



Agenda

Tuesday, June 17, 2025

[1:30 PM]

Fresno County Office of Education 1111 Van Ness Avenue, Fresno, California 93721

PLEASE NOTE: Prior to action by the Fresno County Board of Education (Board) on any item on this agenda, the public may comment by submitting a Request to Address the Board form prior to the start of the meeting. It may become necessary to act on an item out of agenda order. In compliance with the Americans with Disabilities Act of 1990 and the federal rules and regulations adopted in implementation thereof, any individual with a disability who requires reasonable accommodation to access the Board's meeting room or to otherwise participate at the meeting, including auxiliary aids or interpreter services, is to contact Angela Bowlin, administrative assistant to the Board, at (559) 265-3090 at least two business days before the meeting. Public records relating to an open session item that are distributed to all or a majority of the Board members prior to a Board meeting are available for public inspection at the Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, California during normal business hours. They are additionally available on the Board's website at: www.fcoe.org/board-education/meetings-agendas. Open session proceedings are recorded, and such recording is kept in accordance with Board Bylaws 9324.

Page

A. OPENING CEREMONY

President Clyde

1. Call Meeting to Order
2. Flag Salute
3. Roll Call – Establish Quorum

Communications Strategy & Outreach

Jenny Brietigam

4. Inspirational Reading


B. ADOPT AGENDA

President Clyde

1. Agenda for June 17, 2025, Board Meeting.

C. APPROVAL OF MINUTES

President Clyde

1. Minutes for May 15, 2025, Board Meeting. 6 - 12
[Regular Meeting - May 15 2025 - Minutes.pdf](#) 

D. EMPLOYEE OF THE MONTH

There is no employee of the month.

E. RECOGNITION

There is no Superintendent Superstar.

F. COMMUNITY INPUT

The public may address the Board pursuant to established procedures. No action shall be taken pursuant to California Government Code section 54954.3. Individual speakers shall be allowed three minutes to address the Fresno County Board of Education per Board Bylaw 9323.

G. CLOSED SESSION

Conference with Real Property Negotiators (Gov. Code §54956.8) Property: APN 049-093-006, 080, 010 Agency Negotiator: Jeff Becker, Executive Director, Facilities and Operations Under Negotiation: price and terms



H. PUBLIC HEARING

1. There is no public hearing.

I. REPORTS/INFORMATION/DISCUSSION

Educational Innovation & Support




Dr. Corey Greenlaw

1. FCSS 2025-2026 Local Control Accountability Plan (LCAP) & Differentiated Assistance (DA) Annual Summary Report. 13 - 21
[REPORT - FCSS 2025-2026 LCAP and DA Annual Summary Report.pdf](#) 
2. FCSS Local Performance Indicator Report. 22 - 44
[REPORT - FCSS Local Performance Indicator Report.pdf](#) 

J. ACTION ITEMS


Business Services

Kevin Otto

1. Consider Approval of the 2024-2025 Budget Revisions. 45 - 48
[2. 2024-25 Budget Revision - Packet.pdf](#) 
2. Consider Approval of the 2025-2026 FCSS Proposed Budget. 49 - 200
[3. 2025-26 FCSS Proposed Budget.pdf](#) 
3. Consider Approval of the Apportionment of the 2024-2025 Forest Reserve Receipt 201 - 202
[1. Forest Reserve \(Approve Apportionment\) - Packet.pdf](#) 


Alternative Education

Joe Hammond

4. Consider Approval of the 2025-2026 Local Control Accountability Plan 203 - 374
[Action Item 2025-2026 Local Control Accountability Plan.pdf](#) 


Educational Innovation & Support

Laurie Lloyd

5. Consider Approval of the Updated FCSS Local Control Accountability Plan (LCAP) Federal Addendum 375 - 412
[ACTION Approval of the Updated FCSS Local Control Accountability Plan copy.pdf](#) 


Educational Innovation & Support

Dr. Corey Greenlaw

6. Approval of the FCSS 2025-2026 School Plans for Student Achievement (SPSA) for FCSS Operated Programs for Special Education Sites. 413 - 470
[ACTION - Approval of the FCSS 2025-2026 School Plans for Student Achievement \(SPSA\).pdf](#) 
7. Consider Approval of Proposition 28: Arts and Music in Schools Expenditures. 471 - 472


