Students: 0.0% Low-Income Students: 0.0% Foster Students:* EL Students: * Data Year: 2022-2023 Data Source: CAASPP Data	ELA Met or Exceeded All Students:* Low-Income Students: * Foster Students:* Math Met or Exceeded All Students:* Low-Income Students:* Foster Students:* EL Students:* Data Year: 2023-2024 Data Source: CERS extract	ELA Met or Exceeded All Students: 14.3% Low-Income Students: 11.8% Foster Students:* EL Students:* Math Met or Exceeded All Students: 0% Low-Income Students: 0% Foster Students:* Data Year: 2024-2025 Data Source: CAASPP Data	ELA Met or Exceeded All Students: 3.5% Low Income Students: 4% Foster Students: 4% EL Students: 4% Math Met or Exceeded All Students: 3% Low Income Students: 3% Foster Students: 3% EL Students: 3% Data Year: 2025-2026	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CAASPP Data	
2.15	Percentage of students scoring levels met or exceeded on the CAST	All Students: 7.69% Low Income Students:* Foster Students:* EL Students:* Data Year: 2022-2023 Data Source: CAASPP Data	All Students: 0% Low Income Students: 0% Foster Students:* EL Students:* Data Year: 2023-2024 Data Source: CAASPP Data	All Students: * Low Income Students: * Foster Students:* EL Students:* Data Year: 2024-2025 Data Source: CAASPP Data	All Students: 8.5% Low Income Students: 8.5% Foster Students: 8.5% EL Students: 8.5% Data Year: 2025-2026 Data Source: CAASPP Data	All Students: N/A Low-Income Students: N/A Foster Students: N/A EL Students: N/A
2.16	CCI Indicator	All Students: 4.6% prepared Foster Youth: 0% prepared Hispanic: 3.7% prepared Homeless: 0% prepared SED: 4.6% prepared Worsley All Students: 5.9% prepared Hispanic: 4.9% prepared SED: 5.9% prepared Fresno County Special Education All Students :0% prepared SWD: 0% Data Year: 2022-2023	All Students: 4% prepared Foster Youth: 0% prepared Hispanic: 4.4% prepared Homeless: 0% prepared SED: 4.0% prepared Worsley All Students: 4.8% prepared Hispanic: 5.1% prepared SED: 4.8% prepared Fresno County Special Education All Students: 0% prepared SWD: 0%	All Students: 1.6% prepared Foster Youth: * Hispanic: 0% prepared Homeless: * SED: 1.6% prepared Worsley All Students: 1.9% prepared Hispanic: 0% prepared SED: 1.9% prepared Fresno County Special Education All Students: 0% prepared SWD: 0% Data Year: 2024-2025	All Students: 5.5% prepared Foster Youth: 3% prepared Hispanic: 4.5% prepared Homeless: 3% prepared SED: 5.5% prepared Worsley All Students: 6.5% prepared Hispanic: 5.5% prepared SED: 6.5% prepared Fresno County Special Education All Students: 2% prepared	All Students: -3.0% Foster Youth: N/A Hispanic: -3.7% Homeless: N/A SED: -3.0% Worsley All Students: -4.0% Hispanic: -4.9% Fresno County Special Education All Students: 0% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 Dashboard	Data Year: 2023-2024 Source: 2024 Dashboard	Source: 2025 Dashboard	SWD: 2% Data Year: 2025-2026 Source: 2026 Dashboard	
2.17	CTE Enrichment	All Students: 0% Low Income Students: 0% Foster Students: 0% EL Students: 0% Site Data: VHEA Program is being established during the 24-25 school year	VHEA's CTE Enrichment Data for August-December 2024 In progress, there is no participation data because the program development is in its beginning stages. The number of students participating in the program will be	VHEA's CTE Enrichment Data for August-December 2025 In progress, there is no participation data because the program development is in its beginning stages. Program to start in January 2026.	All Students: 50% Low Income Students: 50% Foster Students: 50% EL Students: 50% Site Data: VHEA Program is being established during the 24-25 school year	All Students: Low Income Students: Foster Students: EL Students:
2.18	Appropriately Assigned and credentialed teachers	68% Clear (% of teaching FTE) 0 Misassignments Data Year: 2023-2024 Data Source: CA Dashboard	68% Clear (% of teaching FTE) 0 Misassignments Data Year: 2024-2025 Data Source: CA Dashboard	74.6% Clear (% of teaching FTE) 0% Misassignments 0% Vacancies Data Year: 2025-2026 Data Source: CA Dashboard	68% Clear (% of teaching FTE) 0 Misassignments Data Year: 2026-2027 Data Source: CA Dashboard	+6 Clear (% of teaching FTE)
2.19	Access to standards aligned instructional materials	5 - Full Implementation and Sustainability	5 - Full Implementation and Sustainability	5 - Full Implementation and Sustainability	5 - Full Implementation and Sustainability	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2024-2025 Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2025-2026 Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	
2.20	Degree of implementation of and student access to state standards, including ELD standards for all students, including English Learners	5 - Full Implementation & Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation & Sustainability Data Year: 2024-2025 Data Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation and Sustainability Data Year: 2025-2026 Data Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation & Sustainability Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	No change from baseline

Goal Analysis [2025-26]

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

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

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

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

The LEA successfully implemented all fifteen actions within Goal 2, which focused on supporting instructional learning opportunities for all students to increase achievement proficiency levels in ELA, ELD, Math, and all academic disciplines.

Action 2.1 (Supplemental Instruction Staff & Curriculum)
Implementation Status: 4-Full Implementation

This action was fully implemented with no substantive differences from the planned implementation. The LEA successfully established a new master schedule for reading intervention and implemented the REWARDS reading and writing intervention materials specifically designed for adolescent struggling learners.
Successes: Educational partners reported positive impacts from these changes in classroom instruction.
Challenges: Initial buy-in on the program from some students was challenging at times.

Action 2.2 (Professional Development & PLC)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences from the planned implementation. Staff utilized dedicated PLC collaboration time to focus on instructional best practices in core academic areas, English Language Development (ELD) instruction, and Social-Emotional Learning (SEL) curriculum and instruction. Through regular PLC sessions, teachers engaged in collaborative analysis of student data, shared effective instructional strategies, and refined their approaches to delivering high-quality instruction across content areas. Staff also participated in a variety of professional development opportunities throughout the year, including FCSS Science training, Math training, PLC collaboration trainings, and Physical Education instruction professional development. In addition, staff attended relevant conferences that supported curriculum and instruction for teachers and staff.
Successes: The focused PLC collaboration time provided teachers with consistent opportunities to strengthen their instructional practices in core academics, ELD, and SEL, equipping them with the skills and strategies needed to address the individualized opportunity gaps of the LEA's highly mobile student population. The collaborative structure of the PLCs fostered shared ownership of student outcomes and supported alignment of instructional approaches across all content areas.
Challenges: The primary challenge identified was determining the most effective pacing calendar for the diverse student population.

Action 2.3 (Supplemental Tutoring Services)
Implementation Status: Action not Implemented
This action was not implemented using the planned funding source. While supplemental math and reading tutoring and individual tutoring in specific areas of academic need were provided to students at both Worsley and VHEA as intended, the tutoring services were implemented utilizing federal funding rather than the funds originally budgeted for this action. As a result, the planned services were delivered to students as described in the action; however, the LCFF funds allocated for this action were not expended.

Action 2.4 (Student Technology)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences from the planned implementation. All students received either a laptop or Chromebook, ensuring 100% access to online curriculum and instructional resources.
Successes: The technology integration enhanced student engagement and positively impacted school culture.
Challenges: The main challenge identified was the need for additional professional development to help teachers effectively integrate technology into their instructional practices.

Action 2.5 (Support, Supplies & Incentives)
Implementation Status: 4-Full Implementation

This action was fully implemented with no substantive differences from the planned implementation. Funds were successfully allocated for instructional materials, classroom supplies, and PBIS supplies.
Successes: The implementation fostered consistent student engagement through access to basic supplies, supportive resources, and meaningful incentives, creating conditions that support overall student achievement.
Challenges: No challenges were reported for this action.

Action 2.6 (English Learner & Long-Term English Learner Support)
Implementation Status: 4-Full Implementation
This action was fully implemented with no substantive differences from the planned implementation. All EL students received support from credentialed teachers with appropriate certifications, including both integrated and designated ELD instruction with monthly monitoring.
Successes: All identified EL and LTEL students were provided ELD support.
Challenges: While implementation was successful, there remains a need for additional professional development on the new supplemental reading curriculum and enhanced ELD training.

Action 2.7 (Student Progress Monitoring & Library Supports)
Implementation Status: 4-Full Implementation
This action was fully implemented without substantive differences from the planned implementation. The Teacher Librarian and Library Assistant successfully supported student success through comprehensive library services, including Book Club implementation, author visits, and reading/writing competitions.
Successes: These initiatives strengthened literacy, engagement, and overall academic success.
Challenges: No challenges were reported for this action.

Action 2.8 (MTSS Support Staff)
Implementation Status: 4-Fully Implemented
FCSS provided staff to oversee the implementation and monitoring of the effectiveness of the MTSS framework for Court and Community Schools. A key focus was placed on gathering and evaluating data at the LEA level to ensure interventions and supports were effective. By examining this data, the District identified areas where students required additional support and assessed progress toward meeting the goals outlined in the Local Control and Accountability Plan (LCAP).
Success: The district achieved notable progress in implementing this action, including improved coordination across sites and leadership. Collected data were shared with site leaders and relevant staff to facilitate discussions on effective strategies, including strengthening the District’s MTSS framework.
Challenge: The implementation process encountered community engagement and input-gathering challenges, as well as inconsistent data-collection practices across sites.

Action 2.9 (Site-based Academic Support Staff)
Implementation Status: 4-Full Implementation
This action was fully implemented with no substantive differences from the planned implementation. A Content Coordinator was hired to provide support at both sites with curriculum implementation, assessment, and educational regulations.

Successes: The coordinator successfully guides curriculum implementation and uses instructional data to inform planning and align teaching strategies with student learning needs.
Challenges: No challenges were reported for this action.

Action 2.10 (Fresno County Special Education Graduation & CCI)
Implementation Status: 4 – Full Implementation
A supplemental curriculum was provided to support grade-level learning and establish classroom schedules aligned with high school course content requirements. There was no substantive difference in planned action compared to the actual implementation.
Success: We provided staff training on the supplemental curriculum.
Challenge: Changes in staffing, varying levels of familiarity with new curriculum or data tools, and the need for ongoing training and coordination affects the pace at which the strategies are fully implemented and consistently used to support improved graduation and college and career readiness outcomes.

Action 2.11 (CTE Supports)
Implementation Status: 4-Full Implementation
This action was fully implemented; however, there was a substantive difference from the planned implementation. Two Career Technical Education teachers now support both sites in Welding and Environmental Horticulture. The substantive difference was the addition of .25 FTE of a CTE teacher to this action. This change was made due to a decrease in Title I funds that originally funded this position, requiring the LEA to adjust the funding source to ensure continued staffing support. As a result, there was a difference between the budgeted expenditures and the actual expenditures, and adjustments were made to the budget to accurately account for the increased personnel costs associated with this position.
Successes: This has strengthened student engagement, improved attendance, reduced suspension rates, and resulted in students earning industry-recognized welding certificates, demonstrating measurable progress toward postsecondary readiness.
Challenges: Developing consistent CTE pathways for long-term students continues to be a challenge. Teaching staff and site leadership are continuing to collaborate with the ROP department to plan and expand opportunities that better meet the educational and career readiness needs of our students.

Action 2.12 (California Standards Aligned Curriculum)
Implementation Status: 4-Full Implementation
This action was fully implemented with no substantive differences from the planned implementation. Core subject area curriculum is purchased annually, including online resources and California Healthy Youth Act curriculum.
Successes: This ensures consistent, standards-aligned instruction across all academic areas while meeting state mandates for required instruction.
Challenges: School staff continue to work collaboratively to strengthen the delivery of direct instruction alongside the adopted online curriculum.

Action 2.13 (Administration, Teachers and Staff)
Implementation Status: 4-Full Implementation

This action was fully implemented with no substantive differences from the planned implementation. Alternative Education successfully hired appropriately credentialed certificated and qualified classified staff.
Successes: All positions are filled, with recent teacher hires holding single subject credentials, ensuring students have access to qualified instruction across all areas.
Challenges: No challenges were reported for this action

Action 2.14 (Base Support for SWD)
Implementation Status: 4-Full Implementation
This action was fully implemented with no substantive differences from the planned implementation. A Speech Therapist from FCSS Student Services supports students with IEPs, addressing communication and language needs that impact instruction access.
Successes: This support has strengthened students' ability to engage in coursework and improved their overall success and participation.
Challenges: No challenges were reported for this action

Action 2.15 (LREBG: Summer School)
Implementation Status: 4-Full Implementation
This action was fully implemented with no substantive differences from the planned implementation. Alternative Education provided summer school instruction with all court school students enrolled and many community school students participating.
Successes: This expanded access to supplemental programs supporting academic achievement and graduation.
Challenges: The continuing challenge is increasing summer school enrollment among community school 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.

2.1 There was a difference between the budgeted expenditures and the actual expenditures due to indirect costs that were higher than originally anticipated. Adjustments were made and the indirect costs were moved to 2.2.
2.2 the indirect cost was added to more accurately reflect the actual costs incurred. A difference had been identified between the budgeted and actual expenditures in 2.1 due to higher-than-anticipated indirect costs. As a result, adjustments were made to ensure the indirect costs were properly accounted for in the appropriate action.
2.3 This action was not implemented using the planned funding source. While supplemental math and reading tutoring and individual tutoring in specific areas of academic need were provided to students at both Worsley and VHEA as intended, the tutoring services were implemented utilizing federal funding rather than the funds originally budgeted for this action. As a result, the planned services were delivered to students as described in the action; however, the LCFF funds allocated for this action were not expended.
2.11 There was a difference between the budgeted expenditures and the actual expenditures due to the addition of .25 FTE of a CTE teacher. Adjustments were made to the budget to accurately account for the increased personnel costs associated with this position. The change was made because of a decrease in Title I funds that this position was originally funded by.

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

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

The actions outlined in goal two supported the progress toward meeting the goal: The LEA will support instructional learning opportunities for all students in order to increase achievement proficiency levels in ELA, ELD, Math, and all academic disciplines as measured by state and local assessments.

Action(s): 2.1 Supplemental Instruction Staff & Curriculum
Effectiveness of Action(s): 2-Somewhat Effective
Metric(s) & Student Group(s):
The LEA Level Graduation Rate Indicators, as compared to baseline, are as follows: All Students increased by 7.9%, Foster Youth data was suppressed, Hispanic increased by 14.8%, Hispanic low-income by 15.7%, Homeless data was suppressed, and SED by 7.9%.
The LEA Level CCI Indicator, as compared to baseline, is as follows: All Students decreased by 3.0%, Foster Youth data was suppressed, Homeless data was suppressed, SED declined by 3.0%, and Hispanic by 4.9%
DASS Graduation Rate Data declined by 44.5% from baseline.
The Percentage of 70-day students earning a minimum of 5.5 credits per month, as compared to baseline, is as follows: All Students declined by 7%, Low-income by 7%, and Foster Youth data was suppressed.

Analysis Statement:
The supplemental instruction staff and curriculum action partially met its intended outcomes for the identified student groups, showing mixed results across graduation and college/career readiness indicators. High school graduation rates demonstrated varied outcomes, with all students increasing from 20% (2023–2024) to 25.8% (2024–2025) and low-income students (SED) also reaching 25.8%. Foster Youth and Homeless data were suppressed due to small student group sizes. The percentage of 70-day students earning a minimum of 5.5 credits per month was 65% for all students and 65% for low-income students, with Foster Youth and English Learner data suppressed due to fewer than 11 students in the student group. College/Career Indicator results remained critically low, with only 1.6% of all students and SED students prepared. At Worsley, 1.9% of all students and SED students were prepared. Fresno County Special Education remained at 0% for both all students and students with disabilities. The LEA has gained positive feedback from students and staff at School Site Council meetings and PLC meetings about the reading and math intervention program, with particular emphasis on how the focus on identifying students who need support is proving to help with student success. This identification process is utilized using local benchmark data analysis and teacher recommendation. After students are identified for support, Tier 3 interventions are utilized with targeted math and ELA instruction. The intervention and support class teachers, summer school opportunities, and supplemental curriculum have created multiple pathways for credit recovery and academic support. The independent study teacher addition has been particularly valuable in providing flexibility for students unable to attend early morning classes. While graduation rates show improvement for all students and low-income students, the extremely low CCI rates indicate that students are graduating without meeting college and career readiness standards. The partial achievement of intended outcomes reflects both progress and ongoing challenges. The positive trajectory in graduation rates, combined with strong feedback about the intervention programs, suggests that the identification and support systems are helping students earn credits toward graduation. However, the disconnect between improving graduation rates and stagnant CCI rates indicates a need to strengthen the

alignment between credit recovery efforts and college/career readiness standards. The success of the Tier 3 intervention model, as validated by educational partner feedback, provides a foundation for continued improvement, but additional focus on rigorous coursework and career pathway completion will be necessary to improve college and career readiness outcomes for all students, including foster youth, low-income, and homeless students.

Action(s): 2.2 Professional Development
Effectiveness of Action(s): 2-Somewhat Effective
Metric(s) & Student Group(s):
For the Percentage of students showing an increase in Math unit benchmark assessments metric, both the All Students and Low-income groups declined 3% from baseline.
For the Percentage of students showing an increase in Writing unit benchmark assessments metric, both the All students and Low-income students group increased by 15% from baseline.
For the Percentage of students showing an increase in Reading unit benchmark assessments metric, both the All Students and Low-income student groups declined 20% from baseline.
The Percentage of 70-day students earning a minimum of 5.5 credits per month, as compared to baseline, is as follows: All Students declined by 7%, Low-income by 7%, and Foster Youth data was suppressed.

Analysis Statement:
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, and students through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, and surveys, the LEA determined that Action 2.2 (Professional Development & PLC) partially met the intended outcomes for the identified student groups. In 2025–2026, the percentage of students showing an increase in Math unit benchmark assessments was 77% for all students and low-income students. While this reflects a slight decline from the Year 1 outcome of 79%, it remains comparable to the baseline of 80%, indicating that math performance has been relatively stable over the LCAP cycle, though still below the Year 3 target of 85%. The percentage of students demonstrating mastery on the Writing Benchmark was 72% for all students and low-income students. Although this represents a decrease from the 76% reported in Year 1, it reflects significant growth from the baseline of 57%, demonstrating a 15 percentage point increase over the course of the LCAP cycle. Despite the year-over-year decline, the overall upward trajectory from baseline suggests that the professional development and PLC efforts have had a meaningful, sustained impact on writing instruction and student writing proficiency. The percentage of students demonstrating mastery on the Reading Benchmark was 53% for all students and low-income students. This represents a decline from the baseline of 73% and continues to be an area of significant need, indicating that additional targeted professional development and instructional support in reading are necessary.
The percentage of 70-day students earning a minimum of 5.5 credits per month was 65% for all students and low-income students. This reflects a slight increase from the Year 1 outcome of 63% and is approaching the baseline of 72%, though it remains below the Year 3 target of 80%. The upward trend from Year 1 to Year 2 suggests that the collaborative planning and instructional strategies supported through professional development are beginning to positively influence credit acquisition. Data for foster students and English Learner/LTEL students were suppressed across all measures due to fewer than 11 students in those student groups. While the professional development, PLC collaboration time, and conference attendance provided through Action 2.2 supported teachers in refining instructional strategies and addressing the individualized opportunity gaps of low-income and highly mobile students, the mixed results across benchmark areas indicate that the impact has been uneven. The strong overall growth in writing proficiency from baseline demonstrates the positive effect of sustained

professional learning in that area. However, the declines in reading and the plateau in math performance highlight the need to further calibrate professional development efforts to prioritize targeted, data-driven instructional strategies in reading and mathematics. Educational partner feedback affirmed the value of ongoing professional learning and collaborative planning time, while also emphasizing the importance of continued refinement to better support all students and low-income students in reaching the established goals.

Action(s): 2.3 Supplemental Tutoring Services
Effectiveness of Action(s): 1-Not Effective
Metric(s) & Student Group(s):
For the Percentage of students showing an increase in Math unit benchmark assessments metric, both the All Students and Low-income groups declined 3% from baseline.
For the Percentage of students showing an increase in Writing unit benchmark assessments metric, both the All students and Low-income students group increased by 15% from baseline.
For the Percentage of students showing an increase in Reading unit benchmark assessments metric, both the All Students and Low-income student groups declined 20% from baseline.
The LEA Level Graduation Rate Indicators, as compared to baseline, are as follows: All Students increased by 7.9%, Foster Youth data was suppressed, Hispanic increased by 14.8%, Hispanic low-income by 15.7%, Homeless data was suppressed, and SED by 7.9%.
DASS Graduation Rate Data declined by 44.5% from baseline

Analysis Statement:
Although Action 2.3 was not implemented using the planned LCFF funding source, the supplemental math and reading tutoring services described in the action were provided to students at both Worsley and VHEA through federal funding. As a result, students continued to receive individualized academic assistance in math, reading, and other specific areas of academic need as originally intended. In 2025–2026, the percentage of students showing an increase in Math unit benchmark assessments was 77% for all students and low-income students, reflecting relative stability from the baseline of 80%. The percentage of students demonstrating mastery on the Writing Benchmark was 72% for all students and low-income students, representing significant growth from the baseline of 57%. The percentage of students demonstrating mastery on the Reading Benchmark was 53% for all students and low-income students, reflecting a decline from the baseline of 73% and indicating a continued area of need. The percentage of 70-day students earning a minimum of 5.5 credits per month was 65% for all students and low-income students, showing a slight increase from the Year 1 outcome of 63%. While the tutoring services were delivered and contributed to the broader instructional support system, the mixed results across academic benchmarks suggest that the action was somewhat effective. The stability in math, growth in writing, and upward trend in credit acquisition reflect positive contributions from the tutoring supports. However, the continued decline in reading performance indicates that supplemental tutoring efforts in reading will need to be strengthened and more intentionally targeted to reverse this trend. The LEA will ensure that funding alignment is addressed in future planning cycles so that the intended funding source supports the delivery of this action as described in the LCAP.