Facilities & Operations

Jeff Becker

- | | | |
|----|---|-----------|
| 8. | Consider Approval of Sale Option Agreement for Scout Island North.
20250617 Board Item for SI North Option Purch Agmt 4925-5505-8761 v.1.pdf  | 473 - 498 |
| 9. | Consider Approval of the Certification of Comprehensive Facilities Maintenance Plan.
Board Item 20250617_RRM Plan 2026.pdf  | 499 - 501 |




Student Services

Chris Borges

- | | | |
|-----|--|-----------|
| 10. | Consider Approval of Reading Difficulties Risk Screener Adoption Pursuant to Education Code Section 53008.
Action -Approval of Reading Difficulties Risk Screener Adoption Pursuant.pdf  | 502 - 504 |
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Board of Education

President Clyde

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|-----|---|-----------|
| 11. | Consider Approval of the 2026 Board Projects.
Submitted Proposals: <ul style="list-style-type: none">• Project Student A.I.D.E.
Board Project Proposal Form - Cornerstone Community Care, Project Student AIDE.docx • Unified Champion Schools Middle School Expansion (with Special Olympics)
FCBE Board Project Options for Consideration- Unified Champion Schools, Middle school Expansion.docx • Young Athletes Program (YAP) Expansion (with Special Olympics)
FCBE Board Project Options for Consideration- Young Athletes Program (YAP) Expansion.docx • Addams Community School Family Wellness & Resource Center
Board Project Proposal Form - Adams Elementary.pdf • Turn the Page Fresno | 505 - 513 |
|-----|---|-----------|

K. TRUSTEE ACTIVITIES

1. Travel Requests - Consider approval of travel requests by Board members
2. Consider Approval of Travel Reimbursement for:
Vice President Masumoto - CSBA Delegate Assembly, 5/16 - 5/18/25, Sacramento, CA. in the amount of \$327.80.
3. Receipt of Correspondence
4. Comments by Board Members

L. SUPERINTENDENT'S REPORT

Administration

Superintendent Copher



1. Salary Increases (Education Code § 1302)

M. FUTURE AGENDA ITEMS

N. NEXT MEETING

The next regular Board meeting will be held on July 17, 2025, at Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721.

O. ADJOURNMENT

- | | | |
|----|---|-----------|
| 1. | Special Events Calendar
2024-2025 Spec Events Cal REV MAY 30 for June Board Mtg.pdf
 | 514 - 515 |
| 2. | Board Budget Summary Report
4. Board Budget Summary Report.pdf  | 516 |
| 3. | FCSS New Places - New Faces
NewPlacesNewFaces v2-1.pdf  | 517 - 518 |



Minutes

Thursday, May 15, 2025

A. OPENING CEREMONY

1. Call Meeting to Order

The meeting was called to order at 1:28 PM

2. Flag Salute

3. Roll Call – Establish Quorum

Board Members Present: President Clyde, Vice President Masumoto, Member Burton, Member Robles, and Member Tapscott-Munson. A quorum was established.

County Superintendent and Staff Present: Dr. Michele Cantwell-Copher, Fresno County Superintendent of Schools, and Ex-Officio Secretary and Executive Officer of the Board; Kevin Otto, Deputy Superintendent Business Services; Dr. Diane Lira, Deputy Superintendent Instructional Division; Jason Parkin, General Counsel; MaryEllen Galvan, Communications Strategy & Outreach, and Angela Bowlin, Administrative Assistant to the Board.

4. Inspirational Reading given by MaryEllen Galvan.
5. Jacob Cavazos gave a report on Career Technical Education Charter High School.

B. ADOPT AGENDA

Adopted Agenda of May 15, 2025, Regular Board Meeting.

The motion to adopt was

Moved by: Bryan Burton

Seconded by: Dr. Marcy Masumoto

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

C. APPROVAL OF MINUTES

Approved Minutes for the April 17, 2025, Regular Board Meeting.

The motion to approve was

Moved by: Kimberly Tapscott-Munson

Seconded by: Dr. Marcy Masumoto

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

D. EMPLOYEE OF THE MONTH

Lindsay Camacho, Special Day Class Teacher - Special Education was recognized as the May's Employee of the month.

E. RECOGNITION

1. Bianca Duarte, Clovis West H.S. was recognized as May 2025 Superintendent's Superstar
2. 2025 Fresno County Academic Decathlon - Regional and State Student Recognition.

F. RECESS

A recess was called at 2:33 p.m. for the reception celebrating the honorees. President Clyde reconvened the meeting at 2:44

G. COMMUNITY INPUT

Following Item H.1., a motion was made to re-open community input as follows:

Moved by: Itzi Robles

Seconded by: Bryan Burton

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried 5-0

Sara Flores made public comments regarding Hallmark Academy.