2.4 Student Technology & 2.5 Support & Supplies & 2.7 Student Progress Monitoring & Library Supports & 2.9 Site-based Academic Support Staff & 2.12 California Standards Aligned Curriculum & 2.13 Teachers and Staff & 2.14 Base Support for SWD
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s):

For the Percentage of students showing an increase in Math unit benchmark assessments metric, both the All Students and Low-income groups declined 3% from baseline.
For the Percentage of students showing an increase in Writing unit benchmark assessments metric, both the All students and Low-income students group increased by 15% from baseline.
For the Percentage of students showing an increase in Reading unit benchmark assessments metric, both the All Students and Low-income student groups declined 20% from baseline.
Analysis Statement: The Percentage of 70-day students earning a minimum of 5.5 credits per month, as compared to baseline, is as follows: All Students declined by 7%, Low-income by 7%, and Foster Youth data was suppressed.
For the Graduation Rate metric, the All Students and Low-income student groups both increased 7.9% from baseline.

Analysis Statement:
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, and students through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, and surveys, the LEA determined that Actions 2.4 (Student Technology), 2.5 (Support, Supplies & Incentives), 2.7 (Student Progress Monitoring & Library Supports), 2.9 (Site-based Academic Support Staff), 2.12 (California Standards Aligned Curriculum), 2.13 (Administration, Teachers and Staff), and 2.14 (Base Support for SWD) fully met the intended outcomes for the identified student groups. In 2025–2026, the percentage of students showing an increase in Math unit benchmark assessments was 77% for all students and low-income students. While this reflects a slight decline from the Year 1 outcome of 79%, it remains comparable to the baseline of 80%, indicating that math performance has been relatively stable over the LCAP cycle. Although the Year 3 target of 85% has not yet been reached, the consistency in performance demonstrates that the collective supports provided through these actions, including standards-aligned curriculum, instructional technology, progress monitoring, and appropriately credentialed staff, have helped sustain math achievement for all students and low-income students. The percentage of students demonstrating mastery on the Writing Benchmark was 72% for all students and low-income students. Although this represents a decrease from the Year 1 outcome of 76%, it reflects significant growth from the baseline of 57%, demonstrating a 15 percentage point increase since the start of the LCAP cycle. This substantial overall growth from baseline highlights the sustained, positive impact of the coordinated instructional supports, including access to standards-aligned curriculum, classroom technology, and progress monitoring, in strengthening student writing proficiency. The percentage of students demonstrating mastery on the Reading Benchmark was 53% for all students and low-income students. This represents a decline from the baseline of 73% and continues to be an area requiring focused attention. The LEA recognizes that reading performance remains a priority and that the supports provided through these actions, while contributing to a stable instructional foundation, will need to be further strengthened and refined to reverse this trend and accelerate progress toward the Year 3 target of 85%. The percentage of 70-day students earning a minimum of 5.5 credits per month was 65% for all students and low-income students. This reflects a slight increase from the Year 1 outcome of 63%, demonstrating a positive upward trend, though it remains below the baseline of 72% and the Year 3 target of 80%. The improvement from Year 1 to Year 2 suggests that the combined efforts of site-based academic support, progress monitoring, and access to credentialed teachers and standards-aligned curriculum are beginning to positively influence students' ability to earn credits toward graduation. In 2024–2025, the LEA-wide graduation rate was 25.8% for all students and low-income students (SED), reflecting growth from the Year 1 outcome of 20% for all students and 20% for SED students. Hispanic students graduated at a rate of 30.2%, an increase from 28.9% in Year 1, and SED Hispanic students graduated at 31.1%, also demonstrating continued improvement. These gains reflect a positive trajectory and suggest that the instructional supports, credit monitoring, and staffing provided through these actions are contributing to increased graduation outcomes for the identified student groups. At the Worsley site, the graduation rate was 22.8% for all students and SED students, an increase from the Year 1 outcome of 16.1%, representing a 6.7 percentage

point gain. Hispanic students at Worsley graduated at 20.0%, which, while slightly below the Year 1 outcome of 20.5%, remains relatively stable. The overall upward trend at Worsley indicates that the site-level supports are having a meaningful impact on graduation outcomes. For Fresno County Special Education, the graduation rate was 28.6% for all students and SWD students, and 29% for SED students. While these rates reflect a decline from the Year 1 outcomes of 91.4% for all students, 90.6% for SED, and 91.4% for SWD, the LEA recognizes the significant shift in this data and will continue to examine the underlying factors contributing to this change, including enrollment fluctuations and cohort composition, to ensure that students with disabilities continue to receive the specialized supports outlined in their Individualized Education Programs (IEPs). Data for foster students, homeless students, and English Learner/LTEL students were suppressed across multiple measures due to fewer than 11 students in those student groups. The collective implementation of Actions 2.4, 2.5, 2.7, 2.9, 2.12, 2.13, and 2.14 provided a comprehensive system of instructional support that addressed the academic needs of all students and low-income students. Instructional technology (Action 2.4) ensured students had access to digital tools and resources that supported engagement and 21st-century skill development. Classroom supplies and PBIS incentives (Action 2.5) contributed to a positive school culture conducive to learning. Progress monitoring and library supports (Action 2.7) enabled staff to identify and respond to students' academic needs in a timely manner. Site-based academic support staff (Action 2.9) ensured curriculum implementation fidelity and compliance with educational standards. Standards-aligned curriculum (Action 2.12) provided all students with access to grade-level content. Appropriately credentialed teachers and staff (Action 2.13) ensured high-quality instruction across all core and elective subject areas. Base support for students with disabilities (Action 2.14) ensured that special education students received the services and supports outlined in their IEPs. Educational partner feedback affirmed that these actions collectively created a strong instructional foundation that supported student learning and progress toward graduation. The growth in writing proficiency from baseline, the upward trend in credit acquisition, and the gains in graduation rates for multiple student groups demonstrate that these actions are effectively contributing to the LEA's goal of increasing achievement proficiency levels. The LEA will continue to monitor reading and math performance closely and refine instructional strategies to ensure continued progress for all students and low-income students toward the established Year 3 targets.

Action(s): 2.8 MTSS Support Staff
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): MTSS implementation shows varied effectiveness across academic areas. The framework has supported a +15% increase in writing proficiency for low-income students (Metric 2.6) but has not prevented declines of -20% in reading (Metric 2.5) and -3% in math (Metric 2.13) assessments for low-income students.
Analysis Statement:
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, and students through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, and surveys, the LEA determined that Action 2.8 (MTSS Support Staff) fully met the intended outcomes for the identified student groups. In 2025–2026, the percentage of students showing an increase in Math unit benchmark assessments was 77% for all students and low-income students. While this reflects a slight decline from the Year 1 outcome of 79%, it remains comparable to the baseline of 80%, indicating that math performance has been relatively stable over the LCAP cycle. Data for foster students and English Learner/LTEL students were suppressed due to fewer than 11 students in those student groups. The consistency in math performance suggests that the MTSS framework, including the data collection, analysis, and tiered intervention supports overseen by MTSS staff, has contributed to sustaining achievement levels for all students and low-income students. The percentage of students demonstrating mastery on the Writing Benchmark was 72% for all students and low-income students. Although this represents a decrease from the Year 1 outcome of 76%, it reflects significant growth from the baseline of 57%, demonstrating a 15 percentage point increase over the course of the LCAP cycle. Data for foster students and English Learner/LTEL students were

suppressed due to fewer than 11 students in those student groups. The substantial overall growth from baseline highlights the positive impact of the MTSS framework in identifying students in need of targeted writing support and ensuring that appropriate interventions were implemented in a timely and effective manner. The percentage of students demonstrating mastery on the Reading Benchmark was 53% for all students and low-income students. This represents a decline from the baseline of 73% and continues to be an area requiring focused attention. Data for foster students and English Learner/LTEL students were suppressed due to fewer than 11 students in those student groups. The LEA recognizes that reading performance remains a priority and that the MTSS staff will continue to play a critical role in analyzing reading data, identifying students who require additional support, and collaborating with site leaders and instructional staff to strengthen tiered reading interventions. The MTSS Support Staff provided through Action 2.8 played a central role in overseeing the implementation and monitoring of the Multi-Tiered System of Support (MTSS) framework across the LEA's Court and Community Schools. Staff closely monitored the progress of low-income, foster youth, and English Learner students at the district level to ensure equity and appropriate resource allocation. By analyzing formative assessment data, MTSS staff identified areas where the identified student groups needed additional support and ensured that the goals outlined in the LCAP were being addressed. The collected data was shared with site leaders and relevant staff members to facilitate discussions on effective strategies, including strengthening tiered academic and social/emotional interventions. Educational partner feedback affirmed the value of having dedicated staff to oversee the MTSS framework, noting that the systematic approach to data collection, progress monitoring, and intervention coordination has strengthened the LEA's ability to identify and respond to the unique needs of all students, low-income students, foster youth, and English Learners. While reading performance remains an area of growth, the overall stability in math, the significant gains in writing from baseline, and the structured approach to data-driven decision-making demonstrate that Action 2.8 has effectively supported the LEA's goal of increasing achievement proficiency levels for the identified student groups.

Action(s): 2.6 English Learner & Long-Term English Learner Support
Effectiveness of Action(s):
Metric(s) & Student Group(s):
The Percentage of EL & LTEL students showing an increase in Math, Reading, and Writing unit benchmark assessments was suppressed.
The ELPAC Scores were Level 4: 20%, Level 3: 30%, Level 2: 30%, and Level 1: 20%
Education Partner Input indicated the importance of professional development for staff meeting the individual needs of the English Learners, in addition to communication with parents regarding English learning progression.
Analysis Statement:
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, and students through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC) meetings, and surveys, the LEA determined that Action 2.6 (English Learner & Long-Term English Learner Support) partially met the intended outcomes for the identified student groups. In 2025–2026, the percentage of EL and LTEL students showing an increase in Math unit benchmark assessments was suppressed due to fewer than 11 students in the student group. At the LEA-wide level, 77% of all students and low-income students demonstrated an increase, reflecting a slight decline from the Year 1 outcome of 79% but remaining comparable to the baseline of 80%. While publicly reported data for EL and LTEL students was unavailable, local site-level data indicates that EL and LTEL students continued to receive targeted math support through supplemental instruction and scaffolded curriculum aligned with their proficiency levels. The percentage of EL and LTEL students demonstrating mastery on the Writing Benchmark was suppressed due to fewer than 11 students in the student group. At the LEA-wide level, 72% of all students and low-income students demonstrated mastery, which, although a decrease from the Year 1 outcome of 76%, reflects significant growth from the baseline of 57%, representing a 15

percentage point increase over the course of the LCAP cycle. Local site-level data indicates that EL and LTEL students benefited from the supplemental writing supports and designated ELD instruction provided through this action, though continued refinement of writing instruction for English Learners remains a priority. The percentage of EL and LTEL students demonstrating mastery on the Reading Benchmark was suppressed due to fewer than 11 students in the student group. At the LEA-wide level, 53% of all students and low-income students demonstrated mastery, reflecting a decline from the baseline of 73%. Reading performance continues to be an area of significant need for all students, and the LEA recognizes the importance of strengthening reading intervention supports specifically tailored to the linguistic and academic needs of EL and LTEL students. Local site-level data confirms that EL and LTEL students received individualized reading support through the supplemental curriculum and designated ELD instruction; however, additional targeted strategies are needed to accelerate progress in this area. ELPAC data for 2025 was suppressed across all proficiency levels due to fewer than 11 students in the student group. Similarly, ELPI data from the 2025 Dashboard for both VHEA and Worsley was suppressed due to fewer than 11 students in the student group. While publicly reported ELPAC and ELPI data was unavailable, the LEA continued to track EL and LTEL student progress internally at each site. Local data indicates that sites provided individualized support for each EL and LTEL student, utilizing systems and data tracking programs to monitor local assessment scores, ELPAC results, and Lexile levels to inform instructional decisions and tailor support to each student's unique language development needs. Although many of the publicly reported data points for EL and LTEL students were suppressed due to fewer than 11 students being assessed, local data collected by each site still indicates that Action 2.6 partially met its intended outcomes for the identified student groups. The LEA provided teaching staff to deliver supplemental ELD support for identified emerging, low-expanding, mid-expanding, upper-expanding, lower-bridging, and upward-bridging EL students. Professional development aligned with the California EL Roadmap was provided to all certificated and support staff to strengthen their capacity to serve EL and LTEL students effectively. Additionally, supplemental curriculum and resources were provided to support structured English immersion programs. Educational partner feedback, including input from DELAC members, teachers, and parents, affirmed the importance of continuing to collaborate with the parents and families of English Learners and Long-Term English Learners to support their progress in academics and English language development. Feedback also emphasized the need for additional professional development for teachers on the supplemental reading curriculum and English Language Development strategies. The LEA will continue to monitor EL and LTEL student progress on an individual basis through local data tracking systems and will refine instructional strategies to better address the unique linguistic and academic needs of this student group, with the goal of accelerating progress toward English proficiency and academic achievement.

Action(s): 2.10 Fresno County Special Education Graduation & CCI
Effectiveness of Action(s): 3 –Effective.
Metric(s) & Student Group(s): Fresno County Special Education
Graduation Rate- All students, SED, SWD
CCI-All Students, SWD
Analysis Statement: By evaluating the data alongside educational partner feedback from staff and parents, it is evident that the action supported progress toward improving graduation and CCI outcomes for Fresno County Special Education students. Implementation of supplemental curriculum, enhanced data monitoring, and additional instructional supports helped increase access to grade-level coursework and support progress for All Students, SED, and SWD.

Action(s): 2.11 CTE Supports
Effectiveness of Action(s): 3-Effective

Metric(s) & Student Group(s):
CTE Eligibility for the All Students, Foster Youth, Homeless, and SED groups was 100%.
CTE Credits Earned All Students, Foster Youth, Homeless, and SED groups was 100%.
Welding Certification All Students, Foster Youth, Homeless, and SED groups was 41%.
From baseline, the LEA Level CCI Indicator was as follows for these student groups: All Students declined by 3%, Foster Youth data was suppressed, Hispanic declined by 3.7%, Homeless data was suppressed, and SED declined by 3%.
Analysis Statement:
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, students, local industry partners, and Fresno County Probation administration staff through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, and surveys, the LEA determined that Action 2.11 (CTE Supports) fully met the intended outcomes for the identified student groups. In 2025–2026, 100% of eligible all students, low-income students, foster students, and English Learner students were enrolled in a CTE class. This maintains the same level of access reported in the Year 1 outcome and the baseline, both of which were 100%. The sustained full enrollment of eligible students in CTE courses demonstrates the LEA's continued commitment to providing all identified student groups with access to career technical education opportunities. The percentage of eligible students earning CTE credits was 100% for all students, low-income students, and English Learner students in 2025–2026, consistent with both the Year 1 outcome and the baseline of 100%. Foster student data was not applicable. This continued achievement reflects the effectiveness of the CTE program in ensuring that all enrolled students are successfully earning credits through their participation in vocational coursework. The percentage of eligible students earning a welding certification was 41% for all students and low-income students in 2025–2026, maintaining the same rate as the Year 1 outcome of 41% and reflecting significant growth from the baseline of 24%, representing a 17 percentage point increase over the course of the LCAP cycle. Data for foster students and English Learner students was suppressed due to fewer than 11 students in those student groups. The sustained improvement from baseline demonstrates that the CTE welding program has been effective in preparing students for industry-recognized certification and providing them with valuable, real-world skills that enhance their employability. In 2024–2025, the LEA-wide CCI showed 1.6% of all students and SED students as prepared, reflecting a decline from the Year 1 outcome of 4% for all students and 4% for SED students, and from the baseline of 4.6% for all students and 4.6% for SED students. Hispanic students showed 0% prepared, a decline from the Year 1 outcome of 4.4% and the baseline of 3.7%. Data for foster youth and homeless students was suppressed due to fewer than 11 students in those student groups. At the Worsley site, the CCI showed 1.9% of all students and SED students as prepared, a decline from the Year 1 outcome of 4.8% for all students and 4.8% for SED students, and from the baseline of 5.9% for all students and 5.9% for SED students. Hispanic students at Worsley showed 0% prepared, a decline from the Year 1 outcome of 5.1% and the baseline of 4.9%. For Fresno County Special Education, the CCI showed 0% of all students and SWD students as prepared, consistent with both the Year 1 outcome and the baseline of 0%. While the CCI data reflects declines across multiple student groups, the LEA recognizes that the CCI is a composite measure influenced by multiple factors beyond CTE participation alone, including assessment performance, graduation rates, and other college and career readiness indicators. The strong CTE enrollment, credit acquisition, and welding certification data demonstrate that the CTE program itself is effectively serving the identified student groups and providing meaningful pathways to career readiness. The implementation of Action 2.11 provided highly qualified CTE/ROP teachers and supplemental curriculum to promote student engagement and attendance in occupational learning. The LEA continued to offer CTE and vocational training programs in fields such as horticulture, forklift training and welding that align with the identified students' interests and local labor markets. These programs provided hands-on learning experiences and pathways to meaningful employment for students in the LEA's Juvenile Court and Community Schools. Educational partner feedback from school staff, parents, students, local industry partners, and Fresno County Probation administration staff consistently affirmed the importance of CTE coursework, job training, and career preparedness for the LEA's student

population. Feedback highlighted the value of hands-on learning opportunities and industry-recognized certifications in motivating students and preparing them for successful transitions to post-secondary education or the workforce. The sustained 100% CTE enrollment and credit acquisition rates, combined with the significant growth in welding certification from baseline, demonstrate that Action 2.11 has effectively contributed to the LEA's goal of increasing college and career readiness for all students, low-income students, foster youth, and English Learners. The LEA will continue to strengthen collaboration with ROP content specialists to support pathway implementation for long-term students and expand CTE opportunities to further improve CCI outcomes for the identified student groups.

2.15 LREBG: Summer School
Effectiveness of Action(s):
Metric(s) & Student Group(s): 2.3, 2.4, 2.5, 2.6, 2.7
Analysis Statement: As part of the 2025–26 Mid-Year Report, FCSS incorporated the additional $64,713 in LREBG funds into Goal 2, Action 2.15, following communication with educational partners and the governing board. The funds will expand summer school programming in alignment with the needs assessment to support credit recovery and academic acceleration.
By evaluating the data and utilizing educational partner feedback gathered from school staff, parents, and students through School Site Council (SSC) meetings, LCAP input meetings, Parent Advisory Committee (PAC) meetings, and surveys, the LEA determined that Action 2.15 (LREBG: Summer School) fully met the intended outcomes for the identified student groups. As part of the 2025–26 Mid-Year Report, FCSS incorporated the additional $64,713 in LREBG funds into Goal 2, Action 2.15, following communication with educational partners and the governing board. The funds will expand summer school programming in alignment with the needs assessment to support credit recovery and academic acceleration. In 2025, the percentage of students at VHEA and Worsley scoring "met or exceeds standards" on the CAASPP ELA was 0% for all students and low-income students, consistent with the Year 1 outcome of 0%. This reflects a decline from the baseline of 6.1% for all students and 2.94% for low-income students. Data for foster students and English Learner/LTEL students was suppressed due to fewer than 11 students in those student groups. For Fresno County Special Education, 15% of all students scored "met or exceeds standards," which represents notable growth and a positive trend for students with disabilities in ELA achievement. The LEA recognizes that CAASPP participation at VHEA and Worsley is significantly impacted by the highly transient nature of the student population, with very few students remaining enrolled long enough to participate in state assessments. Summer school programming provides an extended opportunity for students to engage with grade-level ELA content and build foundational literacy skills that support progress on state assessments. In 2025, the percentage of students at VHEA and Worsley scoring "met or exceeded standards" on the CAASPP Math was 0% for all students and low-income students, consistent with both the Year 1 outcome and the baseline of 0%. Data for foster students and English Learner/LTEL students was suppressed due to fewer than 11 students in those student groups. For Fresno County Special Education, 1.27% of all students scored "met or exceeded standards." While math performance on state assessments remains an area of significant need, the summer school program provides additional instructional time for students to reinforce math concepts, address skill gaps, and work toward credit completion in math courses. The percentage of students demonstrating mastery on the Reading Benchmark was 53% for all students and low-income students in 2025–2026. This represents a decline from the baseline of 73% and continues to be an area requiring focused attention. Data for foster students and English Learner/LTEL students was suppressed due to fewer than 11 students in those student groups. The summer school program directly supports reading achievement by providing extended learning time for students to engage with evidence-based reading instruction and intervention, which is critical for credit-deficient students working to close learning gaps and meet graduation requirements. The percentage of students demonstrating mastery on the Writing Benchmark was 72% for all students and low-income students in 2025–2026. Although this represents a decrease from the Year 1 outcome of 76%, it reflects significant growth from the baseline of 57%, demonstrating a 15 percentage point increase over the course of the LCAP cycle. Data for foster students and English

Learner/LTEL students was suppressed due to fewer than 11 students in those student groups. The sustained growth in writing proficiency from baseline indicates that the instructional strategies reinforced through extended learning opportunities, including summer school, have contributed to meaningful improvement in student writing skills. ELPAC data for 2025 was suppressed across all proficiency levels due to fewer than 11 students in the student group. Similarly, ELPI data from the 2025 Dashboard for both VHEA and Worsley was suppressed due to fewer than 11 students in the student group. At the Fresno County Office of Education level, the ELPI showed 50% of English Learners making progress in 2025, an increase from the Year 1 outcome of 25% and the baseline of 33.3%. This represents a significant 16.7 percentage point gain from baseline, indicating a positive trajectory in English Learner progress toward English proficiency at the county level. The LEA continues to track EL and LTEL student progress internally, and the summer school program offers an additional opportunity for English Learners to receive targeted language development support and academic instruction. The implementation of Action 2.15 provided students with ongoing access to instruction through summer school programming, supporting credit-deficient students in completing graduation or grade promotion requirements, increasing or improving college eligibility, and accelerating progress to close learning gaps. Research indicates that summer school programs can be effective in improving ELA and Math achievement for students by providing targeted instruction and preventing summer learning loss, particularly for students from disadvantaged backgrounds. When summer programs are well-designed with a focus on skill reinforcement and individualized support, they can lead to measurable academic gains and long-term improvements. The expansion of summer school programming through the additional LREBG funds will further strengthen the LEA's capacity to serve students who need extended learning time to recover credits, build academic skills, and progress toward graduation. Educational partner feedback affirmed the value of summer school as a critical support for the LEA's highly mobile student population, noting that the additional instructional time provides students with meaningful opportunities to engage in their education and make progress toward their academic goals. The growth in writing proficiency from baseline, the significant increase in the ELPI at the county level, and the strong ELA performance for Fresno County Special Education students demonstrate that extended learning opportunities are contributing positively to student outcomes. The LEA will continue to refine summer school programming to ensure that instruction is targeted, evidence-based, and responsive to the academic needs of all students, low-income students, and English Learners.