H. PUBLIC HEARING

1. Held Public Hearing – Local Control and Accountability Plan (LCAP) for 2025-2026. The public hearing was called to order at 2:45 p.m. There were no comments received. The public hearing was closed at 3:10 p.m.
2. Held Public Hearing - Fresno County Superintendent of Schools 2025-2026 Proposed Budget. The public hearing was called to order at 3:17 p.m. There were no comments received. The public hearing was closed at 3:37 p.m.

I. REPORTS/INFORMATION/DISCUSSION

1. Received the Quarterly Fixed Asset Report Pursuant to Education Code Section 1279.
2. Received the 2024 Board Project Report: African American Historical & Cultural Museum San Joaquin Valley.
3. Received the 2024 Board Project Report: Count Play Explore Family Engagement - FCSS - Early Care & Education.
4. Received the 2024 Board Project Report: Foster & Homeless Youth Leadership Training - Safe & Healthy Kids.
5. Discussed 2025 Board Project Proposals.

J. ACTION ITEMS

1. Approved the Memorandum of Understanding – Charter School Authorization with Big Picture Educational Academy, effective July 1, 2025 – June 30, 2027.

The motion to approve was

Moved by: Itzi Robles

Seconded by: Dr. Marcy Masumoto

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

2. Ratified the issuance and cancellation of temporary certificates for February 1, 2025, through April 30, 2025.

The motion to ratify was

Moved by: Dr. Marcy Masumoto

Seconded by: Bryan Burton

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

3. Approved the 2025-2026 FCSS Court & Community Schools Academic Calendar.

The motion to approve was

Moved by: Dr. Marcy Masumoto

Seconded by: Kimberly Tapscott-Munson

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

4. Adopted FCBE Resolution No. 2025-21 - Recognizing June 2025 as LGBTQIA2+ School Awareness Month.

The motion to adopt was

Moved by: Kimberly Tapscott-Munson

Seconded by: Itzi Robles

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

5. Adopted FCBE Resolution No. 2025-22 - Regarding Fresno County Board of Education Member Compensation for Missed Meeting: Board Member Kimberly Tapscott-Munson – Absence from Meeting of March 20, 2025.

The motion to adopt was

Moved by: Itzi Robles

Seconded by: Bryan Burton

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

K. CLOSED SESSION

Conference with Real Property Negotiators (Gov. Code §54956.8)

Property: APN 049-093-006, 080, 010

Agency Negotiators: Jason Parkin and Chris Lozano, Legal Counsel, Legal Services

Under Negotiation: price and terms

L. TRUSTEE ACTIVITIES

1. Travel Requests - Consider approval of travel requests by Board members.

Approved all board members to attend the 2025 County Board Conference, 9/5/25 - 9/7/25, Monterey, CA.

The motion to approve was

Moved by: Bryan Burton

Seconded by: Kimberly Tapscott-Munson

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried. 5-0

2. Travel Expenses and Reimbursements

Approved the reimbursement claim for Itzi Robles, CSBA County Board Governance Workshop, 4/10/25 - 4/12/25, Sacramento, CA in the amount of \$329.90.

The motion to approve was

Moved by: Bryan Burton

Seconded by: Dr. Marcy Masumoto

Yes Bryan Burton, Dr. Allen Clyde, and Dr. Marcy Masumoto

No Kimberly Tapscott-Munson

Abstain Itzi Robles

The motion carried. 3-1

3. Receipt of Correspondence

There was no correspondence received.

4. Comments by Board Members

Vice President Masumoto:

- Delegate Assembly

Member Burton:

- ACCBE update
- Brown Act/Ethics Trainings

M. SUPERINTENDENT'S REPORT

- ROP Advisory Night, 4/23/25, Kerman H.S.
- Goodwill Picnic, 4/26/25, Scout Island
- Pillar Awards, 4/28/25, FCSS-Noli Patio
- Spaghetti Luncheon, 4/30/25, Fresno County Plaza
- Kids Day, 5/9/25, Chafee Zoo
- Foster Youth Event
- Picture the Valley Student Film Festival, 5/22/25, Maya Cinemas, Fresno
- CTEC Graduation, 5/28/25
- Worsley Graduation, 5/29/25, Worsley School Gym

N. FUTURE AGENDA ITEMS

- Action Item - Board Project Proposals
- Closed Session Item - Scout Island Property

O. NEXT MEETING

The next regular Board meeting will be held on June 17, 2025, at Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721.

P. ADJOURNMENT

The motion to adjourn was

Moved by: Kimberly Tapscott-Munson

Seconded by: Dr. Marcy Masumoto

Yes Bryan Burton, Dr. Allen Clyde, Dr. Marcy Masumoto, Kimberly Tapscott-Munson, and Itzi Robles

The motion carried at 5:33 p.m. 5-0

Superintendent of Schools

REPORT

TOPIC	Fresno County Superintendent of Schools 2025-2026 Local Control Accountability Plan (LCAP) & Differentiated Assistance (DA) Annual Summary Report
ISSUE	The following plan outlines how the county office will support districts in implementing LCAP and Differentiated Assistance (DA) procedures and actions in accordance with the requirements of California law.
BACKGROUND	Pursuant to California Education Code 52066 (i) (1), beginning with the 2019-2020 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in the development and implementation of the LCAP and DA processes and present the summary to the county board of education at the same public meeting where the LCAP is adopted.
PRESENTER	Corey Greenlaw, Ed.D., Assistant Superintendent Educational Innovation & Support 559.265.4046



The Office of the Fresno County Superintendent of Schools

2025-2026 Annual Summary Report

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC) 52066* and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [*EC Section 52070*].

Metric	Actions
<p><i>Metric :</i> Review & coordinate with districts to approve all Fresno County district LCAPs</p> <p><i>Target:</i> Minimum approval rate of two LCAPs per week per reviewer</p>	<ul style="list-style-type: none"> • Provide the most up -to-date LCFF/LCAP-related information and technical support to all LEAs on an annual basis from October through June • Proactively engage districts in coaching support to provide technical assistance during the LCAP development process • Facilitate and encourage LEAs to seek feedback on draft LCAPs from March through June for both fiscal and narrative plan elements • Assign a specific fiscal and program reviewer as lead contact for each LEA throughout the year: <ul style="list-style-type: none"> ○ Maintain protocols for communication both “in-house” and with LEAs for this process, including both fiscal and narrative reviewers ○ Communicate clearly and frequently with all the principal leads specific to each LEA throughout the year • Utilize annually updated and standardized internal LCAP review tools, processes, and procedures

<p><i>Metric</i> : Monitoring & Communication spreadsheet</p> <p><i>Target</i>: The LCAP review status is documented and monitored daily by all reviewers and the director during the annual review process</p>	<ul style="list-style-type: none"> • Ongoing communication and meetings between the designated LCAP lead and each LCAP reviewer. • An in -person meeting between the reviewer and the lead should occur before LCAP feedback (or approval) is sent to the LEA. • Each reviewer will keep a communication and progress monitoring spreadsheet updated to reflect the current status of the LCAP review process. • The monitoring elements account for all LCAP -related codes, directions, and requirements, including the required connections related to CSI, Equity multiplier, additional concentration funding, differentiated assistance support, etc.
<p><i>Metric</i> : Sign-in sheets; email logs; surveys</p> <p><i>Targets</i>: All districts participate in or otherwise receive information from all pieces of training</p> <p>Collect survey feedback on the quality of PL/PD offered</p>	<ul style="list-style-type: none"> • Monitor registration and attendance for all technical support and training events, and reach out to districts that have not registered to encourage attendance • Follow up with districts who were not able to attend to provide information and resources, as well as a link to a recording of the event for their access at a later date, along with an offer to meet in person • Analyze participant feedback and make monthly adjustments to presentations, workshops, and technical support to meet the LEA's needs.

EC Section 52070, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Actions
<p><i>Metric:</i> Percent of districts needing technical assistance due to an unapproved LCAP</p> <p><i>Target:</i> Zero percent</p>	<p>Although this has never occurred in our county because of our successful LCAP technical assistance and coaching process if a district needed technical assistance due to an unapproved LCAP, both fiscal and compliance departments at our COE would provide more intensive LCAP coaching support until the LCAP was approved. The coaching and technical assistance support would be tailored to the specific identified root causes for the LCAP non-compliance.</p> <p>If a district were to request technical assistance, we would invite them to participate in our Differentiated Assistance process (outlined below) as well as invite them to contract with our Curriculum and Instruction teams for specific content and leadership support.</p>

EC Section 52071, http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts pursuant to subdivision (c) of *EC Section 52071*.