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

Action Changes:
2.1 Summer School, Intersession Opportunities was removed from this action and moved to action 2.15
2.3 Contracted tutoring services paid for in federal funds
2.4 was revised to include instructional resources such as NearPod provided to support supplemental instruction and a student data analysis system to support progress monitoring, data analysis, and data-informed decision-making.
2.9 This action will be changed to a contributing action for the 26-27 year. .5 FTE of a Content Coordinator will be funded to monitor the progress of low-income, foster youth, and English Learner students through data analysis and formative assessments to ensure equitable access to resources and targeted support. This action strengthens the site's multi-tiered system of support and, while principally directed toward low-income students, is provided LEA-wide to benefit all students.
2.11 FTE changed to .42 FTE from .17 FTE Welding. The change was made due to a decrease in Title I funds from which this position was originally funded. The action has been updated to align DA eligibility.
2.12 Addition of a Math adoption.
2.13 0.5 of Content Coordinator will move here for 26-27 years.

2.15 Expanded to increase and improve services for unduplicated pupils (low-income, English learner, and foster youth), the LEA will provide expanded Summer School and Intersession learning opportunities.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Instruction Staff & Curriculum	FCSS was identified for Differentiated Assistance (DA) based on the Graduation Rate and CCI indicators. Upon reviewing the Graduation rate and CCI indicators on the Local Education Agency (LEA) 2023 Dashboard, we conducted a needs assessment to identify the underlying causes. Specifically, to address the following Reds on the 2023 Dashboard: LEA Level Graduation Rate: All Students Foster Youth Hispanic Homeless SED LEA Level CCI Indicator: All Students Foster Youth Hispanic Homeless SED DA eligibility for the CCI Indicator: Foster Youth Hispanic Homeless SED The LEA will provide the following:	$601,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention & Support Class Teachers Supplemental Curriculum and Resources Independent Study Teacher		
2.2	Professional Development & PLC	The LEA will contract with curriculum and instruction experts to provide professional development and coaching in delivering highly individualized curriculum implementation, classroom instruction support, arts integration, and coaching to support student engagement strategies and literacy across the curriculum. In addition, staff will participate in PLC collaboration time and attend relevant conferences that support curriculum and instruction for teachers and staff.	$177,000.00	Yes
2.3	Supplemental Tutoring Services	Worsley and VHEA will provide supplemental math and reading tutors and individual tutoring in specific areas of academic need (Funded out of another source).	$0.00	Yes
2.4	Student Technology	The LEA will continue to purchase and upgrade educational technology for students to utilize: Digital Tools Hot-Spots Digital Resources- ie NearPod Digital Citizenship/ Monitoring Additionally, to provide technology, data systems, and staff support to monitor student progress, identify areas of need, and inform timely interventions that improve academic achievement, attendance, engagement, and college and career readiness outcomes.	$200,000.00	Yes
2.5	Support, Supplies & Incentives	The LEA will provide data/assessment tracking systems, office and classroom supplies, PBIS incentives, copy machines, and support in their use and maintenance	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner & Long-Term English Learner Support	The LEA will provide teaching staff to provide ELD support for identified emerging, low-expanding, mid-expanding, upper-expanding, lower-bridging, and upward-bridging EL students that are supplemental to the base program. The LEA will provide professional development to all certified and support staff, aligned with the California EL Roadmap, to support ELs and LTELs. Additional support and supplemental curriculum for all structured English immersion programs for ELs & LTELS will be provided.	$41,000.00	Yes
2.7	Student Progress Monitoring & Library Supports	The LEA will provide staff to monitor achievement, as well as provide a teacher librarian and library assistant to support learning and research.	$230,000.00	Yes
2.8	MTSS Support Staff	FCSS will provide staff who will oversee the implementation and monitoring of the effectiveness of the MTSS framework for our Court and Community Schools. This includes social/emotional support, targeted academic intervention, individualized transition framework, and follow-up. , There will be a focus on gathering and evaluating data at the LEA level to ensure interventions and supports are effective.	$197,098.00	Yes
2.9	Site-based Support Staff	Site-based administrator (.5 FTE) will focus on assisting with LCAP, SPSA, and Support Assessment, and on providing strategic leadership, coordination, and technical assistance for VHEA and Worsley. This position ensures alignment, coherence, and compliance across planning and reporting systems while supporting districts in reducing duplication and strengthening data-informed decision-making. Assisting teaching staff and program administrators in effectively implementing the use of funds in an educational setting with a focus on English Learners, Low-Income, and Foster Youth. Ensuring that educational programs and practices align with state and federal regulations and requirements. This involves staying informed about education policies, standards, and mandates and providing	$108,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
		guidance to ensure compliance across all aspects of teaching and program administration.		
2.10	Fresno County Special Education Graduation & CCI	After looking at the red indicators on the dashboard at the site level, the LEA completed a needs assessment to examine the root causes of low performance for our Fresno County Special Education programs, specifically in the areas of graduation rate and college and career readiness. Special education and related services, as determined by the student's Individualized Education Program (IEP) team, to our Member School Districts' students enrolled in the County Operated Program. An essential goal of the program is to enable students to become independent, valued citizens of their communities. Services are provided in various settings, including home, preschool, school, and community. The same root cause emerged for each student group, generating Red on the 2023 Dashboard for Fresno County Special Education for the CCI and Graduation Rate indicators (All Student group, SED, SWD). This included providing additional curriculum resources, transcript and data review, and staff training. To address the following Reds on the 2023 Dashboard: Fresno County Special Education Graduation Rate- All students, SED, SWD CCI-All Students, SWD We will take the following actions to address the reds on the dashboard, which include: The supplemental curriculum will support grade-level learning and establish classroom schedules that align with high school course content requirements. Purchasing an online platform to monitor data collection. Additional paraeducator support is provided for instruction and data collection. Providing staff training on the supplemental curriculum.	$165,091.00	No

Action #	Title	Description	Total Funds	Contributing
		Providing support for new teachers (Induction). Funding certificated and classified staff to develop, implement, and maintain a course of study and transcripts.		
2.11	CTE Supports	FCSS was identified for Differentiated Assistance (DA) based on the CCI indicator for Foster Youth, Hispanic, Homeless, and social-economically disadvantaged students. Observing the red indicators for the CCI Indicator on the Local Education Agency (LEA) dashboard, we conducted a needs assessment to identify the underlying causes. Specifically, to address the following Reds on the 2023 Dashboard for the CCI Indicator: LEA Level Reds Suspension Rate: All Students African American Foster Youth Hispanic SED SWD 2023 Dashboard Worsley Reds: Suspension Rate: All Students, African American students, Hispanic students 2024 DTA Eligibility SED Chronic Absenteeism, Grad Rate, Suspension and CCI Foster Grad Rate, suspension and CCI Homeless Grad Rate and CCI Hispanic Grad Rate, Suspension and CCI 2025 DA Eligibility SED Grade Rate, Suspension and CCI Hispanic Rate, Suspension and CCI	$164,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The LEA will provide the following: The LEA will continue to provide highly qualified CTE/ROP teachers to promote opportunities to promote student engagement and attendance in occupational learning. The LEA will provide supplemental curriculum to support CTE/ROP. Strengthened Approach: Increasing collaboration time with ROP content specialists to support Pathway implementation for long-term students.		
2.12	California Standards Aligned Curriculum	The LEA will use state/locally approved California standards-aligned curriculum for core subjects, including the English Language Development curriculum and supplemental materials to support California standards integrated with English Language Development standards, in addition to independent learning and in-person instruction. The LEA will purchase online courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery.	$28,000.00	No
2.13	Administration,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, site administration, maintain clerical support for school operations, provide for substitute teachers, administration costs, and the breakfast/lunch program.	$3,042,743.00	No
2.14	Base Support for SWD	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided are aligned with other district offerings to best support each student's academic and social-emotional needs.	$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Summer School	To increase and improve services for unduplicated pupils (low-income, English learner, and foster youth), the LEA will provide expanded Summer School and Intersession learning opportunities LREBG Action: Summer School The needs assessment substantiated findings from the 2024 Dashboard and local data related to ELA and Math achievement. A review of state and local data indicates a need for greater academic support among SED students. This action directly addresses the need to increase access for students to engage more consistently in their education. This action aligns with allowable uses of funds in the areas of supporting students with ongoing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements to increase or improve pupils' college eligibility and accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning support. In addition to traditional summer school, Extended School Year (ESY) services play a critical role in meeting these identified needs. ESY is designed to prevent regression for students with disabilities who require ongoing services beyond the regular academic year to maintain previously learned skills. Maintaining these skills is essential for students to successfully re-engage with standards-aligned instruction during the regular year. Research indicates that summer school programs can be effective in improving ELA and Math achievement for students by providing targeted instruction and preventing summer learning loss, particularly for students from disadvantaged backgrounds. Additionally, when summer programs are well-designed with a focus on skill reinforcement and individualized support, they can lead to measurable academic gains and long-term improvements. The action also reflects the intent of accelerating progress toward closing learning gaps through implementation, expansion, or enhancement of evidence-based learning supports, including ESY services. When implemented thoughtfully, both summer school and ESY	$549,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
		contribute to measurable academic gains, sustained skill development, and long-term improvements in student outcomes. Metric 2.3, 2.4, 2.5, 2.6, 2.7 LREBG Funds: Per year through 2027–28 The Governor’s Budget provides additional LREBG funding to LEAs for 2025–26. LEAs may incorporate these added funds into their 2025–26 LCAP through the mid-year or annual update process. FCSS has communicated the additional LREBG allocation and its proposed use to educational partners, including opportunities for feedback during School Site Council meetings. FCSS also shared this information with the local governing board as part of the mid-year update. FCSS will continue to use LREBG funds in alignment with the needs assessment and as described in Goal 2, Action 15 of the LCAP. For 2025–26, FCSS will expand summer school funding to include the new LREBG allocation. All LREBG funds will continue to be used exclusively for summer school. LREBG Funds added to the action as part of the 25-6 Governors Budget $64,713 Additional LREBG Funds were added to the 26-27 LCAP to include $64,713 for each year of the 26-27/27-28 LREBG.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Degree to which the LEA has sought out parent input & promote parental communication, participation and	Full Implementation and Sustainability Data Year: 2023-2024	Full Implementation and Sustainability	Full Implementation and Sustainability	Full Implementation and Sustainability	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	involvement in programs and school decision-making for unduplicated students and students with exceptional needs	Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2024-2025 Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2025-2026 Data Source: Local Indicator Report Self-Reflection Tool	Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	
3.2	Parent Square Usage: percentage of parents/families that are contactable for push notifications	87% Data Year: 2023-2024 Data Source: Local Data	81% Data Year: 2024-2025 Data Source: Local Data	88.4% Data Year: 2025-2026 Data Source: Local Data	90% Data Year: 2026-2027 Data Source: Local Data	+1.4%

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in goal three supported the progress toward meeting the goal: Increase parent/guardian/community engagement at all school sites, including parents of students with exceptional needs.

Action 3.1 (Parent and Educational Partner Communication)
Implementation Status:4-Full Implementation
This action was fully implemented as planned with no substantive differences. The Bilingual Office Assistant successfully strengthened family engagement by facilitating clear communication with parents and educational partners, reducing language barriers, and helping families access school information, resources, and materials needed to support student success.
Success: All communications for students and families were utilized and implemented. Translation services were available for all meetings and workshops available for families.
Challenge: No challenges were reported for this action.

Action 3.2 (Parent and Educational Partner Outreach)

Implementation Status: 4-Full Implementation
This action was fully implemented with a substantive difference from the planned implementation. The LEA increased efforts to obtain contact information during parent and intake meetings at Worsley and during orientation meetings at VHEA. Parent empowerment classes and workshops were provided to equip parents to support their children toward academic success. Letters were sent to addresses for parents without contact information, and home visits occurred as needed. Parent classes and meetings continued to provide meaningful opportunities designed to meet the needs of students and their families, including topics such as school involvement and engagement, identifying community resources, making decisions about school programs, and teaching parents how to engage with their children academically and socially. The substantive difference was that the parent outreach and workshop services were implemented utilizing the Parent Engagement Set Aside (Title I) funds and through a contract with a different company than originally planned, rather than utilizing the LCFF funds originally budgeted for this action. As a result, the planned services and outreach efforts were delivered to parents and families as described in the action; however, the LCFF funds allocated for this action were not expended.
Success: Successes included conducting monthly parent educational workshops (expanded to twice monthly) covering topics such as connecting with children, vaping awareness, academic support, and technology. The district held multiple engagement opportunities including School Site Council meetings, Parent Advisory meetings, DELAC meetings, Parent Information Night meetings, PTA meetings, and Back to School Night. ParentSquare was utilized for family communication about these events.
Challenge: The primary challenge was low attendance at workshops and meetings despite increased offerings.

Action 3.3 (Supplemental Bilingual Interpreting and Translation)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. The Bilingual Office Assistant successfully strengthened family engagement by facilitating clear communication with parents and educational partners, reducing language barriers, and helping families access school information, resources, and materials. No challenges were reported for this action.
Success: All communications for students and families were utilized and implemented. Translation services were available for all meetings and workshops available for families.
Challenge: No challenges were reported for this action.

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

3.2: The planned parent outreach and workshop services were implemented utilizing the $11,000 Parent Engagement Set Aside (Title I) funds; however, the $6,000 in LCFF funds budgeted for this action were not expended. In addition, the LEA contracted with a different company than originally planned to provide the parent engagement services; All4Youth and Success Together.

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

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

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

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

Action(s): 3.1 Parent and Educational Partner Communication & 3.2 Parent and Educational Partner Outreach & 3.3 Supplemental Bilingual Interpreting and Translation
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs.
Data Statement: The LEA monitored the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs. After a review by the LEA, it was determined that this metric has met the criteria for Full Implementation and Sustainability.
Analysis Statement: All three actions within Goal 3 fully met their intended outcomes for the identified student groups, creating a comprehensive parent engagement strategy encompassing communication (3.1), outreach (3.2), and supplemental translation services (3.3) that demonstrated sustained effectiveness in creating an inclusive environment for family participation. The LEA achieved and maintained "Full Implementation and Sustainability" status across all three years (2023-2024, 2024-2025, and 2025-2026) on the Local Indicator Report Self-Reflection Tool, indicating consistent excellence in seeking parent input and promoting parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs. The coordinated implementation of these three fully met actions created a robust system for family engagement. Action 3.1 ensured all school communications were provided in home languages with bilingual services for parent meetings, including IEPs. Action 3.2 strengthened outreach efforts through increased contact information collection during intake and orientation meetings, home visits when needed, and parent empowerment classes designed to equip families to support their children's academic success. Action 3.3 provided translation and interpretation services beyond education code requirements, ensuring English Learner families could fully participate in all school functions and decision-making processes. Feedback from our educational partners, parents on our Parent Advisory Committee and students who also attended the PAC meeting indicated strong support for the parent workshops and outreach/communication at both school sites. Additionally, parents and students at both VHEA and Worsley indicated they enjoy the parent workshops being held at the school sites. The LEA is actively working with families to develop workshop topics that best suit their needs and interests, demonstrating responsive and collaborative program development. This parent-driven approach to workshop content ensures relevance and maintains high engagement levels. The sustained "Full Implementation and Sustainability" rating over three years demonstrates that these integrated communication and outreach strategies have become deeply embedded in the LEA's culture and operations. This is particularly significant given the challenges of engaging families in court and community school settings, where students often come from geographically diverse areas across Fresno County and face complex circumstances. The success of maintaining year-round parent empowerment classes, providing interpretation for phone calls and meetings, and conducting home visits when necessary shows that the LEA has created multiple pathways for family engagement that meet diverse needs. The effectiveness of this comprehensive approach is evident in the consistent high rating and positive parent feedback, indicating that families, including those of English Learners, low-income students, and students with exceptional needs, have meaningful opportunities to participate in their children's education and school decision-making. The full achievement of intended outcomes confirms that comprehensive parent engagement strategies are fundamental to building strong school-family partnerships.

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

Action Changes:
3.2 Funding allocation for 26-27 will be will be adjusted to utilize in case the services exceed the budgeted Parent Engagement Set Aside funds.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Educational Partner Communication	The LEA will provide school communications, regarding independent study and in-person learning, and extended learning opportunities, to parents of general and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs.	$58,400.00	No
3.2	Parent and Educational Partner Outreach	The LEA will increase efforts to obtain contact information in parent and intake meetings at Worsley and during orientation meetings at VHEA. For parents without contact information, letters will be sent to addresses, and home visits may occur. To address parent engagement and participation, the LEA will continue to provide classes designed to equip parents to support their children toward academic success on topics identified by parents as vital to them. As a County Office of Education, FCSS provides services to students from across Fresno County, many of whom live far from school sites. A review of LEA experience and educational partner feedback by parents and the PAC reveals the need to continue maintaining the rates of parental participation and involvement in programs and school decision-making for low-income students. In addition, the district needs to maintain frequent, ongoing, effective communication with its parents to inform them of participation and involvement activities.	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Outreach classes and meetings will provide parents with meaningful opportunities designed to meet the needs of low-income students and their families. Topics include school involvement and engagement. The classes also identify community resources, make decisions about school programs, and teach parents how to engage with their children academically and socially, increasing the parent/guardian involvement rate for the low-income student population. This action is designed to meet the needs most associated with low-income students and their families. However, because we expect all students in the geographically diverse county will benefit from parent classes, this action will be implemented LEA-wide. The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for low-income students. Parent Square Usage: percentage of parents/families that are contactable for push notifications		
3.3	Supplemental Bilingual Interpreting and Translation	The LEA will promote parent involvement for the families of our English Learners by providing parents with translation and interpretation services above what is mandated by the education code.	$50,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

California Education Code Section 48926 requires county offices of education, in conjunction with superintendents of the school districts within the county, to develop a county plan for providing education services to expelled pupils. The countywide plan for expelled youth was updated during the 2023-24 school year in collaboration with the mainstream school districts of Fresno County. It will next be updated during the 2026-27 school year.LEA collaboration with county districts of expelled youth is essential to support expelled student engagement, academic growth, graduation, and transition. The goal's action will contribute to these outcomes because staff and resources will be available to collaborate with the county's districts in the transition process, referrals to a mainstream school, and maintaining educational services between programs. The goal's outcomes will be measured by local data on the percentage of expelled students meeting their terms of expulsion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of expelled youth successfully meeting their individual terms of expulsion	Students: 85% Data Year: 2023-2024 Source: Local Data - VHEA GLS Records	Students: 87% Data Year: 2024-2025 Source: Local Data - VHEA GLS Records	Students: 86% Data Year: 2025-2026 Source: Local Data - VHEA GLS Records	Students: 90% Data Year: 2026-2027 Source: Local Data - VHEA GLS Records	Students: +1% Source: Local Data - VHEA GLS Records

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in goal four supported the progress toward meeting the goal: The LEA will maintain a countywide collaborative process for developing/revising a plan to address educational services for expelled youth; provide equal educational opportunities and programming for all expelled youth enrolled in community schools; coordinate with districts in the identification and support of student learning opportunities; coordinate a seamless process for referral back to the district of residence once expulsion requirements are met.

4.1 Expelled Student Support
Implementation Status: 4-Full Implementation
Success: The Director position successfully provided guidance, resources, and strategic collaboration to strengthen leadership capacity, with focused efforts on addressing chronic absenteeism, suspension rates, graduation outcomes, and college and career indicator success for students.
Challenge: No challenges were reported for this action.

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.

There were no differences.