Actions	Source of Funding
<p>Complete the Cycle of Improvement with each “Year One” eligible district within 18 months of initial eligibility or with each new improvement project.</p> <ul style="list-style-type: none"> Onboarding of each new district will occur in the Spring semester and will include a data dive to determine potential areas of support. Each improvement project will create an improvement team that will participate in a deep data dive, process analysis, empathy interviews, and other activities all leading to a root cause analysis and development of a Theory of Improvement. This will be done before the beginning of the fall semester. <p>Each improvement team will participate in PDSA Cycles as they work to test their Theory of Improvement over the course of one school year.</p>	Differentiated Assistance

Actions	Source of Funding
<p>Continue the Cycle of Improvement with each multi-year eligible district as they work to test change ideas for spread and sustainability.</p> <ul style="list-style-type: none"> Each improvement team will participate in PDSA Cycles as they work to test their Theory of Improvement over the course of one school year. <p>Districts will work to sustain and spread the change ideas that are demonstrating effectiveness in creating improvement.</p>	Differentiated Assistance

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

The goal of our Differentiated Assistance support is to improve the capacity and capabilities of districts to lead improvement work apart from the County Office. This includes supporting district and site leaders in deepening their understanding of the Improvement Science processes, mindsets, and protocols, as well as the leadership dispositions needed to lead improvement work. Throughout the DA process, districts will facilitate data collection and PDSA huddles, and will co-design the improvement work with the FCSS DA team.

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
<p><i>Metric</i> : Sign-In Sheets and Feedback Surveys</p> <p><i>Target</i>: 80% of districts participate in at least one Network meeting</p>	<p>The following Networks are offered to support the implementation of District LCAPs:</p> <ul style="list-style-type: none"> • Assessment Network • CALPADS Network • State and Federal Programs Network • Counselor's Network • Leading and Learning Network • District Technology Leads Network • English Learner Network • Illuminate Users Group • CSI Network
<p><i>Metric</i> : District Planning Meeting Log</p> <p><i>Target</i>: 100% of districts will participate in annual District Planning Meetings with the Ed Services department</p>	<p>The following options are available to districts, for a fee, in order to assist in the implementation of their LCAP:</p> <ul style="list-style-type: none"> • Leadership Coaching (site and district level) • Content -specific coaching • Workshops across all content areas • Legal presentations regarding Special Education, discipline, and other relevant topics as needed

EC Sections 52059.5–52077,

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5

Collaboration

The Fresno County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
Attend and participate in professional learning opportunities provided by each organization, including in -person, virtual meetings/trainings, and CDE feedback sessions.	Y	Y	Y	Y	Y
Monthly SBE update webinar	Y				
State & Federal Directors' Meeting		Y			
Participation in CISC Steering Committee, BASC, SPSSC			Y		
The Superintendent sits on the Advisory Group for CCEE	Y				
LCAP and Fiscal Advisory Group			Y		

Goal Four: Supports for Special Education

Not Applicable until beyond the 2025 –2026 LCAP Cycle per EC Section 52064.3

Relate Expenditures - COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

2025–26 Goal	2025-2026 Funding Sources & Costs
Goal 1 The indicated costs are allocated to provide direct support to districts and charter schools during the LCAP process. These activities are involved in the LCAP preparation and approval process.	\$520,067 - Differentiated Assistance \$587,391 - Comprehensive Support and Improvement
Goal 2 The indicated costs are allocated to provide direct support to districts and charter schools to address Differentiated Assistance services and support. These activities are aligned to the needs identified on the California Dashboard and are aligned to LCAP goals and actions.	\$2,314,886 - Differentiated Assistance
Goal 3 The costs associated with supporting all districts in their LCAP goals and objectives are incorporated into the activities related to Goals 1 & 2. Many of the activities in this goal are the vehicles used to serve districts and provide direction throughout Fresno County.	Differentiated Assistance Comprehensive Support and Improvement Contracted Service <i>Costs incorporated into totals above</i>
Goal 4 (not applicable until beyond the 2025 –2026 LCAP Cycle per EC Section 52064.3)	[N/A]

Report

TOPIC Fresno County Superintendent of Schools Local Performance Indicator Report

ISSUE Report the FCSS Local Performance Indicators Report to the Board

BACKGROUND Education Code 52064.5 authorizes the State Board of Education (SBE) to adopt LCAP Evaluation Rubrics and performance standards for Local Education Agencies to meet regarding those Rubrics. The Evaluation Rubrics that were adopted by the State Board of Education are reported by LEA's via a new publicly available website called the California School Dashboard. The Dashboard is composed of visual, searchable color-coded reports that show LEA's performance on six state indicators and four local indicators; county offices have an additional two local indicators.

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the use of local indicators, which are based on information that LEAs collect locally. Local Indicators measure priority areas oriented more to implementation than summative outcome. The local indicators are:

- Basic Services
- Implementation of State Academic Standards
- Parent Engagement
- School Climate
- Coordination of Services for Expelled Youth – County offices of education only
- Coordination of Services for Foster Youth – County offices of education only

Local educational agencies receive one of three ratings from the SBE based on whether they have measured and reported their progress through the California School Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years.

The SBE approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For local educational agencies that receive a Met rating, the local data that they collected will be included in a Detailed Report within the Dashboard.

The Dashboard includes self-reflection tools that the State Board of Education approved as part of the new accountability system. Local educational agencies

complete those self-reflection tools and can upload the information to be displayed through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local indicators apply only to local educational agencies and not individual schools.

PRESENTER Corey Greenlaw, Assistant Superintendent
Educational Innovation and Support
(559) 265-4046

RESOURCE Joe Hammond, Interim Director
Alternative Education
(559) 774-6205

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	70.5	80.1%	0%	2.8%	2.8%	14.2%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

During the 2024–2025 school year, Alternative Education administration actively sought input from families to inform efforts aimed at improving student outcomes. Parent survey responses highlighted continued interest in evening workshops focused on topics such as trauma responsiveness at home, housing and food resources, resume assistance, positive parenting, parent-child relationship building, healthy teen relationships, internet safety, and college readiness.

School staff at Violet Heintz Education Academy (VHEA) and Alice M. Worsley School have taken additional steps to strengthen family engagement. Increasing numbers of staff have voluntarily attended custodial agency family visiting times after school hours to connect with parents and guardians. Communication with families has been enhanced through regular phone calls, text messages, and the implementation of ParentSquare—a school-parent communication platform. This tool allows staff to send messages, notices, and event invitations via email, text, or the mobile application, improving access and outreach.

Site principals have personally contacted families to encourage their involvement and partnered with campus-based organizations that have existing relationships with families to promote participation in school events. These partnerships have contributed to increased attendance at evening workshops through coordinated outreach and incentive-based recognition of participation.

Additionally, staff at both VHEA and Worsley continue to collaborate with external agencies, including Fresno County Probation, TROY, WellPath, Boys and Girls Club, and All 4 Youth. These partnerships provide wraparound services and enhance the support systems available to students and their families, fostering a more comprehensive and coordinated approach to student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on an analysis of educational partner input and local data, the LEA has identified the need to strengthen consistent, meaningful connections with families as a key area for improvement. Alternative Education's student population is highly mobile, with 84% of enrolled students changing within a single semester. This level of transiency presents significant challenges in building and maintaining long-term relationships with families.

To address this, the LEA will continue to provide staff training on the effective use of ParentSquare, with a focus on maintaining accurate parent contact information and ensuring timely, two-way communication. Principals will lead ongoing outreach efforts and expand communication to include resources that support student and family well-being, including access to community services and online platforms that promote social-emotional learning.

In partnership with campus-based organizations, principals and leadership teams will continue to engage families through personalized outreach and collaboration. Input from the District English Learner Advisory Committee (DELAC) highlighted the need to prioritize outreach to underrepresented families. In response, the LEA will identify additional opportunities throughout the year to personally connect with families and encourage their participation in school activities.

To guide improvements, the LEA will develop and administer targeted family surveys aimed at gathering input on how to foster trust and mutual respect while honoring each family's unique strengths, cultures, languages, and needs. Staff will receive ongoing professional development to build their capacity in culturally responsive communication and inclusive engagement practices.

Family engagement is further supported through regular weekly parent orientation meetings at Violet Heintz Education Academy and monthly meetings at Alice M. Worsley School. Events such as Open House, graduation ceremonies, other parent engagement events, and transition planning meetings (e.g., IEPs, 504s) serve as essential touchpoints for relationship-building between families, students, and school staff.

Governance structures such as School Site Council (SSC), English Learner Advisory Committees (ELAC), Student Advisory Committee (SAC), and the Parent Advisory Committee (PAC) provide vital forums for parent voice in school planning. These meetings are offered in both in-person and virtual formats to support accessibility and participation.