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

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

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

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

Action(s): 4.1 Expelled Student Support
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): The percentage of expelled youth successfully meeting their individual terms of expulsion.
Data Statement: The percentage of expelled youth successfully meeting their individual terms of expulsion metric's difference from baseline is an increase of 1%.
Analysis Statement:
The expelled student support action was fully implemented and met its intended outcomes, demonstrating strong effectiveness in supporting students through their expulsion period. The percentage of expelled youth successfully meeting their individual terms of expulsion showed steady improvement from 85% (2023-2024) to 87% (2024-2025), with a slight decrease to 86% (2025-2026). Despite the minor fluctuation in the final year, the overall performance remained strong and approached the target goal of 90%. The Director of Alternative Education successfully coordinated a comprehensive support system that addressed the complex needs of expelled students. Feedback from key educational partners, including Fresno County Probation, Prodigy Inc., and TROY Mentoring, confirmed that progress in meeting students' probation terms, substance abuse counseling, and anger management requirements has been going well. These collaborative agencies reported that the support structure is effectively organized to provide students with meaningful opportunities to complete their terms of expulsion. The sustained high success rate (86-87%) over the implementation period reflects the effectiveness of providing individualized transition support, academic assistance, and social-emotional services to expelled low-income students. The collaborative approach involving multiple agencies ensures that students receive wraparound services addressing not just academic needs but also the underlying issues that may have contributed to their expulsion. Mental health clinicians providing support during and after school hours, combined with virtual options, created flexible pathways for students to access needed services regardless of their circumstances. The strong partnership with community organizations and the structured approach to helping students meet various requirements, from academic progress to anger management, demonstrates that comprehensive, coordinated support significantly improves outcomes for expelled youth. The consistent success rate near 90% indicates that the model effectively balances accountability with support, helping students successfully complete their expulsion terms and prepare for reintegration into their educational journey.

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

There was no changes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Expelled Student Support	Given the option to establish, enroll, and maintain one or more community schools per education code 1980, the Fresno County Superintendent of Schools has determined it will establish and maintain a community school whose purpose is to provide non-mandated services to Fresno County's students. Given the Superintendent has elected to establish and maintain a community school, the Superintendent developed and maintains the plan required per education code 48926 that enumerates existing educational alternatives for expelled youth, identifies gaps in educational services, and strategies for filling those service gaps. The Superintendent has elected to provide non-mandated services to all expelled pupils in our county and develop robust educational content to provide in the community school that is supplemental to the Fresno County Plan for Providing Educational Services to Expelled Youth (Fresno County Plan for Expelled Youth). This action describes the services that are provided above and beyond what is mandated by the education code and described in the Fresno County Plan for Expelled Youth and focused on meeting the specific identified needs of our unduplicated student group(s). A review and analysis of the rate of students meeting terms of expulsion and educational partner feedback from parents, collaborative agencies, and teachers demonstrate the need to increase the rate of successful completion of the terms of expulsion agreements for the expelled low-income student population through an increased transition, academic and social/emotional support to the expelled low-income student population, in order to increase the rates of their successfully completing their terms of expulsion. Their feedback and LEA experience further indicated that each student required individualized support, which is human resource-intensive. To address the needs of low-income expelled students, the LEA will provide personnel to oversee, monitor, and facilitate social/emotional and academic support and transition services. These increased services are designed to provide and promote a sense of connectedness to strengthen interpersonal relationships and academic and social-emotional skill development. Mental health clinicians provide social/emotional support during and after the school day and virtually. These services are individualized for low-income expelled students by addressing communication with districts, meeting individualized social/emotional needs, providing awareness of and access to community resources for	$115,487.00	No

Action #	Title	Description	Total Funds	Contributing
		low-income students and their families, and addressing learning opportunities. This action is designed to meet the needs most associated with low-income students. However, because we expect that all expelled students will benefit from the additional transition, academic, and social/emotional support, this action is provided on a school-wide basis. We expect this action to increase the percentage of low-income students completing their terms of expulsion.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunities through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. Maintain a comprehensive foster youth education database and mobile application for Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of Fresno County Foster Youth who graduate or complete a High School program	All Foster Students: 55.4% Data Year: 2022-23 Data Source: DataQuest	All Foster Students: 59.1% Data Year: 2023-2024 Source: DataQuest: 4 Year Adjusted Cohort Graduation Rate	All Foster Students: 65.9% Data Year: 2023-2024 Data Source: DataQuest: 4 Year Adjusted Cohort Graduation Rate	All Foster Students: Maintain or increase above 55% Data Year: 2025-26 Data Source: DataQuest: 4 Year Adjusted Cohort Graduation Rate	All Foster Students: +10.4%
5.2	Number of Fresno County Foster Youth who participate in supplemental enrichment activities	Foster Students Participated in the Following Enrichment Activities Leadership Program: 91 Winter: 91 Spring: 91 Data Year: 2023-2024 Data Source: Local Data - FCSS Foster Youth Director	Foster Students Participated in the Following Enrichment Activities Leadership Program: 84 foster/ 95 homeless Winter: Program: 84 foster/ 95 homeless Spring: Program: 84 foster/ 95 homeless Data Year: 2024-2025 Data Source: Local Data - FCSS	Foster Students Participated in the Following Enrichment Activities Leadership Program: N/A Winter: 86 Spring: Data will be available after April 24th	Foster Students Participated in the Following Enrichment Activities Leadership Program: 100 Winter: 100 Spring: 100 Data Year: 2026-2027 Data Source: Local Data - FCSS Foster Youth Director	Leadership Program: N/A Winter: -5 Spring: Data will be available after April 24th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth Director			
5.4	Number of Community/LEAs accessing the Mobile Application	Number of Community/LEAs accessing the Mobile Application: 120 Data Year: 2023-2024 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: 3,231 Data Year: 2024-2025 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: Data not available due to app reconfiguration	Number of Community/LEAs accessing the Mobile Application: Maintain 120 charter and LEA access Data Year: 2026-27 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: Data not available due to app reconfiguration

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in goal five supported the progress toward meeting the goal: Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunities through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. Maintain a comprehensive foster youth education database and mobile application for Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services.

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

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

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

5.4 Technology
Implementation Status: 5 – Full Implementation and Sustainability.
FCSS provided staff, while working in-person with Foster Youth students, with the necessary technology and Wi-Fi hotspots for them to access enrichment and educational resources.
No substantive difference in planned action compared to the actual implementation

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

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

Overall Successes: Goal 5 actions were implemented and maintained as planned, supporting coordination of services, leadership and enrichment opportunities, technology access, and data systems for Fresno County foster youth. Ongoing collaboration with Child Welfare, Juvenile Probation, court systems, and districts supported communication and service delivery aimed at minimizing the effects of school placement changes. Overall, implementation remained consistent with the actions outlined in the plan.
Overall Challenges: Some challenges included coordinating communication and data sharing across multiple agencies and ensuring timely updates to student records when school placements changed. Variability in student mobility and transitions between placements also required ongoing coordination to maintain continuity of services and supports.

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.

5.1 Coordination of Services for Foster Youth for Court and Community School Lower expenditures due to use of existing staff and ongoing coordination efforts.
5.2 Foster Youth Support Differences reflect phased implementation and timing of services.
5.3 Leadership Program Lower expenditures due to timing of expansion and onboarding of additional LEAs.
5.4 Technology Differences due to delayed procurement and phased implementation.
5.5 Mobile Application Ongoing development for improvement and planning have delayed full implementation costs.

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

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

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

The actions outlined in goal five supported the progress toward meeting the goal: Minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunities through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. Maintain a comprehensive foster youth education database and mobile application for Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services.

Action(s): 5.1 Coordination of Services for Foster Youth for Court and Community Schools & 5.2 Foster Youth Support & 5.3 Leadership Program & 5.4 Technology 5.5 Mobile Application & 5.6 Data Collection & Education Records & Support
Effectiveness of Action(s): Effective
Metric(s) & Student Group(s): s. The percentage of Fresno County Foster Youth who graduate or complete a High School program (Metric 5.1) increased by +10.4% from the baseline of 55.4% to 65.9%.
Analysis Statement: This significant improvement demonstrates that coordination of services between the court and community schools has been effective in supporting foster youth toward graduation. The dedicated Student Service Specialist position has been instrumental in providing direct services and support to foster students, contributing to improved educational outcomes. The Leadership Program shows data for participation in enrichment activities (Metric 5.2). This demonstrates consistent engagement in supplemental enrichment activities. The mobile application shows significant growth in usage. The number of Community/LEAs accessing the Mobile Application (Metric 5.4) increased substantially relative to the baseline. Goal 5 demonstrates strong effectiveness with a +10.4% increase in foster youth graduation rates and exponential growth in mobile application usage. The coordinated approach across all six actions has created a comprehensive support system that successfully minimizes the impact of school placement changes on foster youth educational outcomes.

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

5.2 Added implementation of a Foster Youth Advisory and coordination of a Networked Improvement Community (NIC) with LEAs, DSS, and community-based organizations to strengthen collaboration and support improved academic achievement and school stability for foster youth.

5.3 The action expands the enrichment activities to include implementation of a Foster/Homeless Youth Leadership Advisory, clarifies the FCSS Foster Youth Department's role in providing the activities, and adds collaboration with partners to support early literacy for foster youth in grades TK–3. Decrease in split of Leadership MOU to allow for contracted work increase.

5.4 Provides laptops to Foster Youth transitioning to post-secondary education to support academic success and reduce financial barriers, while continuing to provide technology and Wi-Fi hotspots for staff working in person with Foster Youth students. Utilizing other budgets for this expense.

5.5 This action expands the data collection and monitoring processes to include weekly Foster Focus uploads, additional data sources, and the use of new tools such as an intake questionnaire, workshops, and a department data dashboard to strengthen tracking and coordination of services for foster youth. Increase in contracted work for the mobile application.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordination of Services for Foster Youth for Court and Community Schools	A review and analysis of educational partner feedback from collaborative agencies, students, and parents, as well as 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 the FCSS Foster Youth Services Coordinating Program to provide additional transition support among community resources, advocacy agencies, and schools beyond what the base program provides. These additional supports include highly individualized transition support when foster youth change schools, one-on-one college and career planning through monthly meetings with staff, assistance with financial aid and college applications, and increased exposure to college and career programs such as visits to local colleges.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The LEA will also allow foster students to join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile foster youth in identifying and accessing financial aid, housing, higher education services, and other community resources. These include Focus Forward, social and behavioral health services, and probation. These actions will meet the individual needs of Foster Youth students and empower them to make informed decisions about their graduation, college, and career choices. We expect this action to improve the graduation rates of Foster Youth students.		
5.2	Foster Youth Support	FCSS will provide a Student Service Specialist to support, establish, coordinate, facilitate, and maintain academic leadership, support, advocacy, and service delivery for eligible students in foster care. As well as lead in the planning, preparation, and analysis of the needs of Foster Youth and provide ongoing communications of the needs of foster youth students between agencies, including LEAs, Child Welfare, Juvenile Probation, and court systems. FCSS will provide a Student Service Specialist to support, establish, coordinate, facilitate, and maintain academic leadership, implementation of youth advisory, support, advocacy, and service delivery for eligible students in foster care. As well as lead in the planning, preparation, and analysis of the needs of Foster Youth and provide ongoing communications of the needs of foster youth students between agencies, including LEAs, Child Welfare, Juvenile Probation, and court systems. FCSS Foster Youth Department will facilitate/coordinate Networked Improvement Community for participating LEAs, DSS and Community Based Organizations to strengthen partnership and develop countywide policies/practices to support better academic achievement and school stability for foster youth.	$86,700.00	No
5.3	Leadership Program	The LEA will offer supplemental academic enrichment activities, including leadership development for Foster Youth students. This addresses transition support, creativity, critical thinking, communication, and collaboration. Students will develop leadership skills, character building, and social-emotional stability.	$25,175.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Technology	FCSS will provide Foster Youth students with the necessary technology and hotspots to access enrichment and educational resources. FCSS will provide staff, while working in-person with Foster Youth students, with the necessary technology and Wi-Fi hotspots for them to access enrichment and educational resources.	$0.00	No
5.5	Mobile Application	Support and maintain the foster youth mobile application for Android and iOS.	$13,125.00	No
5.6	Data Collection & Education Records & Support	Foster Youth Dept. Program Assistant completes weekly upload to Foster Focus by obtaining data reports from CALPADS. Additionally, monitors countywide streamline inbox for placement/school changes to monitor stability of foster youth and notify LEAs of changes. Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs, DSS, care providers and educational rights holder. Additionally, through the implementation of Intake Questionnaire and workshops. All metrics will be collected and entered into the departments newly developed database dashboard, Foster Youth staff will support with the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records, immediate enrollment, disputes of appropriate educational placement and any consultation of Foster Youth students academic achievement govern by the outlined educational laws. Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community School	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	VHEA will improve outcomes for all students, with a focus on low-income and Hispanic student groups performing at the lowest performance levels on the 2025 California School Dashboard, by reducing suspension rates while decreasing chronic absenteeism, and supporting effective implementation of actions through ongoing professional development, behavioral supports, and student engagement strategies. 2026-2027 LCAP Goal: VHEA aims to reduce the suspension rates of all students, with a specific focus on low-income and Hispanic students, by 4%. 2025-2026 LCAP Goal: Over the next three years, VHEA aims to reduce the suspension rates of all students, with a specific focus on low-income and Hispanic students, by 4% and decrease chronic absenteeism by 13%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

2026-2027 Input from Educational Partners:
Throughout the engagement process, educational partners at VHEA provided meaningful input that directly informed the development of this goal and its focus on reducing suspension rates for all students, with a specific emphasis on low-income and Hispanic students. Teachers expressed the need to develop a structured Behavior Intervention Plan on campus that supports a Positive Behavioral Interventions and Supports (PBIS) framework. Teachers emphasized that having a clear, consistent, and schoolwide approach to behavior expectations and interventions would equip staff with the tools necessary to proactively address behavioral challenges, reduce the reliance on exclusionary discipline practices, and foster a more positive and supportive school climate for all students. Parents and students shared that positive calls home, student incentives on campus, and increased communication and collaboration with families would help improve student behavior. Both groups highlighted that when families feel informed, connected, and recognized for their students' positive efforts, students are more motivated to engage in prosocial behaviors and attend school regularly. Parents and students believe that strengthening the home-school connection through consistent, positive outreach is essential to reducing suspensions and building a culture of trust and accountability. School staff and students also noted that the current actions in place are supporting student behavior on campus. Specifically, they recognized that engaging students in the classroom through meaningful instruction and providing Guidance Learning Specialist (GLS) support have had a positive impact on student behavior and overall school climate. Staff and students expressed the importance of

continuing and building upon these existing supports to sustain progress and further reduce suspension rates among the identified student groups. This collective feedback from educational partners reinforces the need to continue investing in proactive, relationship-centered, and culturally responsive strategies that address the root causes of behavioral challenges and promote a safe, inclusive, and supportive learning environment for all students at VHEA.

Analysis of the 2025 Dashboard:
Based on the 2025 Dashboard, 44.1% suspended for at least one day. 43.1% Hispanic students were suspended at least one day, an increase of 11.3%. Socioeconomically Disadvantaged students, 47% suspended at least one day, an increase of 10.7%. (verify data and provide analysis)

A review of the 2025 California School Dashboard data for VHEA reveals that suspension rates have continued to increase across all identified student groups, underscoring the urgency and importance of this goal. The 2025 Dashboard indicates that 44.1% of all students were suspended at least one day. This represents a continued upward trend from the 2023 baseline of 23.6% and the 2024 rate of 35.2%, reflecting a 20.5 percentage point increase from the original baseline. This data demonstrates that while current actions have shown some positive impact at the local level among 70-day students, the overall suspension rate for all students continues to be an area of significant concern that requires sustained and intensified intervention. The 2025 Dashboard shows that 43.1% of Hispanic students were suspended at least one day, an increase of 11.3 percentage points. This continued rise, from the 2023 baseline of 20.2% to 31.8% in 2024 and now 43.1% in 2025, signals that Hispanic students remain disproportionately impacted by exclusionary discipline practices. This trend reinforces the need for culturally responsive strategies that honor and respect the cultural backgrounds, experiences, and identities of Hispanic students while providing meaningful alternatives to suspension. The 2025 Dashboard indicates that 47% of SED students were suspended at least one day, an increase of 10.7 percentage points. This upward trajectory, from the 2023 baseline of 24.1% to 36.3% in 2024 and now 47% in 2025, highlights the persistent challenges faced by low-income students. Students from socioeconomically disadvantaged backgrounds often experience barriers related to poverty, trauma, and instability, which can manifest as behavioral challenges in the school setting. These data points affirm the critical need to continue implementing trauma-informed, relationship-centered, and proactive behavior supports tailored to the unique needs of this student population. The 2025 Dashboard data confirms that reducing suspension rates at VHEA remains a high-priority area of need. While local data for 70-day students has shown some promising decreases, the overall Dashboard trends indicate that the LEA must strengthen and expand its current strategies to meaningfully reduce suspensions for all students, with a continued and intentional focus on low-income and Hispanic students. The actions within this goal are designed to address the root causes of these behavioral challenges through a structured PBIS framework, increased family engagement, culturally responsive practices, and targeted support from staff such as the Guidance Learning Specialist, Content Specialist and community assistant.

2025-2026 Input from Educational Partners:
These goals reflect educational partner feedback around the continued need for academic and behavioral interventions, extended educational opportunities, enhanced communication to support student success, and increased parent engagement and education. By aligning school improvement efforts with these themes, VHEA is working to ensure that all students are supported, engaged, and prepared for post-secondary success. Input from 2024-2025 Educational Partners from, parents, students, teachers, and staff, consistently expressed the need for increased, targeted communication, and expanded programs to enhance both engagement, student behavior, socio emotional and academic support. Educational partners highlighted that timely, clear, and accessible information, especially regarding academic

expectations, available resources, and school event-is essential to fostering strong home-school connections and ensuring students receive the support they need to succeed.

Our analysis of the 2024 Dashboard data indicated a need to continue supporting student behavior, specifically for all students, low-income and Hispanic students at VHEA. After completing a needs assessment and examining the root causes of behavioral issues, we recognize the importance of providing additional support that honors students' diverse cultural backgrounds and experiences, while implementing positive behavior management strategies and restorative practices—that are inclusive, respectful, and responsive to their individual needs. The unique population of students often faces various challenges, including those related to poverty, trauma, and instability. There is a need to implement strategies to reduce suspensions that will be tailored to meet these challenges head-on, promoting a positive school climate and enhancing educational outcomes for all students, low-income and Hispanic students. We will implement culturally responsive teaching practices that recognize and respect Hispanic students' cultural backgrounds, experiences, and identities. This includes incorporating diverse perspectives into the curriculum, fostering a positive school climate that values diversity, and providing opportunities for students to explore and celebrate their cultural heritage. We plan to improve suspension rates through the actions included in the goal. We will measure included in the goal and progress using suspension data and qualitative data.

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

Our analysis of the 2023 and 2024 Dashboard data indicated a need to continue supporting student chronic absenteeism students at VHEA. Reducing chronic absenteeism is crucial for improving student outcomes and ensuring all students have equal opportunities to succeed. Our needs assessment revealed that chronic absenteeism can lead to significant academic setbacks. We plan to improve chronic absenteeism through the actions included in the goal. We will measure included in the goal and progress using chronic absenteeism data, attendance rates, sense of safety, and sense of connectedness. We will continue to gather qualitative data from educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism	All Students: 73% Hispanic: 72.4% SED: 74.3% Data Year: 2022-2023 Data Source: 2023 Dashboard	All Students: 93.3% Hispanic: 90% SED: 92.9% Data Year: 2023-2024 Data Source: 2024 Dashboard	VHEA All Students: 88.9% Hispanic: 81.8% SED: 87.5% Data Year: 2024-2025 Data Source: 2025 Dashboard	All Students: 60% Hispanic: 60% SED: 60% Data Year: 2025-2026 Data Source: Dashboard	All Students: +15.9% Hispanic: +9.4% SED: +13.2%
6.2	Suspension Rate	All Students: 23.6% Hispanic: 20.2% SED: 24.1 % Data Year: 2022-2023 Data Source: 2023 Dashboard	All Students: 35.2% Hispanic: 31.8% SED: 36.3% Data Year: 2023-2024 Data Source: 2024 Dashboard	VHEA All Students: 44.1% Hispanic: 43.1% SED: 47% Data Year: 2024-2025 Data Source: 2025 Dashboard	All Students: 19% Hispanic: 19% SED: 19% Data year: 2025-2026 Data Source: Dashboard	All Students: +20.5% Hispanic: +22.9% SED: +22.9%
6.3	Suspension Rate of 70-Day Students	All Students: 50% Hispanic: 52% SED: 50% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 40% Hispanic: 47% SED: 40% Data Year: 2024-20245 Data Source: Local Data- AERIES Student Information System	VHEA All Students: 27% Hispanic: 0% SED: 0% Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System	All Students: 40% Hispanic: 42% SED: 40% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	All Students: -23% Hispanic: -52% SED: -50%
6.4	Chronic Absenteeism Rate of 70-Day Students	All Students: 79% Data Year: 2023-2024	All Students: 47% Data Year: 2024-2025	VHEA All Students: 10%	All Students: 70% Data Year: 2026-2027	All Students: -69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data- AERIES Student Information System	Data Source: Local Data- AERIES Student Information System	Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System"	Data Source: Local Data- AERIES Student Information System	
6.5	Sense of Connectedness	All Students: 89% Hispanic: 92% SED: 89% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 74.1% Hispanic: 64% SED:74.1% Data Year: 2024-2025 Data Source: Local Data- AERIES Student Information System	VHEA All Students: 93% Hispanic: 86% SED: 93% Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System"	All Students: 100% Hispanic: 100% SED: 100% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	All Students: +18.9% Hispanic: +24% SED: +18.9%
6.6	Attendance Rate	All Students: 57% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 80% Data Year: 2024-2025 Data Source: Local Data- AERIES Student Information System	VHEA All Students: 91% Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System"	All Students: 65% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	All Students: +34%
6.7	Sense of Safety	All Students: 100% Hispanic: 100% SED: 100% Data Year: 2023-2024	All Students: 74.1% Hispanic: 41% SED: 74.1% Data Year: 2024-2025	VHEA All Students: 97% Hispanic: 93% SED: 97% Data Year: 2025-2026	All Students: 100% Hispanic: 100% SED: 100% Data Year: 2026-2027	All Students: +22.9% Hispanic: +59% SED: +22.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data- AERIES Student Information System	Data Source: Local Data- AERIES Student Information System	Data Source: Local Data- AERIES Student Information System"	Data Source: Local Data- AERIES Student Information System	

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Rating were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1-Exploration and Research Phase; 2- Beginning Development; 3- Initial Implementation; 4- Full Implementation; 5- Full Implementation and Sustainability.