Finally, the LEA will continue to collaborate with internal departments—including Curriculum and Instruction and Parent Services—as well as external agencies such as All 4 Youth, Fresno County Probation, Fresno Police Department, Boys and Girls Club, and Focus Forward. These partnerships are critical to delivering coordinated, inclusive, and responsive supports that contribute to student success and well-being in safe and supportive learning environments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the LEA has identified a need to improve engagement with underrepresented families by strengthening relationships between school staff and families. This need is particularly relevant within Alternative Education, where student mobility is high—84% of students transition within a single semester—posing challenges to maintaining consistent and effective communication with families.

To address these challenges, the LEA will continue to prioritize direct, personalized communication with families, led by site administrators and supported by staff training on effective use of communication tools such as ParentSquare. Ensuring parent contact information is accurate and up to date remains a key focus, along with providing timely information related to student progress, school events, and available resources.

Principals will lead site-based outreach in collaboration with campus-based organizations that have established relationships with families. These partnerships help facilitate communication and promote participation from families who may not traditionally engage in school activities.

The LEA coordinates with internal departments to support engagement efforts. The Curriculum and Instruction Department offers professional learning on inclusive communication and relationship-building practices. The Parent Services Department and All 4 Youth partner with school sites to support family involvement and provide access to services that contribute to student success.

Regular engagement opportunities include weekly parent orientation meetings at Violet Heintz Education Academy and monthly meetings at Alice M. Worsley School. Additional touchpoints include parent engagement events, transition planning meetings (e.g., IEPs, 504s), and school governance bodies such as the School Site Council (SSC), English Learner Advisory Committees (ELAC), the Parent Advisory Committee (PAC), and DELAC. These meetings are offered in both in-person and virtual formats to increase accessibility.

To inform continuous improvement, the LEA administers family surveys to gather input and assess the effectiveness of engagement strategies.

The LEA remains deeply committed to increasing family engagement through flexible meeting formats, staff professional development, and targeted outreach strategies. These efforts are grounded in a respect for the cultural and linguistic diversity of our English Learner and Special Education families and are designed to create inclusive environments where all families feel welcomed, valued, and involved in their child’s educational journey.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

The LEA remains committed to fostering a supportive and inclusive school environment by providing ongoing professional development for staff. These learning opportunities emphasize the integration of social-emotional learning, the cultivation of positive relationships among students and staff, and the continual examination of policies and practices to ensure they are culturally responsive, transparent, consistent, and inclusive of student and family perspectives.

Each school site regularly reviews its Parent Engagement Policy and School-Parent-Student Compact in collaboration with families and community partners. Input is gathered through a series of meetings scheduled throughout the school year. These engagement opportunities are offered in both in-person and virtual formats, and parents have consistently expressed appreciation for the flexible scheduling and accessibility of hybrid participation options.

To ensure meaningful communication with all families, the LEA provides written and verbal communications in each family's home language and offers translation services during school events and meetings as needed. In addition, the LEA collaborates with the Fresno County Superintendent of Schools Parent Services Department to enhance parent engagement. Through this partnership, families are invited to participate in educational workshops covering topics such as literacy development, financial literacy, parent advocacy, equitable access to education, digital literacy, and strategies to support student academic success.

School staff actively participate in family engagement efforts through a calendar of flexibly scheduled events established at the beginning of the academic year. This ensures that families have equitable access to school personnel and fosters ongoing two-way communication focused on student progress and achievement. Teachers and administrators meet with families during orientations, transition planning meetings, graduation ceremonies, back-to-school nights, and open house events, further strengthening school-home partnerships and building trust across the educational community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, the LEA has identified the need to strengthen partnerships with families as a key area for improvement. Due to the highly mobile nature of the student population—where a significant percentage of students enroll or exit within a single semester—maintaining sustained partnerships with families remains an ongoing challenge. Recent school climate survey results further underscore the need to build greater trust and promote consistent, meaningful engagement between families and school personnel. In response, the LEA will prioritize strategies designed to improve family-school partnerships and support student outcomes. Professional development during the upcoming school year will emphasize culturally responsive engagement practices, with the goal of equipping school staff to better recognize, understand, and respond to the diverse backgrounds and needs of the families they serve.

To enhance communication, the LEA will revise school-wide messaging to ensure clarity, accessibility, and inclusivity. Notifications will be streamlined and supported by visuals that reflect the diversity and aspirations of the student population.

The LEA will also gather input from school staff to identify effective practices that have strengthened relationships with families. These insights will be used to inform broader implementation efforts, support consistency across sites, and ensure that all families are encouraged to participate in school planning and improvement processes.