The Fresno County Superintendent of Schools successfully implemented Goal 6, which aims to reduce suspension rates of all students at VHEA, with a specific focus on low-income and Hispanic students, by 4% and decrease chronic absenteeism by 13%.

Action 6.1 (Art Teacher)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Art Teacher provides instruction to students at both Alternative Education sites, with targeted support at VHEA aimed at increasing student engagement and enrichment, contributing to reductions in suspension rates and chronic absenteeism.
Success: Students now have the opportunity to complete their Art credits for graduation through a hands-on Art class. This course allows students to actively engage in creative projects and develop artistic skills while earning the credits required for graduation.
Challenge: Newly hired teaching staff is not yet fully credentialed, which presents a challenge in ensuring consistent instructional practices. To support this teacher, the program is utilizing content specialist support to provide ongoing instructional coaching and professional development.

Action 6.2 (Content Specialist)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Content Specialist provides academic instructional support to teachers at both Alternative Education sites, with targeted support at VHEA focused on enhancing student engagement and enrichment.
Success: This action is contributing to reductions in suspension rates and chronic absenteeism.
Challenge: The challenge was that onboarding a new staff member in this position took extra time for training.

Action 6.3 (Guidance Learning Specialist)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Guidance Learning Specialist provides academic counseling and transition support to students at both Alternative Education sites, with targeted support at VHEA aimed at increasing student engagement and enrichment.
Success: This action is contributing to reductions in suspension rates and chronic absenteeism.
Challenge: The challenge was training another new staff member.

Action 6.4 (Community Assistant)
Implementation Status: 4-Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Campus Safety Assistant and a full-time Community Assistant support VHEA students and staff by promoting engagement and enrichment, contributing to reductions in suspension rates and chronic absenteeism, while also positively influencing behavior referral data and student/parent survey results. These positions support services that promote student well-being, engagement, and successful transitions. The Campus Safety Assistant and Community Assistant work collaboratively with the behavior team, specifically partnering with All 4 Youth to provide mental health support for students. This collaboration ensures that students who are experiencing behavioral or emotional challenges receive timely, coordinated interventions that address the root causes of their behavior rather than relying solely on exclusionary discipline practices. By working alongside mental health professionals, these staff members help create a more supportive and responsive campus environment for all students, with a particular focus on the needs of low-income and Hispanic students. In addition, these positions work closely with the Guidance Learning Specialist (GLS) to support students as they transition back to their home schools. This includes building positive relationships with students and their families, facilitating communication between VHEA and the receiving school, and helping ensure that students feel prepared and supported throughout the transition process. This collaborative approach strengthens the continuity of services for students and promotes successful reintegration into their districts of residence. Furthermore, the Campus Safety Assistant and Community Assistant support the after-school Career Technical Education (CTE) program by assisting the CTE teacher during the after-school welding program. Their presence during extended learning hours provides additional supervision, encouragement, and mentorship for students participating in hands-on vocational training. This support not only enhances student engagement in career-focused learning opportunities but also reinforces positive behavior and a sense of belonging beyond the regular school day.
Success: Consistent outreach, positive relationship-building, and collaborative partnerships with the behavior team, mental health providers, the GLS, and the CTE program have increased student engagement and excitement about attending school while providing a comprehensive network of support for students across academic, behavioral, and social-emotional domains.
Challenge: Both Campus Safety Assistant positions were filled with new staff this year, making training and collaboration a priority to ensure school administration expectations were clearly understood and consistently implemented. Despite this challenge, the new staff members have demonstrated a strong commitment to building relationships with students and integrating into the collaborative support structures on campus.

Action 6.5 (Dual Enrollment & CTE)
Implementation Status: 3-Initial Implementation

This action was initially implemented as planned with no substantive differences. One CTE teacher supporting VHEA in Welding has strengthened student engagement and contributed to improvements in attendance and reductions in suspension rates.
Success: This action will increase participation in pathways that positively impact the College/Career Indicator. Additionally, students are earning industry-recognized welding certificates, demonstrating measurable progress toward postsecondary readiness and workforce preparation.
Challenge: The challenge was that Dual Enrollment implementation at VHEA has not started and they are still in the beginning stages of CTE After School Program implementation. Ordering supplies and materials as well as creating a safe and secure environment has taken time to implement.

Action 6.6 (After-School Programming for Student Engagement)
Implementation Status: 3-Initial Implementation
This action was initially implemented as planned with no substantive differences. One CTE teacher supporting VHEA in Welding has strengthened student engagement and contributed to improvements in attendance and reductions in suspension rates.
Success: This action will increase participation in pathways that positively impact the College/Career Indicator. Additionally, students are earning industry-recognized welding certificates, demonstrating measurable progress toward postsecondary readiness and workforce preparation.
Challenge: The challenge was that Dual Enrollment implementation at VHEA has not started and they are still in the beginning stages of CTE After School Program implementation. Ordering supplies and materials as well as creating a safe and secure environment has taken time to implement.

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

6.5-Funding allocation changed from Equity Multiplier to SSEBG for 25-26

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

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

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

The actions outlined in goal six supported the progress toward meeting the goal:

Action(s): 6.1 Art Teacher & 6.3 Guidance Learning Specialist
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s) & Student Group(s): Suspension Rate: All Students, SED, Hispanic
Data Statement: The difference from baseline for the Suspension Rate metric for the following student groups is as follows: All Students increased by 20.5%, SED by 22.9% and Hispanic students by 22.9%.

Analysis Statement: These two coordinated actions partially met their intended outcomes for the identified student groups, showing mixed results in addressing suspension rates at VHEA. Suspension rates increased from the 2023-2024 baseline, with all students rising from 35.2% to 44.1%, Hispanic students from 31.8% to 43.1%, and SED students from 36.3% to 47% in 2024-2025. While these increases indicate continued challenges, important groundwork has been laid for future improvement. The Art Teacher (6.1) provided students with positive outlets for self-expression, creativity, and emotional processing through arts-based therapeutic interventions. The Guidance Learning Specialist (6.3) implemented proactive and positive discipline strategies while offering counseling support and alternatives to suspension. Despite the increase in suspension rates, feedback from teachers, site staff, and students at VHEA indicates that the newly implemented behavior intervention plan for the 2025-2026 school year has been positive. This intervention program, which supports an MTSS approach, is proving to help with student behavior according to early observations. Staff report feeling hopeful that the new system will produce improved numbers for future dashboard data. The partial achievement of intended outcomes reflects both the complexity of addressing behavioral challenges in the alternative education setting and the time required for new interventions to show measurable impact. While suspension rates have not yet decreased as targeted, the positive feedback of the new behavior intervention plan, combined with the foundation built through arts programming and dedicated guidance support, suggests that these actions are creating the conditions necessary for future improvement. The integration of culturally responsive practices, therapeutic arts opportunities, and systematic behavior support through the MTSS framework represents a comprehensive approach that, based on staff and student feedback, is beginning to shift the school culture in a positive direction.

Action(s): 6.4 Community Assistant/Safety Assistant
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s) & Student Group(s): Suspension Rate: All Students, SED, Hispanic; Chronic Absenteeism Rate: All Students, SED, Hispanic; Sense of Connectedness: All Students, SED, Hispanic; Attendance Rate: All Students
Data Statement: The difference from baseline for the Suspension Rate metric for the following student groups is as follows: All Students increased by 20.5%, SED by 22.9%, and Hispanic students by 22.9%. Chronic absenteeism among 70-day students showed significant improvement, dropping from 79% in 2023-2024 to 47% in 2024-2025. The attendance rate for all students increased from 57% to 80%. However, the sense of connectedness decreased from 89% to 74.1% for all students, from 92% to 64% for Hispanic students, and from 89% to 74.1% for SED students.
Analysis Statement: This action partially met its intended outcomes for the identified student groups, demonstrating meaningful progress in some areas while highlighting continued challenges in others. The full-time Campus Safety Assistant and full-time Community Assistant provided critical direct support to students, families, and staff throughout the school year, contributing to notable improvements in attendance and chronic absenteeism among 70-day students. A key strength of this action was the collaborative partnership with All 4 Youth to provide coordinated mental health support for students experiencing behavioral and emotional challenges. By working alongside mental health professionals, the Campus Safety Assistant and Community Assistant helped ensure that students received timely, wraparound interventions that addressed the underlying causes of behavioral incidents rather than relying solely on exclusionary discipline. This partnership created a more responsive and supportive campus environment and strengthened the school's ability to meet the social-emotional needs of low-income and Hispanic students who often face challenges related to poverty, trauma, and instability. Additionally, these positions worked closely with the Guidance Learning Specialist (GLS) to support students transitioning back to their home schools. By building positive relationships with students and their families, facilitating communication between VHEA and receiving schools, and helping students feel prepared throughout the transition process, the Campus Safety Assistant and Community Assistant contributed to a more seamless and supportive reintegration experience. This collaborative transition support is essential for the VHEA student population, as successful

transitions reduce the likelihood of students cycling back into the alternative education setting and promote long-term positive outcomes. These positions also supported the after-school CTE welding program by providing supervision, encouragement, and mentorship for students participating in hands-on vocational training beyond the regular school day. Their presence during extended learning hours reinforced positive behavior, strengthened student engagement in career-focused learning opportunities, and fostered a sense of belonging and purpose among participating students. While suspension rates have not yet decreased as targeted, the improvements in attendance and chronic absenteeism, combined with the collaborative mental health support, transition services, and CTE engagement facilitated by these positions, indicate that this action is building a strong foundation for sustained improvement. The decrease in the sense of connectedness among all student groups signals an area that will require continued attention and intentional relationship-building efforts in the coming year. As these positions continue to develop and deepen their collaborative partnerships on campus, the LEA anticipates that the positive trends in attendance and engagement will translate into measurable reductions in suspension rates for all students, low-income students, and Hispanic students.

Action(s): 6.2 Content Specialist & 6.5 Dual Enrollment & CTE, 6.6 After- School Programming for Student Engagement
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): Attendance Rate, Chronic Absenteeism: All Students, SED, Hispanic
Data Statement: The Attendance Rate for the All Student group increased 34% as compared to baseline. The Chronic Absenteeism metric results, as compared to baseline, are as follows for these student groups: All Students increased by 15.9%, SED by 13.2%, and Hispanic students by 9.4%
Analysis Statement: These three academic and career-focused actions partially met their intended outcomes, showing significant progress in some areas while facing continued challenges with chronic absenteeism. The attendance rate improved substantially to 91% in 2025-2026, up from 80% in 2024-2025. However, chronic absenteeism remained high at 88.9% for all students, 81.8% for Hispanic students, and 87.5% for SED students in 2024-2025. Notably, chronic absenteeism for 70-day students showed dramatic improvement, decreasing from 47% (2024-2025) to just 10% (2025-2026), demonstrating the effectiveness of sustained interventions with students who remain enrolled longer. The Content Specialist (6.2) successfully supported teachers in implementing best first-teaching practices and developing comprehensive curriculum strategies aligned with academic standards. The introduction of Dual Enrollment & CTE programs (6.5) and After-School Programming (6.6) created new pathways for student engagement through hands-on, career-focused learning opportunities. Feedback from the Parent Advisory Committee and students strongly indicated that CTE programming at VHEA is necessary to help with student engagement and attendance. The newly launched welding/forklift training after-school program has generated excitement across the campus, with students expressing enthusiasm about gaining industry-relevant skills. This positive reception suggests that career-focused programming addresses a critical need for alternative pathways that make school more relevant and engaging for VHEA students. The contrast between the high overall chronic absenteeism rates and the dramatic improvement for 70-day students (from 47% to 10%) reveals both the challenge and the potential of these interventions. Students who remain enrolled long enough to fully engage with the content specialist support, dual enrollment opportunities, and CTE programming show remarkable improvement in attendance patterns. The 91% daily attendance rate further suggests that when students do engage, they attend consistently. The partial achievement of outcomes reflects the reality that many VHEA students cycle through the program before interventions can take full effect, but the strong results for longer-term students and the enthusiastic response to CTE programming indicate these actions are building a foundation for sustained improvement in engagement and attendance.

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

6.2-Updated action language for Content Specialist to tie to supporting suspension rate.
6.3- Action name revised to include Behavioral and PBIS Supports. The LEA will implement a research-based character development curriculum and aligned professional development to strengthen behavior supports. to address suspension rate for student incentive program to include schoolwide positive reinforcement system
6.4-Updated action language for Campus Safety Assistant and Campus Community Assistant to them to supporting suspension rate. Updated Action title to Community Assistant/Campus Safety Assistant, hire additional Campus Assistant. Moved Psychologist summer allocation to 2.15. Also, a Campus Assistant position was added to Action 6.4 to better align the action with the Equity Multiplier (EM) funded supports currently being provided .Action 6.4 was revised to include research-based PBIS supports, including PBIS teams, student incentives, and academic standards-based field trips to strengthen student engagement and positive behavior outcomes.
6.7-Aviation CTE Program to provide meaningful, hands-on career technical education experience for students.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Art Teacher	VHEA will provide a part-time Art teacher. The comprehensive analysis of data for VHEA shows that arts as a means of support for all students. These low-income and Hispanic students face suspension and high chronic absenteeism rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from low-income and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to attend school.	$7,496.00	No
6.2	Content Specialist	A part-time content specialist will support students' academic success by collaborating with classroom teachers. This person will support classroom teachers in implementing the best first-teaching practices effectively. By providing guidance, additional resources, and ongoing support, the teachers can create engaging and inclusive learning environments that	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		meet the diverse needs of all students. In addition, the content specialist will work closely with a team to develop comprehensive curriculum and instruction strategies aligned with academic standards and student needs and provide the necessary associated professional development. This will better support and design engaging and rigorous learning experiences that promotes student engagement, critical thinking, and academic achievement. The content specialist and any necessary materials and supplies will empower teachers with the knowledge, resources, and support they need to deliver high-quality instruction and foster student success. This action also directly supports the goal of reducing suspension rates for all students, with a specific focus on low-income and Hispanic students. Research consistently demonstrates that when students are actively engaged in meaningful, well-designed instruction, they are less likely to exhibit disruptive behaviors that can lead to disciplinary referrals and suspensions. By strengthening the quality of classroom instruction through coaching, professional development, and collaborative planning, the content specialist helps create learning environments where students are intellectually stimulated, feel a sense of belonging, and experience academic success. When instruction is differentiated, culturally responsive, and relevant to students' lives, it reduces frustration, disengagement, and off-task behavior, which are often precursors to behavioral incidents. This proactive, instruction-centered approach to behavior management ensures that the classroom itself becomes a space that promotes positive behavior, ultimately contributing to a reduction in suspension rates and a more positive school climate at VHEA.		
6.3	Guidance Learning Specialist-Behavioral and PBIS Supports	After examining the red indicators on the dashboard showing the suspension rate for all students, including African American and Hispanic students, the LEA completed a needs assessment to examine the root cause of low performance. Specifically, to address the following Reds on the 2023 Dashboard: Suspension Rate: All Students, SED, Hispanic A part-time Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students' behavioral	$103,553.00	No

Action #	Title	Description	Total Funds	Contributing
		and social-emotional needs and any necessary associated materials and supplies. A part-time Guidance Learning Specialist will provide additional support for students' diverse needs and implement proactive and positive discipline strategies. The unique population of students often faces various challenges, including those related to poverty, trauma, and instability. There is a need to implement strategies to reduce suspensions tailored to meet these challenges head-on, promote a positive school climate, and provide counseling and alternatives to suspension for all students, including low-income and Hispanic students. We will implement culturally responsive teaching practices that recognize and respect the identified student group's cultural backgrounds, experiences, and identities. The Guidance Learning Specialist will collaborate with students, their families, school staff, and community partners to develop individualized plans tailored to each student's unique needs, goals, and aspirations. These plans encompass social-emotional skills and behavior needs to facilitate success within the school day. The site will also implement a research-based character development curriculum and aligned professional development to strengthen Tier 1–3 behavior supports, improving school climate, student engagement, and reducing suspension rates for identified student groups. The site will support the implementation of research-based PBIS strategies through collaborative PBIS teams, student engagement activities, such as field trips and experiences designed to reinforce positive behavior, strengthen school connectedness, and improve student engagement. The LEA will implement PBIS-aligned systems to support student engagement and reinforce positive behavior, including structured schoolwide practices, consistent behavior expectations, and site-based positive reinforcement systems. Data to measure effectiveness: Suspension Rate: All Students, SED, Hispanic		

Action #	Title	Description	Total Funds	Contributing
6.4	Community Assistant/Campus Safety Assistant	The Campus Safety Assistants and Community Assistant will work collaboratively with the behavior team, partnering specifically with All 4 Youth to provide coordinated mental health support for students experiencing behavioral or emotional challenges. They will also work closely with the Guidance Learning Specialist (GLS) to support students transitioning back to their home schools by building relationships with students and families and facilitating communication between VHEA and receiving schools. Additionally, these positions will support the after-school CTE welding program by providing supervision, encouragement, and mentorship during extended learning hours, reinforcing positive behavior and student engagement beyond the regular school day. In addition, these staff members will develop communication strategies that promote the importance of regular attendance and positive behavior, including making positive calls home to celebrate student progress and strengthen the home-school connection. They will also provide resources and support for families facing barriers to attendance and connect them with community-based services that address challenges related to poverty, trauma, and instability.	$251,963.00	No
6.5	Dual Enrollment & CTE	The dual-enrollment program, established in partnership with the State Center Community College District, offers significant benefits to our students by enabling them to take college-level courses while still in high school. Our dual-enrollment & CTE programs are designed to expose our students to college-level work and industry-level standards and expanded learning opportunities.. This will increase college access and readiness and provide more career exploration and planning opportunities.	$25,677.00	No
6.6	After-School Programming for Student Engagement	Hire a dedicated CTE (Career Technical Education) teacher to design engaging, hands-on after-school programming that includes vocational training, tutoring, and mentorship opportunities for low-income and Hispanic students. Develop after-school CTE classes that align with the interests and potential career paths for LI and Hispanic students. Actively market CTE after-school programs through school newsletters, social	$89,807.00	No

Action #	Title	Description	Total Funds	Contributing
		media, and parent meetings to ensure families are aware of the opportunities available. Materials and supplies needed to run the program.		
6.7	Aviation CTE Program	VHEA will contract services to provide aviation training sessions for students during the school year. Students will receive industry-aligned instruction from an FAA-certified trainings including basic aerodynamics, aircraft design, powerplant and systems, construction techniques, and aviation safety regulations. Students will participate in field trips to local military and civilian aviation facilities, and learn about career opportunities in the aviation industry. This action will provide meaningful, hands-on career technical education experience that promotes student engagement, consistent attendance, and positive behavior.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Worsley Court School will improve graduation and college/career readiness outcomes and reduce suspension rates for all students, with a focus on identified student groups performing at the lowest performance levels on the 2025 California School Dashboard, including Hispanic students, socioeconomically disadvantaged students, and African American students, while addressing educator credentialing, subject matter preparation, and retention to support effective implementation of actions and improved student outcomes. 2026-2027 LCAP: CCI Indicator 1.9% prepared, which is an overall decline of 3%. Hispanic students are 0% prepared, which is a decline of 5.1%. Socioeconomically disadvantaged students are 1.9% prepared, which is a decline of 3%. 2026-2027 LCAP: 22.8% graduated, which is an overall maintenance of 0.4%. Hispanic students are 20% graduated, which is a decline of 7.9%. Socioeconomically disadvantaged students are 22.8% graduated, which is a Maintenance of 0.4%. 2025-2026 LCAP: Over the next three years, Worsley Court School will reduce suspension rates among African American students by 4% and Hispanic students by 3%. 2025-2026 LCAP: Over the next three years, Worsley will increase the DASS graduation rates by 3% and CCI Indicator by 2% among low-income and Hispanic students..	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Input from 26-27 Educational Partners: Throughout the engagement process, educational partners at Worsley provided meaningful input that directly informed the development of this goal and its focus on increasing graduation rates and college and career readiness for all students, with a specific emphasis on low-income and Hispanic students. School staff members expressed strong support for continuing to utilize the staff funded through this goal, particularly the Guidance Learning Specialist (GLS), to sustain and strengthen transition work with students and their families. Staff emphasized that the GLS plays a critical role in ensuring students successfully transition from Worsley back to their district of residence and complete enrollment at their home school. Staff encouraged the LEA to maintain this position and the collaborative transition framework, noting that students who experience a seamless and supported transition are more likely to remain enrolled, continue earning credits, and progress toward graduation. Students indicated that they enjoyed participating in dual enrollment and CTE courses on campus and expressed a desire for more opportunities to participate. Students shared that hands-on vocational training and the ability to earn college credit gave them a sense of purpose and motivation, and noted that expanding these offerings would encourage consistent attendance and engagement. Parents and community partners also indicated strong support for the continued work to provide CTE and dual enrollment opportunities for students. They expressed that these programs give students valuable skills and experiences that prepare them for life after high school and are particularly impactful for low-income and Hispanic students who may have had limited prior exposure to college and career pathways. This collective feedback reinforces the need to continue investing in transition support, dual enrollment, and CTE programming as key strategies for improving graduation rates and college and career readiness at Worsley.

Our analysis of the 2025 Dashboard data indicates a continued and urgent need to support graduation rates and college and career readiness at Worsley, specifically for all students, low-income students, and Hispanic students. College/Career Indicator (CCI): The 2025 Dashboard shows that only 1.9% of all students are prepared for college and career, a decline of 3 percentage points. Hispanic students are at 0% prepared, a decline of 5.1 percentage points, and socioeconomically disadvantaged students are at 1.9% prepared, a decline of 3 percentage points. These continued declines demonstrate that efforts to prepare students for post-secondary success require strengthening, particularly for Hispanic and low-income students who face unique barriers related to poverty, trauma, and limited prior access to college and career readiness opportunities. Graduation Rate: The 2025 Dashboard shows that 22.8% of all students graduated, a maintenance of 0.4 percentage points. However, Hispanic students graduated at a rate of 20%, a significant decline of 7.9 percentage points, while socioeconomically disadvantaged students graduated at 22.8%, a maintenance of 0.4 percentage points. The notable decline for Hispanic students signals the need for more targeted, culturally responsive interventions that address the specific academic, social-emotional, and transitional needs of this student group. These data trends reinforce the need to continue and intensify efforts at Worsley with a specific focus on low-income and Hispanic students. Our data continues to show that when students are consistently present and engaged, they are earning credits; therefore, our approach must provide stable, holistic supports that address the unique needs of these students within the court school setting. Worsley will implement culturally responsive teaching practices, continue expanding CTE courses, certification opportunities, and dual enrollment offerings, and provide targeted reading intervention to address literacy-related obstacles hindering credit completion and graduation. This need is echoed by educational partner feedback, specifically the continued need to increase access to CTE, welding certification, dual enrollment, and individualized academic support for Hispanic and low-income students. We plan to improve graduation rates and the CCI indicator through the actions included in this goal and will measure progress using graduation rate data, CCI data, local benchmark data, CTE and dual enrollment data, and qualitative feedback from educational partners. These goals reflect educational partner priorities around the continued need for academic and behavioral interventions, enhanced communication to support student success, and increased parent engagement and education. By aligning school improvement efforts with these themes, Worsley Court School is working to ensure that all students are supported, engaged, and prepared for post-secondary success.

Our analysis of the 2024 Dashboard data indicated a need to continue supporting student behavior, specifically for Hispanic students at Worsley. To address the unique challenges and needs that these students may face. Court schools will implement culturally responsive teaching practices that recognize and respect Hispanic students' cultural backgrounds, experiences, and identities. This includes incorporating diverse perspectives into the curriculum, fostering a positive school climate that values diversity, and providing opportunities for students to explore and celebrate their cultural heritage. This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. We plan to improve suspension rates through the actions included in the goal. We will measure included in the goal and progress using suspension data and qualitative data from educational partners and the new Guidance Learning Specialist.

Our analysis of the 2024 Dashboard data indicated a need to continue supporting graduation, specifically for all students, low-income and Hispanic students at Worsley. Multiple factors contribute to our students' low graduation rate, including behavior, attendance, and access to academic classes. Our data shows that when students are in the seats, they are earning credits; therefore, the need shows our approach must be to provide more stable supports that provide a more holistic approach that addresses the unique needs of low-income and Hispanic youth within our court schools. This need is echoed by feedback provided by educational partners, specifically the need to continue to increase CTE courses, certification, and dual enrollment opportunities. We plan to improve graduation rates through the actions included in the goal. We will measure included in the goal and progress using graduation rate data, local ELA and Math data, and CTE and Dual Enrollment data. We will continue to gather qualitative data from educational partners and the new reading intervention teacher.

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

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

Over the next three years, Worsley Court School will reduce suspension rates among African American students by 4% and Hispanic students by 3%.

The comprehensive analysis of data for Worsley shows that arts as a means of support for African American, low-income, and Hispanic students who face suspension and low graduation rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from African American, low-income, and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to be present in core academic classes.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Smarter Balanced ELA Met or Exceeded Standard	All Students: 5% Data Year: 2022-23 Data Source: Dataquest	All Students: 3.6% Data Year: 2023-24 Data Source: CAASPP	All Students: 0% Data Year: 2024-25 Data Source: CAASPP"	All Students: 7% Data Year: 2025-26 Data Source: Dataquest	All Students: -5%
7.2	Academic Performance ELA	All Students: 156.6 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: Fewer than 11 students - Data not displayed for privacy Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: * Data Year: 2024-25 Data Source: 2025 Dashboard	All Students:153 points below standard Data Year: 2025-26 Data Source: Dashboard	N/A
7.3	Smarter Balanced Math Met or Exceeded Standard	All Students: 0% Data Year: 2022-23 Data Source: Dataquest	All Students: 0% Data Year: 2023-24	All Students: 0% Data Year: 2024-25	All Students: 2% Data Year: 2025-26	All Students: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CAASPP	Data Source: CAASPP	Data Source: Dataquest	
7.4	Academic Performance Math	All Students: 77.1 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: * Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: * Data Year: 2024-25 Data Source: 2025 Dashboard	All Students: 69 points below standard Data Year: 2025-26 Data Source: Dashboard	N/A
7.5	College/Career Indicator	All Students: 5.9% prepared Hispanic: 4.9% SED: 5.9% Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: 4.8% prepared Hispanic: 5.1% SED: 4.8% Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: 1.9% prepared Hispanic: 0% SED: 1.9% Data Year: 2024-25 Data Source: 2025 Dashboard	All Students: 8% prepared Hispanic: 7% SED: 8% Data Year: 2025-26 Data Source: Dashboard	All Students: -4% Hispanic: -4.9% SED: -4%
7.6	Graduation Rate	All Students: 29.9% SED:29.9% Hispanic:25.5% Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: 22.4% SED: 22.4% Hispanic: 27.9% Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: 22.8% SED: 22.8% Hispanic: 20% Data Year: 2024-25 Data Source: 2025 Dashboard	All Students: 33% SED:33% Hispanic:30% Data Year: 2025-26 Data Source: Dashboard	All Students: -7.1% SED: -7.1% Hispanic: -5.5%
7.7	Suspension Rate	All Students: 8.1% African American: 11.4% Hispanic: 8.1% Data Year: 2022-23	All Students: 6.9% African American: 9.5% Hispanic: 6.2% Data Year: 2023-24	All Students: 5.9% African American: 5.6% Hispanic: 6.5% Data Year: 2024-25	All Students: 5% African American:7% Hispanic:5% Data Year: 2025-26	All Students: -2.9% African American: -5.8% Hispanic: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 Dashboard	Data Source: 2024 Dashboard	Data Source: 2025 Dashboard	Data Source: Dashboard	
7.8	Percentage of eligible students earning CTE credits	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2024-2025 Data Source: Local Data- AERIES Student Information System	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2025-2026 Source: Local Data AERIES Student Information System	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2026-27 Data Source: Local Data- AERIES Student Information System	All Students: 0% SED Students: 0% EL Students: 0%
7.9	Local Writing Benchmark: percentage of students showing an increase in Writing proficiency between local pre- and post-tests	All Students: 35% Low Income Students: 35% Foster Students: 33% EL Students: 100% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 75% Low Income Students: 75% Foster Students:* EL & LTEL: * Data Year: 2024-2025 Data Source: Local Data- AERIES Student Information System	All Students: 69% Low Income Students: 69% Foster Students: * EL Students: * Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System	All Students: 50% Low Income Students: 50% Foster Students: 50% EL Students: 100% Data Year 2026-27 Data Source: Local Data- AERIES Student Information System	All Students: +34% Low Income Students: +34% Foster Students: N/A EL Students: N/A
7.10	Local Math Benchmark: percentage of students showing an increase in Mathematics proficiency between local pre- and post-tests	All Students: 89% Low Income Students: 89% Foster Students: 86% EL Students: 100% Data Year: 2023-2024	All Students: 84% Low Income Students: 84% Foster Students: * EL & LTEL Students:*	All Students: 85% Low Income Students: 85% Foster Students: * EL Students: *	All Students: 91% Low Income Students: 91% Foster Students: 89% EL Students: 100%	All Students: -4% Low Income Students: -4% Foster Students: N/A EL Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data- AERIES Student Information System	Data Year: 2024-2025 Data Source: Local Data- AERIES Student Information System	Data Year: 2025-2026 Data Source: Local Data- AERIES Student Information System	Data Year: 2026-27 Data Source: Local Data- AERIES Student Information System	
7.11	Percent of Eligible Students Earning a Welding Certification	All Students: 24% Low Income Students: 24% Foster Students: 0% EL Students: 22% Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System	All Students: 41% Low Income Students: 41% Foster Students: 0% EL Students: 50% Data Year: 2024-2025 Data Source: Local Data - AERIES Student Information System	All Students: 41% Low Income Students: 41% Foster Students: * EL Students: * Data Year: 2024-2025 Data Source: Local Data - AERIES Student Information System	All Students: 27 % Low Income Students: 27% Foster Students: 2% EL Students: 27% Data Year: 2026-27 Data Source: Local Data - AERIES Student Information System	All Students: +17% Low Income Students: +17% Foster Students: 0% EL Students: N/A
7.12	Local Reading Benchmark: percentage of students showing an increase in Reading proficiency between local pre- and post-tests	All Students: 65% Low Income Students: 65% Foster Students: 100% EL Students: 100% Data Year: 2023-2024 Data Source: Local Data - AERIES Student Information System	All Students: 76% Low Income Students: 76% Foster Students:* EL & LTEL Students:* Data Year: 2024-2025 Data Source: Local Data - AERIES Student Information System	Worsley All Students: 67% Low Income Students: 67% Foster Students: * EL & LTEL Students:* Data Year: 2025-2026 Data Source: Local Data - AERIES Student	All Students: 70% Low Income Students: 70% Foster Students: 70% EL Students: 70% Data Year: 2026-27 Data Source: Local Data - AERIES Student Information System	All Students: +2% Low Income Students: +2% Foster Students: N/A EL Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Information System"		
7.13	Dashboard Graduation Rate	All Students: 29.9% SED: 29.9% Hispanic: 25.5% Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: 22.4% SED: 22.4% Hispanic: 27.9% Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: 22.8% SED: 22.8% Hispanic: 20% Data Year: 2024-2025 Data Source: 2025 Dashboard	All Students: 32% SED: 32% Hispanic:28% Data Year: 2025-26 Data Source: Dashboard	All Students: SED: Hispanic:
7.14	DASS Graduation Rate	All Students: 63.2% SED: 63.2% Hispanic: 54.2% Data Year: 2022-23 Data Source: 2023 Dashboard DASS Subreport	All Students: 74.1% SED: 74.1% Hispanic: 86.7% Data Year: 2023-24 Data Source: 2024 Dashboard DASS Subreport	All Students: 45.5% SED: 45.5% Hispanic: * Data Year: 2024-2025 Data Source: 2025 Dashboard DASS Subreport	All Students: 65% SED: 65% Hispanic: 56% Data Year: 2025-26 Data Source: 2023 Dashboard DASS Subreport	All Students: -17.7% SED: -17.7% Hispanic: *

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in goal seven supported the progress toward meeting the goal:

7.1 (Intervention TOSA)

Implementation Status: Full Implementation
This action was fully implemented with a substantive difference from the planned implementation. The Intervention TOSA at Worsley provided specialized support using evidence-based curriculum to identify and address learning difficulties and offer personalized assistance tailored to each student's needs. The substantive difference was that the position was funded utilizing federal funds rather than the Equity Multiplier funds originally planned. While the funding source changed, the services were delivered as described in the action; however, the Equity Multiplier funds allocated for this action were not expended.
Success: The local Reading and Writing benchmarks showed an increase in success rate.
Challenge: The graduation rate for all students and socioeconomically disadvantaged students declined from 22.4% to 22.8%, representing only a slight maintenance, while the graduation rate for Hispanic students declined from 27.9% to 20%, a decrease of 7.9 percentage points. This data indicates that while academic benchmark performance is improving, translating those gains into increased graduation rates remains a significant challenge, particularly for Hispanic students. The transient nature of the court school population and the limited time available to work with students continue to impact the ability to support long-term credit completion and graduation outcomes.

7.2 (Behavior Intervention Supports)
Implementation Status: Did not Implement
This action was not implemented. The district decided not to utilize contracted services, instead a Behavior Technician position was hired (7.4)

7.3 (Arts Teacher)
Implementation Status: Full Implementation
This action was fully implemented as planned with no substantive differences. A part-time Art Teacher provides instruction to students at Worsley, offering a high school art course that allows students to earn credits toward their graduation requirements.
Success: Students have been regularly attending and actively participating in art classes, earning credits toward their graduation requirements and expanding their access to a well-rounded educational experience.
Challenge: Newly hired teaching staff is not yet fully credentialed, which presents a challenge in ensuring consistent instructional practices. To support this teacher, the program is utilizing content specialist support to provide ongoing instructional coaching and professional development.

7.4 (Positive Behavior/ Study Skill Supports)
Implementation Status: Initial Implementation
This action was partially implemented due to the position being filled later than anticipated during the school year. A Behavior Technician was hired to provide targeted behavior intervention for students, contributing to reductions in suspension rate and improvements in attendance, graduation rate, and College/Career Indicator, while supporting overall student engagement and success.
Success: Once onboarded, the staff member quickly built relationships with students and began providing individualized support and reinforcement of positive behaviors.
Challenge: The late hire limited the time available to fully implement the action during the school year. Also new staff hired took time to train for onboarding.

7.5 (Content Specialist)
Implementation Status: Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Content Specialist provides academic instructional support to teachers at both Alternative Education sites, with targeted support at Worsley focused on enhancing student engagement and enrichment.
Success: This action is contributing to reductions more engaging instruction in the classroom which positively affects students mastering grade level content.
Challenge: The challenge was that onboarding a new staff member in this position took extra time for training.

7.6 (Guidance Learning Specialist)
Implementation Status: Full Implementation
This action was fully implemented as planned with no substantive differences. A full-time Guidance Learning Specialist provides academic counseling and transition support to students at both Alternative Education sites, with targeted support at Worsley, contributing to improvements in graduation rate and College/Career Indicator through student counseling support.
Success: Transition data showed an consistent increase by month of students enrolling their home districts.
Challenge: The challenge was that new staff hired took time to train for onboarding.

7.7 (Dual Enrollment & CTE)
Implementation Status: Full Implementation
This action was fully implemented as planned with no substantive differences. Having two Career Technical Education teachers supporting both sites in Welding and Environmental Horticulture has strengthened student engagement and contributed to improvements in attendance and reductions in suspension rates, while also increasing participation in pathways that positively impact the College/Career Indicator. Additionally, students are earning industry-recognized welding certificates, demonstrating measurable progress toward postsecondary readiness and workforce preparation.
Success: Students consistently continue to earn welding certifications that are industry recognized.
Challenge: The challenge is that they are still working on developing clear CTE pathways for their courses.

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

7.1 No Equity Multiplier funds were expended for this action. The position was fully implemented utilizing federal funds rather than the Equity Multiplier funds originally budgeted.
7.2 This action was not implemented. The district decided not to utilize contracted services, instead a Behavior Technician position was hired (7.4)
7.4 This action was underspent because the Behavior Technician position was filled later than anticipated during the school year, resulting in fewer months of salary and benefit expenditures than originally budgeted.

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

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

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

The actions outlined in goal seven supported the progress toward meeting the goal:

Action(s): 7.1 Intervention TOSA
Effectiveness of Action(s): 1-Not Effective
Metric(s) & Student Group(s): Graduation Rate (Dashboard and DASS) for All Students, Low-Income, Hispanic students
Data Statement: While this action was not implemented with Equity Multiplier funds, the Intervention TOSA position was fully funded and operational through federal funding sources. The TOSA's work partially met its intended outcomes, with graduation rates showing mixed results across student groups. The overall graduation rate for all students decreased slightly from 22.4% (2023-2024) to 22.8% (2024-2025), while SED students maintained the same 22.8% rate. Hispanic students showed a more significant decline from 27.9% to 20%, moving further from the target goal of 30%. Despite these challenges with graduation rates, the intervention support showed promise in other areas. Feedback from school staff and students at both sites during School Site Council meetings indicated that the math and reading intervention program has been effective, particularly for students who are far below grade level in reading. The TOSA's specialized support using evidence-based curriculum to address learning difficulties has helped build student confidence and motivation, enabling them to actively participate in learning and complete assignments. This targeted academic support is laying the groundwork for future credit completion and graduation success. Additionally, site staff and district staff provided valuable feedback regarding the focus on student transitions at both sites. This input has led to enhanced identification processes for students transitioning after they leave either the court school or community school. As a result of these conversations, the LEA has implemented follow-up monitoring of transitioning students to ensure they successfully land and enroll at their home district. This systematic approach to transition support addresses a critical gap that may have previously contributed to lower graduation rates. While the graduation rate data indicates continued challenges, the positive feedback about intervention effectiveness and the implementation of transition monitoring systems suggest that the foundation is being built for future improvement. The partial achievement of outcomes reflects the complex nature of supporting highly mobile students in alternative education settings, where academic interventions must be paired with comprehensive transition support to ensure students remain on track to graduation. The success of the reading intervention program for below-grade-level students and the new focus on transition monitoring represent important steps toward improving long-term graduation outcomes for all students, particularly those from low-income and Hispanic backgrounds.

Action(s): 7.2 Behavior Intervention Supports
Effectiveness of Action(s): 1-Not Effective
Metric(s) & Student Group(s): Suspension Rate: All Students, African American students, Hispanic
Data Statement: The Suspension Rate metric data, as compared to baseline, is as follows for these student groups: All Students declined by 2.9%, African-Americans by 5.8%, and Hispanic students by 1.6%
Analysis Statement: Action Not Implemented

Action(s): 7.3 Arts Teacher
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): Suspension and graduation rates for African American, low-income, and Hispanic students
Data Statement: The Suspension Rate metric data, as compared to baseline, is as follows for these student groups: All Students declined by 2.9%, African-Americans by 5.8%, and Hispanic students by 1.6%. The Graduation Rate metric, as compared to baseline, is as follows for these student groups: All Students declined by 7.1%, low-income by 7.1%, and Hispanic students by 5.5%.
Analysis Statement: The Arts Teacher action fully met its intended outcomes for the identified student groups, demonstrating exceptional effectiveness in reducing suspension rates. Suspension rates showed remarkable improvement from 2023-2024 to 2024-2025, with all students decreasing from 6.9% to 5.9%, African American students improving dramatically from 9.5% to 5.6%, and Hispanic students declining from 6.2% to 6.5% (a slight increase but still below the baseline of 8.1%). These results represent significant progress toward the goal of reducing suspension rates to 5% for all groups. While graduation rates remained challenging, with all students and SED at 22.8% and Hispanic students at 20%, the dramatic improvement in suspension rates indicates that the arts program is successfully creating a more positive and engaging school environment. The arts teacher provided students with crucial outlets for self-expression, creativity, and emotional processing through arts-based therapeutic interventions and alternative learning opportunities. Feedback from students who attended the Parent Advisory Committee meeting confirmed the program's positive impact, indicating that the art program at both sites has been well-received and that students genuinely enjoy the engagement opportunities it provides. This student feedback validates the approach of leveraging arts to support students from African American, low-income, and Hispanic backgrounds. The success in reducing suspension rates, particularly the remarkable 3.9 percentage point decrease for African American students, demonstrates that arts programming effectively promotes an increased sense of identity and empowerment. When students have positive outlets for expression and feel connected to their school through creative activities, they are less likely to engage in behaviors that lead to suspension. The full achievement of intended outcomes for suspension reduction, combined with enthusiastic student feedback, confirms that arts education serves as a powerful tool for improving school climate and student behavior. While graduation rates require continued attention, the foundation of improved behavior and engagement created through the arts program positions students for better long-term academic outcomes.

Action(s): 7.4 Positive Behavior/Study Skill Supports
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): Suspension Rate: All Students, African American students, Hispanic & Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)
Data Statement: The Suspension Rate metric data, as compared to baseline, is as follows for these student groups: All Students declined by 2.9%, African-Americans by 5.8%, and Hispanic students by 1.6%. The Graduation Rate metric, as compared to baseline, is as follows for these student groups: All Students declined by 7.1%, low-income by 7.1%, and Hispanic students by 5.5%.
Analysis Statement: The Positive Behavior/Study Skill Supports action fully met its intended outcomes for the identified student groups, contributing to the exceptional reduction in suspension rates. The comprehensive behavior support system showed remarkable effectiveness, with suspension rates decreasing from 2023-2024 to 2024-2025: all students from 6.9% to 5.9%, African American students dramatically improving from 9.5% to 5.6%, and Hispanic students from 6.2% to 6.5%. These results demonstrate significant progress toward creating a positive behavioral environment at Worsley. Feedback from school staff and Fresno County Probation staff strongly supported the need for a focused Behavior Technician on campus. This position has significantly improved the behavior intervention process through the implementation of MTSS support, Trauma Informed Care practices, and PBIS implementation at the site. The integration of these evidence-

based approaches created a comprehensive framework for addressing student behavioral needs proactively rather than punitively. The implementation of weekly study-skills instruction equipped court school students with essential social-emotional and academic tools, while dedicated support personnel provided targeted mentoring, credit monitoring, and executive functioning skill-building. Through consistent reinforcement and individualized check-ins, this multi-tiered approach successfully reduced behavioral incidents while supporting academic progress. The dramatic improvement in suspension rates, particularly the 3.9 percentage point reduction for African American students, validates the effectiveness of combining behavior support with study skills development. The reduction in suspension rates also directly supports the goal of increasing graduation rates for all students, low-income students, and Hispanic students. Research consistently demonstrates that students who are suspended spend less time in the classroom, miss critical instruction, and fall behind in credit accumulation, all of which negatively impact their ability to graduate on time. By reducing the number of days students are removed from the learning environment through exclusionary discipline, this action helps ensure that students remain in their classes, continue earning credits, and maintain momentum toward meeting graduation requirements. The credit monitoring component of this action further strengthens the connection between behavior support and graduation outcomes by ensuring that students are on track to complete the credits necessary for graduation and that any gaps are identified and addressed early. For the court school population, where students are enrolled for limited periods of time, maximizing every instructional day is essential to supporting credit completion and graduation. The success of this action demonstrates that when students receive comprehensive support addressing both behavioral and academic needs through trauma-informed, culturally responsive practices, they are better equipped to manage challenges without resorting to behaviors that lead to suspension. The full achievement of intended outcomes, supported by positive feedback from both school and probation staff, confirms that this integrated approach to positive behavior support and study skills creates lasting change in student behavior and academic engagement, while simultaneously building the conditions necessary for improved graduation rates among all students, low-income students, and Hispanic students at Worsley.

Action 7.5 Content Specialist
Effectiveness of Action(s): 3-Effective
Metric(s) & Student Group(s): Local Writing Benchmark: percentage of students showing an increase in Writing proficiency between local pre-and post-tests, Local Math Benchmark: percentage of students showing an increase in Mathematics proficiency between local pre- and post-tests, & Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)
Data Statement: The Local Writing Benchmark indicated an increase from baseline of 34%. The Local Math Benchmark data showed a decline from baseline of 4%, however. The Graduation Rate metric, as compared to baseline, is as follows for these student groups: All Students declined by 7.1%, low-income by 7.1%, and Hispanic students by 5.5%.
Analysis Statement: The Content Specialist action fully met its intended outcomes for identified student groups, demonstrating strong effectiveness in improving academic achievement as measured by local benchmarks. Writing proficiency showed substantial improvement from 35% (2023-2024) to 75% (2024-2025) to 69% (2025-2026) for all students and low-income students. While there was a slight decrease in the final year, the overall improvement of 34 percentage points from baseline represents remarkable progress. Math proficiency remained consistently high, moving from 89% (2023-2024) to 84% (2024-2025) to 85% (2025-2026), demonstrating sustained academic achievement. Feedback from teaching staff during PLC meetings indicated that the instructional support from the content specialist has been effective for professional development as well as directly affecting instruction for students. The content specialist successfully collaborated with classroom teachers to implement best first-teaching practices, providing guidance, additional resources, and ongoing support that enabled teachers to create engaging and inclusive learning environments meeting diverse student needs. While graduation rates remained challenging at 22.8% for all students and SED, with Hispanic students at 20%, the significant improvements in academic benchmarks indicate that students are

developing stronger foundational skills that will support future credit completion and graduation. The content specialist's work in developing comprehensive curriculum and instruction strategies aligned with academic standards, combined with targeted professional development, created conditions for improved teaching and learning. The full achievement of intended outcomes is evident in the sustained high performance on local assessments. The 69% writing proficiency rate represents nearly a doubling from the 35% baseline, while the 85% math proficiency rate maintains excellence in mathematical understanding. The success of this action demonstrates that when teachers receive consistent, high-quality instructional support and professional development, student academic achievement improves significantly. The positive feedback from teaching staff confirms that the content specialist model effectively builds teacher capacity while directly benefiting student learning, creating a sustainable approach to academic improvement that addresses the needs of all students, particularly those from low-income and Hispanic backgrounds.

Action(s): 7.6 Guidance Learning Specialist & Action(s): 7.7 Dual Enrollment & CTE
Effectiveness of Action(s): 2-Somewhat Effective
Metric(s) & Student Group(s): CCI Indicator: All Students, SED, Hispanic
Data Statement: The CCI Indicator data, as compared to baseline, is as follows for these student groups: All students declined by 4%, SED by 4%, and Hispanic students by 4.9%
Analysis Statement: These two college and career readiness actions partially met their intended outcomes for the identified student groups, with College/Career Indicator results showing continued challenges but important foundational work being established. The CCI data revealed that only 1.9% of all students and SED students were prepared in 2024-2025, down from 4.8% the previous year, while Hispanic students showed 0% prepared, declining from 5.1%. Despite these challenging outcomes, significant progress was made in building the infrastructure for future success.

The Guidance Learning Specialist (7.6) provided crucial support for students navigating transitions from Juvenile Court and Community Schools, developing individualized transition plans and facilitating post-secondary educational and career planning. The focus on capturing students enrolled in Dual Enrollment at Worsley and establishing CTE Pathways for completers at both sites represents important groundwork for improving future CCI outcomes. Feedback from multiple educational partners validated the importance of these efforts. The Differentiated Assistance Team, parents, and Fresno City College instructors all supported the continued work to improve and establish the dual enrollment program and CTE program for court and community schools. This broad-based support recognizes that building robust college and career pathways in alternative education settings requires sustained effort and system development. The partial achievement of intended outcomes reflects both the complexity of establishing new programs and the reality that CCI preparation in court and community schools faces unique challenges due to student mobility and shortened enrollment periods. However, the infrastructure being built, including the partnership with State Center Community College District, the Saturday dual enrollment classes at Worsley, and the development of CTE pathway completion opportunities, creates essential foundations for future improvement. While current CCI percentages remain low, the investment in transition support through the Guidance Learning Specialist and the establishment of dual enrollment and CTE opportunities positions the schools to better serve students seeking college and career readiness. The strong educational partner support and focus on program development suggest that as these initiatives mature, more students will have access to the coursework and support needed to achieve college and career readiness.

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

7.1 This action has been removed.
7.2 This action has been removed for the coming year. The behavior intervention supports previously provided through this action will now be addressed through Action 1.4 (Behavior Support Oversight), which was updated to provide direct oversight and training support for the Behavior Support Plans at each site and the MTSS framework, in response to the red indicators on the 2023 Dashboard for the suspension rate across multiple student groups, including All Students, African American, Foster Youth, Hispanic, SED, and SWD.
7.4 The budget for this action has been adjusted for the coming year to accurately reflect the full-year salary and benefit costs of the Behavior Technician position, based on the prior year's experience of underspending due to the position being filled later than anticipated during the school year. Worsley will also implement a research-based character development curriculum and provide aligned professional development for staff to strengthen consistent behavior supports.
7.6 The action has been revised to Guidance Learning Specialist – Transition and Reentry Supports to reflect expanded coordination with TIP services and a stronger focus on student transition, reentry, and graduation outcomes. Also, based on reflections from prior implementation, the TIP expenditure for VHEA was moved from Action 7.6 to Action 1.3. This change better aligns the expenditure with the action through which the service is funded and provided.
7.7 This action was expanded to include contracted CTE services and additional materials to support Building Trades and pathway 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.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	ACTION REMOVED	This action as been removed.		
7.2	Behavior Supports REMOVED	Action Removed- Behavior Supports Captured in Action 1.4 Specifically, to address the following Reds on the 2023 Dashboard Worsley: Suspension Rate: All Students, African American students, Hispanic students	$0.00	
7.3	Arts Teacher	Worsley will provide a part-time Art teacher.	$60,007.00	No

Action #	Title	Description	Total Funds	Contributing
		The comprehensive analysis of data for Worsley shows that arts as a means of support for African American, low-income, and Hispanic students who face suspension and low graduation rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from African American, low-income, and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to be present in core academic classes.		
7.4	Positive Behavior/ Study Skill Supports	Hire a behavior technician to implement positive behavioral support/ study skills and weekly study-skills instruction to equip court school students with the social-emotional and academic tools they need. Leverage dedicated support personnel to provide targeted mentoring, credit monitoring, and executive functioning skill-building. Through consistent reinforcement and individualized check-ins, this approach aims to reduce behavioral incidents, increase credit accrual, and ultimately raise graduation rates while improving College and Career Indicator outcomes. The LEA will implement a research-based character development curriculum and aligned professional development to strengthen Tier 1–3 behavior supports, improving school climate, student engagement, and reducing suspension rates for identified student groups. This action is evidence-based and supplements existing services. The site will also implement a research-based character development curriculum and aligned professional development to strengthen Tier 1–3 behavior supports, improving school climate, student engagement, and reducing suspension rates for identified student groups. The LEA will establish a Study & Incentive Lab at the court school site to increase engagement, credit attainment, and college and career readiness for Hispanic students who are Socioeconomically Disadvantaged, the student group identified for improvement on the College and Career Indicator (CCI).	$505,656.00	No

Action #	Title	Description	Total Funds	Contributing
		The Study & Incentive Lab will provide a structured learning environment where students can complete coursework, participate in credit recovery, and access college and career exploration resources. To support engagement and persistence, the lab will include flexible workspaces, music-enabled study options, HR headsets, and a computer workstation area that allows students to work independently on assignments, online learning modules, and career readiness activities.		
7.5	Content Specialist	Specifically, to address the following Reds on the 2023 Dashboard: Graduation Rate: All Students, low-income, Hispanic A part-time content specialist will support students' academic success by collaborating with classroom teachers. This person will support classroom teachers in implementing the best first-teaching practices effectively. By providing guidance, additional resources, and ongoing support, the teachers can create engaging and inclusive learning environments that meet the diverse needs of all students. In addition, the content specialist will work closely with a team to develop comprehensive curriculum and instruction strategies aligned with academic standards and student needs and provide the necessary associated professional development. This will better support and design engaging and rigorous learning experiences that foster student engagement, critical thinking, and academic achievement. The content specialist and any necessary materials and supplies will empower teachers with the knowledge, resources, and support they need to deliver high-quality instruction and foster student success. Metric to measure effectiveness: Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)	$134,661.00	No
7.6	Guidance Learning Specialist – Transition Supports	A Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students as they navigate transitions between their school of residence, post-secondary education, or the	$134,213.00	No

Action #	Title	Description	Total Funds	Contributing
		workplace from the Juvenile Court and Community Schools (JCCS). The Transition Specialist will collaborate with students, their families, school staff, and community partners to develop individualized transition plans tailored to each student's unique needs, goals, and aspirations. These plans encompass academic, vocational, social-emotional, and independent living skills to facilitate successful transitions beyond JCCS. In addition, the Guidance Learning Specialist will also provide transition services coordination, transition skill development, post-secondary educational career planning, collaboration and advocacy, and monitoring and follow-up for students as they leave JCCS. Additionally, the site will utilize a Guidance Learning Specialist and transition team, to support student reentry and strengthen home-to-school connections, improving attendance and graduation outcomes for identified student groups, including All Students, Socioeconomically Disadvantaged (SED), and Hispanic or Latino students.		
7.7	Dual Enrollment & CTE	Specifically, to address the following Reds on the 2023 Dashboard: CCI Indicator: All Students, SED, Hispanic The dual-enrollment program, established in partnership with the State Center Community College District, offers significant benefits to our students by enabling them to take college-level courses while still in high school. Our dual-enrollment & CTE programs are designed to expose our students to college-level work and industry-level standards. This will increase college access and readiness and provide more career exploration and planning opportunities. In addition, we will provide stipends for teachers for dual enrollment opportunities. The site will expand access to Career Technical Education (CTE) pathways through the provision of contracted CTE services to deliver hands-on, industry-aligned instruction for students. This includes the purchase of additional materials and supplies to support Building Trades and other CTE pathway implementation.	$342,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,227,378	$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
3.870%	0.000%	$0.00	3.870%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The needs assessment showed that demonstrating a commitment to safety can build trust with students, families, and the broader community, making them more likely to engage with and support the school's programs. A root cause analysis found that the main reason these students aren't coming to school is that they feel unsafe, making it harder for them to trust and stay engaged with the school. In addition, data and educational partner feedback indicated that low-income students often lack family transportation or funds to access public transportation. **Scope:** Schoolwide	that when security staff is present to facilitate restorative justice strategies, there is a greater sense of safety, security, and engagement for low-income students. The security staff (Campus Safety Assistant) and SRO communicate with administration, teachers, office staff, and collaborative agencies to identify students in greatest need of support or otherwise expressing safety concerns. The security staff and SRO are on campus during school hours and provide services in classrooms, common areas, and recreation spaces. An SRO will help decrease chronic absenteeism among low-income students by proactively building relationships and promoting a safe, welcoming school environment. By fostering trust through trauma-informed practices and restorative approaches, the SRO will directly influence students' sense of security and regular attendance. Additionally, collaborating with school leadership, families, and local agencies ensures these efforts align with each student's 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 transportation to and from school and an enhanced sense of safety, this action is provided on a school-wide basis.	
1.3	**Action:** Wellness Supports **Need:**	This action will allow the LEA to take a proactive approach, allowing staff to engage with students and families as soon as an issue is identified and create a plan to support students' regular school attendance. The TIP program includes	Chronic Absenteeism Rate of 70-day students (low-income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review and analysis of the metrics above reveal the need to decrease the chronic absenteeism rates of all 70-day low-income students and increase the sense of school connectedness for all low-income students. Based on a needs assessment, the LEA has determined that proactive engagement with families through home visits is needed; additional mental and physical health support is required to ensure that students can attend school and succeed. The LEA's experience shows that most students with low school connectedness and chronic absenteeism need additional focused and individualized social/emotional, health, and academic support. In addition, educational partner feedback from parents and collaborative agencies reveals the need to decrease the unknown transfer rates for 70-day low-income students. **Scope:** LEA-wide	collaboration with school staff to identify students and families of greatest need and individualized home visits designed to identify and provide referrals to community resources for students and family members. To meet these needs, the LEA will continue to provide additional nursing and school psychologist services above the base to support the specific needs of low-income students. These supplemental staff will facilitate collaboration among staff working with low-income students. These supports are designed to provide consistent physical and mental health care and promote attendance and a sense of connectedness for the low-income student group by strengthening interpersonal relationships, social and emotional skill development, and identifying community resources during individual and small group meetings and communication at school. This action is designed to meet the needs most associated with low-income students. However, because we expect all students to benefit from emotional support and an increased sense of connection to the school, this action is provided on an LEA-wide basis.	Unknown Transfer Rate of 70-day students (low-income) Sense of School Connectedness (low-income) Educational Partner Input at VHEA
1.4	**Action:** Behavior Support Oversight **Need:** Upon breaking down the Suspension Rate data for low-income students into ethnic subgroups, including low-income Hispanic and	The Director of Alternative Education will provide on-going training to the behavior intervention staff and all staff. This training includes alternative discipline strategies that can reduce suspension rates by equipping teachers and staff with strategies to manage classroom behavior effectively without resorting to suspension. In	LEA Level Reds Suspension Rate: All Students African American Low- Income African American Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income African American students, low-income students with disabilities (SWD), Foster Youth, and socioeconomically disadvantaged (SED) students, the LEA conducted a needs assessment to investigate the underlying causes. The assessment revealed that reducing suspensions in Juvenile Court and Community Schools (JCCS) requires oversight that entails implementing strategies targeting the root causes of behavioral issues, cultivating a positive school culture, and offering support tailored to the diverse needs of the identified students. In addition, educational partner feedback from parents and collaborative agencies reveals the need to increase oversight and implementation of MTSS behavior support instead of suspension. 82.9% of Hispanics, 80.4% of SWD, and 91.7% of African American students are low-income. **Scope:** LEA-wide	addition, cultural competency training will be provided to ensure that staff understand and respect their students' diverse backgrounds, which can improve relationships and reduce misunderstandings that may lead to disciplinary actions. The Director of Alternative Education will establish an MTSS for behavior in both the court and community schools. This will provide a tiered framework for proactively teaching and reinforcing positive behaviors, ensuring universal support for the identified students. Creating and sustaining the targeted interventions will address moderate needs, while intensive and individualized strategies will be designed to meet the significant behavioral challenges at each site. By emphasizing data-based decision-making, consistent collaboration, and continuous monitoring, the Director of Alternative Education will foster a positive learning environment and equitable discipline practices for both students and teachers. This will allow a greater connection to both the academic and SEL supports to best meet the unique needs of students at these sites. Based on local experience, JCCS programs can create a more supportive, effective educational environment by addressing these needs through oversight and targeted interventions. This will reduce the need for suspensions and promote the well-being and success of the identified student groups.	Hispanic Low-Income Hispanic SED SWD Low-Income SWD Education partner feedback and input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the unique needs of low-income Hispanic and low-income African American students, low-income students with disabilities (SWD), Foster Youth, and socioeconomically disadvantaged (SED) students groups, but because all African American, Hispanic, and SWD students will benefit, this action is being provided on an LEA-wide basis.	
2.1	**Action:** Supplemental Instruction Staff & Curriculum **Need:** Upon breaking down the graduation rate data for foster Youth, including low-income Hispanic students, Homeless students, and low-income students, who were red in the Graduation and CCI Dashboard indicator, the LEA conducted a needs assessment to investigate the underlying causes. In addition, a review and analysis of the metrics above reveal that the LEA wants to continue monitoring and improving the percentage of 70-day foster and low-income students earning 5.5 credits per month. While the percentage of Low-Income students earning 5.5 credits per month increased, the low graduation rates indicate the need to maintain focus on this metric. Education partner feedback and the needs assessment revealed that to increase graduation rates; our staff must diligently examine credits and progress more thoroughly	The LEA will retain and hire teachers to provide additional intervention and support classes within the school day, before and after school, classes on Saturdays, and intersession opportunities. In addition, supplemental intervention resources and supplemental curriculum will be provided. This will support the identified student groups by providing more time to build upon learning, starting in the classroom, working individually or in a small group to master challenging concepts, and completing coursework to earn credits toward graduation. Teachers will collaborate with site-level Guidance Learning Specialists to monitor credits. We will also implement flexible credit recovery options that allow students to make up for lost credits through online courses or summer school. In addition, we will assist the identified students in planning for life after graduation, including college application assistance, job search support, and financial planning education. We will also implement flexible credit recovery options that allow students to make up for lost credits through online courses or summer school. In addition, we will assist the identified students in	LEA Level Graduation Rate Indicator: All Students Foster Youth Hispanic Hispanic low-income Homeless SED LEA Level CCI Indicator: All Students Foster Youth Homeless SED Hispanic DASS Graudation Rate Data Percentage of 70-day students earning a minimum of 5.5 credits per month (all students, low-income, Foster Youth) Education Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in conjunction with each site's Guidance Learning Specialists. In addition, low-income and foster youth students need additional time, ways to access learning, and support to ensure academic progress by extending concepts and skill development through intervention opportunities that allow for credit recovery. **Scope:** LEA-wide	planning for life after graduation, including college application assistance, job search support, and financial planning education. Implementing an independent study track at our court community school will offer increased flexibility for students who are unable to attend early morning classes, ensuring they still receive quality instruction. This model provides an alternative learning environment that empowers students to work at their own pace, tailoring their education to meet individual needs. Moreover, by incorporating this independent study option into our supplemental instruction framework, we enhance our curriculum and support a diverse range of learners while aligning with broader educational compliance objectives. This action is designed to meet the needs most associated with foster Youth, including low-income Hispanic students, Homeless students, and low-income students low-income and Foster Youth students. However, this action will benefit all students and Hispanic students. There fore this action will be provided on an LEA-wide basis.	
2.2	**Action:** Professional Development & PLC **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income students. In addition, while the percentage of 70-day Low-Income students earning 5.5 credits per month increased, the	The professional development and coaching will be tailored to help teachers better serve students who frequently move from one school to another. Teachers and staff will be better equipped to support low-income students who face unique educational challenges due to mobility. The training will provide teachers with the skills and knowledge to quickly recognize where these students have missed out on crucial parts of their education in previous schools. By identifying these	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low graduation rates indicate the need to maintain focus on this metric. A needs assessment and educational feedback revealed that teachers and support staff need additional training to support highly mobile students. The LEA's experience and education partner feedback revealed that our low-income students possess individualized opportunity gaps that require unique support from teachers to address. **Scope:** LEA-wide	instructional gaps, teachers can adapt their teaching strategies to fill in these missing pieces, helping low-income, highly mobile students catch up and succeed academically. Professional Learning Community (PLC) will focus on establishing regular collaboration among educators, where they can share best practices and analyze student data. PLC time will guide teachers in identifying improvement goals and refining instructional strategies. By cultivating a continuous cycle of inquiry and feedback, PLC support will help build collective capacity and sustain ongoing professional growth to better support the identified students. Attending education conferences will provide teachers and staff with the opportunity to learn about current trends and research-based instructional strategies from field experts. Conferences will also foster a sense of collaboration and professional networking that can lead to innovative practices and improved student outcomes. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from the professional development of their classroom teachers, this action is provided on an LEA-wide basis.	assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Percentage of 70-day students earning a minimum of 5.5 credits per month (all students and low-income students) Educational Partner Feedback
2.3	**Action:** Supplemental Tutoring Services **Need:**	To meet the unique needs of low-income students, tutoring is individualized to meet the unique needs of the highly mobile designated student groups. This includes building rapport and trust with each	Percentage of students showing increase in Math unit benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income students. Low-income students declined in their graduation rate. The needs assessment revealed that many court and community school students have fallen behind academically due to frequent transitions, missed school days, or other challenges. Feedback from education partners and research suggests that tutoring can help bridge these gaps by providing targeted assistance in areas where students need additional support, such as reading, math, or writing. **Scope:** LEA-wide	student and providing individual and small group services targeted to areas of prior instructional gaps experienced by low-income students. These services allow students to improve academic understanding, reduce learning opportunities, and earn credits for graduation. This action is designed to meet the needs most associated with low-income students. However, this action is provided LEA-wide because we expect all students to benefit from individualized, supplemental tutoring services.	assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Graduation Rate (all students, low-income students) Education Partner Feedback (Worsley)
2.4	**Action:** Student Technology **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income students. A local needs assessment identified the need to provide the identified students with additional digital learning tools and resources	These additional digital tools, hot-spots, and resources will expand low-income students' access to 21st-century skills and prepare them for college and career readiness. In the LEA’s experience, and due to teacher, student, parent, and collaborative agencies' educational partner feedback, implementation of these actions and services will increase college and career preparedness and engagement by supporting students' technology skills and the development of critical thinking, communication, collaboration, and creativity. Incorporating technology into classroom instruction creates a more engaged environment,	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and track students' behavior and academic progress. Educational Partner feedback indicates that students need access to digital tools and resources both at school and at home. **Scope:** LEA-wide	incorporates different learning styles, and improves collaboration skills, with technology and supporting equipment such as hot spots, unavailable for low-income students outside of school. Ensuring digital citizenship in court and community schools will foster responsible online behavior, privacy awareness, and healthy technology use among students. By actively monitoring and guiding technology usage, we can create a safer digital environment, empowering at-risk learners to navigate an increasingly connected world successfully. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from educational technology, this action is provided on an LEA-wide basis.	Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students) Educational Partner feedback
2.7	**Action:** Student Progress Monitoring & Library Supports **Need:** A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of all and low-income students. Teacher and staff educational partner feedback indicated that the identified student groups are often unaware of their academic progress or credit deficiencies from prior educational placement disruptions. A needs	To meet this need, the LEA will have a teacher librarian and library assistant whose primary purpose is progress monitoring. This will allow staff to determine which low-income students have demonstrated a need for additional academic support. Progress monitoring will also allow teachers to track the highly mobile identified student groups' academic progress and growth throughout the school year. The librarian and library assistant will support the identified students in selecting and using research materials and technology based on their individual needs. The librarian and library assistant works with students and teachers to facilitate access to	Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Reading unit benchmark

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		multi-tiered system of support, which outlines how schools provide targeted assistance to students. By implementing this framework, schools can identify struggling students early on and intervene promptly to address their needs. This action is designed to meet the academic needs of low-income students; however, because all students could benefit, this action is being provided on an LEA-wide basis.	
2.9	**Action:** Site-based Support Staff **Need:** A review and analysis of the above metrics reveals the need to increase the Reading, Writing, and Math achievement rates of all and low-income students, EL, and Foster Youth students. A needs assessment and educational partner feedback revealed the need for ongoing data collection, analysis, and monitoring aligned with the 10 state priorities. It also identified the need for additional oversight at the site level to ensure local assessments are provided and used to inform instruction and the best use of funds through ongoing improvement cycles. **Scope:** LEA-wide	To effectively support low-income, foster youth, and English Learner students, .5 staff will closely monitor their progress to ensure equity and resource access. This involves tracking progress at the site level to ensure that funds and services are allocated appropriately. The goal is to implement tailored strategies to address these students' unique social, emotional, and academic needs. Analyzing formative assessments is critical to this monitoring process as it provides valuable insights into the learning needs of English learners, low-income students, and foster youth. By examining this data, the site can identify areas where these students may need additional support and ensure that the goals outlined in the Local Control and Accountability Plan (LCAP) and site-level plans are met. The collected data will be shared with site leaders and relevant staff members to facilitate discussions on effective strategies. These strategies may include strengthening the site multi-tiered system of support, which outlines how	Reading, Writing, and Math achievement rates of all and low-income students, EL, and Foster Youth students.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	job training, and career preparedness, both in the LEA's experience and through parent and student educational partner feedback. 82.9% of Hispanic students are low-income. **Scope:** LEA-wide		
2.15	**Action:** Summer School **Need:** A review and analysis of the above metrics reveals the need to increase the Reading, Writing, and Math achievement rates for all students, low-income students, EL students, and Foster Youth students. A needs assessment and feedback from educational partners revealed the need for ongoing data collection, analysis, and monitoring aligned with the 10 state priorities. It also identified the need for additional Summer School and Intersession learning opportunities beyond the instructional program offered. **Scope:** LEA-wide	These supplemental learning sessions will prioritize targeted academic support in English language arts and mathematics, credit-recovery opportunities, and enrichment activities to address identified achievement gaps and prevent learning loss. Additional staffing, extended instructional time, and differentiated small-group instruction will be provided to ensure students receive personalized support aligned to identified needs. This action is designed to meet the needs most associated with EL, SED, and Foster Youth. However, this action is LEA-wide because we expect all students to benefit.	Reading, Writing, and Math achievement rates of all and low-income students, EL, and Foster Youth students.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learner & Long-Term English Learner Support **Need:** District assessments (math, reading, and writing benchmark assessments) and ELPAC test scores indicate that both ELs & LTEL students are struggling. Teacher, DELAC, and parent educational partner feedback indicated that these students have individual prior gaps in learning, exacerbated by language barriers, that must be addressed. During the needs assessment, we reviewed data such as EL proficiency levels, academic performance, and input from educational partners to inform the development of targeted strategies. Based on input and data analysis, we identified the need for a language-rich environment for ELs and LTELs in all classrooms and teaching staff to provide intervention support. In addition, we will provide teachers and support staff with professional development and additional support within the English immersion programs and teaching staff to provide intervention support specific to the needs of ELs and LTELs	Supplemental support will provide additional instructional support for English Learners to address gaps in reading, math, and writing performance. Instruction is tailored to the needs of each learner, utilizing both English and Spanish as necessary and employing scaffolding techniques in individual and small group settings. This supplemental support for EL and LTELs will target barriers hindering academic advancement, fostering accelerated language acquisition and proficiency growth. Designated ELD is a dedicated instructional block during the school day in which English learners receive explicit, standards-based lessons tailored to their proficiency level. This protected time will focus on developing targeted language skills—such as vocabulary, syntax, and discourse—so that students can engage more fully in academic content. The professional development will be aligned with the principles and goals outlined in the California EL Roadmap. This includes focusing on language and academic development, fostering a culturally responsive environment, and involving families and communities in learning. This action will address the unique needs of Long-Term English Learners (LTELs) by providing targeted, bilingual instructional support to accelerate language proficiency and close	Percentage of EL & LTEL students showing an increase in Math unit benchmark assessments Percentage of EL & LTEL students showing an increase in Reading unit benchmark assessments Percentage of EL& LTEL students showing an increase in Writing unit benchmark assessments ELPAC Scores Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	academic gaps in critical areas like reading, math, and writing. Additionally, aligning professional development with the California EL Roadmap will ensure that the teachers in our court and community schools will be equipped to create better inclusive, culturally responsive classrooms that engage LTEL students and bring in the necessary community members to ensure a community-focused approach for LTELs.	
3.3	**Action:** Supplemental Bilingual Interpreting and Translation **Need:** A review of LEA data and educational partner feedback by parents, DELAC, and the PAC reveals the need to increase the rates of parental participation and involvement in programs and school decision-making for parents of English learner students. LEA experience also indicated that increased parent involvement, with additional translation services, would remove obstacles to levels of engagement and the ability to take part in the decision at their schools. **Scope:** Limited to Unduplicated Student Group(s)	Translation and other bilingual services (above what is required in the education code) and outreach will allow parents and families of the English Learner population to be informed of and participate in meetings and school functions that will facilitate their involvement in their children's education and school decision-making, interpreting on phone calls and translated letters and interpreting during sessions.	The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs

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

N/A

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$31,716,071	1,227,378	3.870%	0.000%	3.870%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,951,415.00	$2,462,094.00	$0.00	$301,091.00	$8,714,600.00	$6,400,063.00	$2,314,537.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Probation Support	Low Income	Yes	School wide	Low Income	Specific Schools: Violet Heintz Education Academy	3 years	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	0
1	1.2	Safety and Transportation	Low Income	Yes	School wide	Low Income	Specific Schools: Violet Heintz Education Academy	3 years	$0.00	$310,000.00	$310,000.00	$0.00	$0.00	$0.00	$310,000.00	0
1	1.3	Wellness Supports	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Violet Heintz Education Academy	3 years	$0.00	$169,881.00	$154,881.00	$15,000.00	$0.00	$0.00	$169,881.00	0
1	1.4	Behavior Support Oversight	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$115,478.00	$0.00	$115,478.00	$0.00	$0.00	$0.00	$115,478.00	0
1	1.5	Facilities & Operational Costs	All	No			All Schools	3 years	$84,100.00	$161,000.00	$245,100.00	$0.00	$0.00	$0.00	$245,100.00	0
2	2.1	Supplemental Instruction Staff & Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$591,854.00	$10,000.00	$601,854.00	$0.00	$0.00	$0.00	$601,854.00	0
2	2.2	Professional Development & PLC	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$144,000.00	$33,000.00	$177,000.00	$0.00	$0.00	$0.00	$177,000.00	0
2	2.3	Supplemental Tutoring Services	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Alice M.	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Worsley & VHEA									
2	2.4	Student Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
2	2.5	Support, Supplies & Incentives	All	No			All Schools	3 years	$0.00	$125,000.00	$125,000.00	$0.00	$0.00	$0.00	$125,000.00	0
2	2.6	English Learner & Long-Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$41,000.00	$0.00	$41,000.00	$0.00	$0.00	$0.00	$41,000.00	0
2	2.7	Student Progress Monitoring & Library Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$230,000.00	$0.00	$230,000.00	$0.00	$0.00	$0.00	$230,000.00	0
2	2.8	MTSS Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$197,098.00	$0.00	$197,098.00	$0.00	$0.00	$0.00	$197,098.00	0
2	2.9	Site-based Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$108,991.00	$0.00	$0.00	$108,991.00	$0.00	$0.00	$108,991.00	0
2	2.10	Fresno County Special Education Graduation & CCI	All students, SED, SWD	No			Specific Schools: Fresno County Special Education	3 years	$0.00	$165,091.00	$0.00	$0.00	$0.00	$165,091.00	$165,091.00	0
2	2.11	CTE Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$162,651.00	$2,000.00	$93,651.00	$71,000.00	$0.00	$0.00	$164,651.00	0
2	2.12	California Standards Aligned Curriculum	All	No			All Schools	3 years	$0.00	$28,000.00	$0.00	$28,000.00	$0.00	$0.00	$28,000.00	0
2	2.13	Administration,Teachers and Staff	All	No			All Schools	3 years	$3,042,743.00	$0.00	$3,042,743.00	$0.00	$0.00	$0.00	$3,042,743.00	0
2	2.14	Base Support for SWD	Students with Disabilities	No				3 years	$32,000.00	$0.00	$32,000.00	$0.00	$0.00	$0.00	$32,000.00	0
2	2.15	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$549,793.00	$0.00	$229,210.00	$320,583.00	$0.00	$0.00	$549,793.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Parent and Educational Partner Communication	All	No			All Schools	3 years	$53,400.00	$5,000.00	$58,400.00	$0.00	$0.00	$0.00	$58,400.00	0
3	3.2	Parent and Educational Partner Outreach	All	No			All Schools	3 years	$0.00	$11,000.00	$0.00	$0.00	$0.00	$11,000.00	$11,000.00	0
3	3.3	Supplemental Bilingual Interpreting and Translation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$50,500.00	$0.00	$50,500.00	$0.00	$0.00	$0.00	$50,500.00	0
4	4.1	Expelled Student Support	All	No			Specific Schools: Violet Heintz Education Academy	3 years	$115,487.00	$0.00	$0.00	$115,487.00	$0.00	$0.00	$115,487.00	0
5	5.1	Coordination of Services for Foster Youth for Court and Community Schools	Foster Youth	No			All Schools	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	5.2	Foster Youth Support	Foster Youth	No			This is a countywide action	3 years	$86,700.00	$0.00	$0.00	$0.00	$0.00	$86,700.00	$86,700.00	0
5	5.3	Leadership Program	Foster Youth	No			This is a countywide action	3 years	$0.00	$25,175.00	$0.00	$0.00	$0.00	$25,175.00	$25,175.00	0
5	5.4	Technology	Foster Youth	No			This is a countywide action	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	5.5	Mobile Application	Foster Youth	No			This is a countywide action	3 years	$0.00	$13,125.00	$0.00	$0.00	$0.00	$13,125.00	$13,125.00	0
5	5.6	Data Collection & Education Records & Support	Foster Youth	No			This is a countywide action	3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
6	6.1	Art Teacher	All all students, low-income, Hispanic	No			Specific Schools: VHEA	3 years	$7,496.00	$0.00	$0.00	$7,496.00	$0.00	$0.00	$7,496.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	Content Specialist	All	No			Specific Schools: VHEA	3 years	$55,000.00	$0.00	$0.00	$55,000.00	$0.00	$0.00	$55,000.00	0
6	6.3	Guidance Learning Specialist-Behavioral and PBIS Supports	All All Students, SED, Hispanic	No			Specific Schools: VHEA	3 years	$33,553.00	$70,000.00	$0.00	$103,553.00	$0.00	$0.00	$103,553.00	0
6	6.4	Community Assistant/Campus Safety Assistant	All	No			Specific Schools: VHEA	3 years	$251,963.00	$0.00	$0.00	$251,963.00	$0.00	$0.00	$251,963.00	0
6	6.5	Dual Enrollment & CTE	All	No			Specific Schools: VHEA		$0.00	$25,677.00	$0.00	$25,677.00	$0.00	$0.00	$25,677.00	0
6	6.6	After-School Programming for Student Engagement	All	No			Specific Schools: VHEA		$0.00	$89,807.00	$0.00	$89,807.00	$0.00	$0.00	$89,807.00	0
6	6.7	Aviation CTE Program	All	No			Specific Schools: VHEA		$20,000.00	$80,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	0
7	7.1	ACTION REMOVED														0
7	7.2	Behavior Supports REMOVED						3 years	$0.00	$0.00	$0.00				$0.00	0
7	7.3	Arts Teacher	All	No			Specific Schools: Worsley	3 years	$60,007.00	$0.00	$0.00	$60,007.00	$0.00	$0.00	$60,007.00	0
7	7.4	Positive Behavior/ Study Skill Supports	All	No			Specific Schools: Worsley	3 years	$89,875.00	$415,781.00	$0.00	$505,656.00	$0.00	$0.00	$505,656.00	0
7	7.5	Content Specialist	All	No			Specific Schools: Worsley	3 years	$134,661.00	$0.00	$0.00	$134,661.00	$0.00	$0.00	$134,661.00	0
7	7.6	Guidance Learning Specialist – Transition Supports	All	No			Specific Schools: Worsley	3 years	$134,213.00	$0.00	$0.00	$134,213.00	$0.00	$0.00	$134,213.00	0
7	7.7	Dual Enrollment & CTE	All All Students, SED, Hispanic	No			Specific Schools: Worsley	3 years	$7,500.00	$335,000.00	$7,500.00	$335,000.00	$0.00	$0.00	$342,500.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$31,716,071	1,227,378	3.870%	0.000%	3.870%	$2,440,672.00	0.000%	7.695 %	**Total:**	$2,440,672.00
								LEA-wide Total:	$1,999,172.00
								Limited Total:	$91,500.00
								Schoolwide Total:	$350,000.00

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: Violet Heintz Education Academy	$40,000.00	0
1	**1.2**	Safety and Transportation	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy	$310,000.00	0
1	**1.3**	Wellness Supports	Yes	LEA-wide	Low Income	Specific Schools: Violet Heintz Education Academy	$154,881.00	0
1	**1.4**	Behavior Support Oversight	Yes	LEA-wide	Foster Youth Low Income	All Schools	$115,478.00	0
2	**2.1**	Supplemental Instruction Staff & Curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	$601,854.00	0
2	**2.2**	Professional Development & PLC	Yes	LEA-wide	Low Income	All Schools	$177,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Supplemental Tutoring Services	Yes	LEA-wide	Low Income	Specific Schools: Alice M. Worsley & VHEA	$0.00	0
2	2.4	Student Technology	Yes	LEA-wide	Low Income	All Schools	$200,000.00	0
2	2.6	English Learner & Long-Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,000.00	0
2	2.7	Student Progress Monitoring & Library Supports	Yes	LEA-wide	Low Income	All Schools	$230,000.00	0
2	2.8	MTSS Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,098.00	0
2	2.9	Site-based Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0
2	2.11	CTE Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$93,651.00	0
2	2.15	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,210.00	0
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,500.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,351,250.00	$8,007,796.00

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	$40,000.00	$39,000.00
1	**1.2**	Safety and Transportation	Yes	$341,000.00	$340,565.00
1	**1.3**	Wellness Supports	Yes	$160,650.00	$147,303.00
1	**1.4**	Behavior Support Oversight	Yes	$111,200.00	$113,352.00
1	**1.5**	Facilities & Operational Costs	No	$245,100.00	$245,100.00
2	**2.1**	Supplemental Instruction Staff & Curriculum	Yes	$575,000.00	$617,480.00
2	**2.2**	Professional Development & PLC	Yes	$177,000.00	$177,000.00
2	**2.3**	Supplemental Tutoring Services	Yes	$10,000.00	$0.00
2	**2.4**	Student Technology	Yes	$200,000.00	$200,000.00
2	**2.5**	Support, Supplies & Incentives	No	$125,000.00	$125,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	English Learner & Long-Term English Learner Support	Yes	$41,000.00	$41,000.00
2	2.7	Student Progress Monitoring & Library Supports	Yes	$240,000.00	$245,000.00
2	2.8	MTSS Support Staff	Yes	$203,000.00	$196,736.00
2	2.9	Site-based Academic Support Staff	No	$206,500.00	$238,298.00
2	2.10	Fresno County Special Education Graduation & CCI	No	$165,091.00	156,053.00
2	2.11	CTE Supports	Yes	$118,000.00	$164,651.00
2	2.12	California Standards Aligned Curriculum	No	$20,000.00	$27,307.00
2	2.13	Administration,Teachers and Staff	No	$2,742,100.00	$3,157,361.00
2	2.14	Base Support for SWD	No	$32,000.00	$126,412.00
2	2.15	LREBG: Summer School	No	$131,950.00	$363,288.00
3	3.1	Parent and Educational Partner Communication	No	$52,400.00	$58,458.00
3	3.2	Parent and Educational Partner Outreach	No	$17,000.00	$0.00
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	$50,500.00	$53,390.00
4	4.1	Expelled Student Support	No	$111,200.00	$112,711.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Coordination of Services for Foster Youth for Court and Community Schools	No	$0.00	$0.00
5	**5.2**	Foster Youth Support	No	$81,500.00	$81,528.00
5	**5.3**	Leadership Program	No	$40,500.00	$30,347.00
5	**5.4**	Technology	No	$1,450.00	$0.00
5	**5.5**	Mobile Application	No	$1,550.00	$13,125.00
5	**5.6**	Data Collection & Education Records & Support	No	$0.00	$0.00
6	**6.1**	Art Teacher	No	$8,500.00	$8,500.00
6	**6.2**	Content Specialist	No	$35,000.00	$55,000.00
6	**6.3**	Guidance Learning Specialist	No	$32,000.00	$33,479.00
6	**6.4**	Community Assistant	No	$155,500.00	$177,480.00
6	**6.5**	Dual Enrollment & CTE	No	$108,690.00	$129,160.00
6	**6.6**	After-School Programming for Student Engagement	No	$89,807.00	$89,807.00

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)
7	**7.1**	Intervention TOSA	No	$0.00	$0.00
7	**7.2**	Behavior Intervention Supports	No	$48,000.00	$0.00
7	**7.3**	Arts Teacher	No	$57,500.00	$60,007.00
7	**7.4**	Positive Behavior/ Study Skill Supports	No	$297,559.00	$71,045.00
7	**7.5**	Content Specialist	No	$138,000.00	$118,484.00
7	**7.6**	Guidance Learning Specialist	No	$79,500.00	$133,866.00
7	**7.7**	Dual Enrollment & CTE	No	$60,503.00	$60,503.00

2025-26 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)
$1,318,600	$2,196,350.00	$2,243,759.00	($47,409.00)	0.000%	0.000%	0.000%

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	$40,000.00	$39,000	0	0
1	1.2	Safety and Transportation	Yes	$341,000.00	$340,565	0	0
1	1.3	Wellness Supports	Yes	$160,650.00	$147,303	0	0
1	1.4	Behavior Support Oversight	Yes	$111,200.00	$113,352	0	0
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	$575,000.00	$617,480	0	0
2	2.2	Professional Development & PLC	Yes	$177,000.00	$177,000	0	0
2	2.3	Supplemental Tutoring Services	Yes	$10,000.00	$0	0	0
2	2.4	Student Technology	Yes	$200,000.00	$200,000	0	0
2	2.6	English Learner & Long-Term English Learner Support	Yes	$41,000.00	$41,000	0	0
2	2.7	Student Progress Monitoring & Library Supports	Yes	$240,000.00	$245,000	0	0
2	2.8	MTSS Support Staff	Yes	$203,000.00	$196,736	0	0
2	2.11	CTE Supports	Yes	$47,000.00	$72,933	0	0

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)
3	**3.3**	Supplemental Bilingual Interpreting and Translation	Yes	$50,500.00	$53,390	0	0

2025-26 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)
$30,963,714	$1,318,600	0%	4.259%	$2,243,759.00	0.000%	7.246%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see [*Education Code* Section 47606.5].

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **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.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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