Through these coordinated efforts, the LEA will continue to strengthen and refine its approach to family engagement, with a focus on creating a more inclusive and collaborative environment where all families are recognized as essential partners in supporting student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will continue to collaborate with key partners, such as County Probation, All 4 Youth, and Resource Specialist Program (RSP) staff, to support the recruitment of parent representatives for school planning activities aimed at enhancing student outcomes and overall well-being. These collaborative efforts will include intentional discussions to identify and address barriers that may limit family engagement, with a focus on creating more welcoming, inclusive school environments where parent input is genuinely valued.

To further strengthen family-school partnerships, the LEA will deepen its collaboration with the Parent Services Department. Their expertise in family engagement and outreach will help inform strategic approaches to sustain effective communication and increase parent involvement. Their feedback will play a vital role in shaping outreach initiatives that are responsive to the needs of all families.

In addition, the LEA is committed to improving engagement among underrepresented families by building staff capacity in culturally responsive teaching and leadership. This commitment will be reflected in the design and delivery of school planning events, where families will not only have the opportunity to engage in meaningful dialogue around student performance and assessment data but also help identify relevant topics and priorities that matter to them. This approach ensures that all voices are heard and that school improvement efforts reflect the diverse perspectives of the communities we serve.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA offers a variety of outreach opportunities throughout the school year to actively engage parents and educational partners in collaborative decision-making. These opportunities are provided through flexibly scheduled meetings to accommodate the diverse needs and availability of families. School administrators and staff play a key role in promoting engagement by participating in campus-based events and encouraging involvement in advisory and decision-making bodies, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), general parent meetings, and Local Control and Accountability Plan (LCAP) input forums. Input is also gathered annually through surveys designed to inform strategies for improving student outcomes.

School administration and site leadership have taken intentional steps to strengthen relationships with families by extending personal invitations for input, reinforcing the value of educational partner perspectives, and promoting a culture of mutual respect and collaboration. Ongoing communication with community partners has further supported these efforts and expanded the reach of family engagement initiatives.

Community partners have recognized student gains in reading, writing, and mathematics, as reflected in local benchmark assessment data. These improvements are attributed in part to the implementation of targeted reading intervention strategies provided in small-group settings for identified students. Families have expressed strong support for maintaining these academic interventions—particularly for English Learners, foster youth, and students

from low-income backgrounds—highlighting the importance of continued academic support and meaningful opportunities to contribute to school planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on an analysis of educational partner input and local data, the LEA has demonstrated several strengths and made notable progress in seeking input for decision-making. A variety of outreach opportunities are offered throughout the year to engage parents and educational partners in collaborative planning and decision-making processes. These include flexibly scheduled meetings designed to accommodate a range of family schedules and needs.

School administrators and staff play an active role in promoting engagement by participating in campus-based events and encouraging involvement in advisory and governance groups such as School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), general parent meetings, and Local Control and Accountability Plan (LCAP) input sessions. Input is also gathered annually through surveys focused on improving programs, supports, and student outcomes.

The LEA's efforts to foster direct and inclusive engagement are further supported by intentional outreach from site leadership, who personally invite families to participate and emphasize the value of their perspectives. These actions have contributed to a school culture that prioritizes mutual respect and shared responsibility.

Ongoing collaboration with community partners has further strengthened input mechanisms. These partners have acknowledged student progress in reading, writing, and mathematics based on local benchmark data and have provided input on academic supports. Families have consistently expressed strong support for the continuation of targeted interventions—particularly for English Learners, foster youth, and students from low-income households—highlighting the importance of sustained academic support and meaningful engagement in shaping instructional priorities.

These efforts reflect the LEA's continued commitment to creating accessible and inclusive opportunities where educational partners contribute to planning and decision-making processes that support improved student outcomes

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA has identified the need to improve engagement of underrepresented families—particularly those of English Learners, Foster Youth, and low-income students—in decision-making processes. To address this, the LEA will implement focused strategies to promote equitable participation and increase representation across school and district advisory structures.

Targeted professional development will be provided to school administrators and staff to strengthen culturally responsive outreach and communication practices. This includes identifying and addressing barriers to participation by reviewing meeting formats, ensuring consistent access to translation and interpretation services, and offering multiple modalities for engagement (e.g., in-person, virtual, and hybrid).

The LEA will support and amplify the role of existing advisory bodies—such as School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and the Parent Advisory Committee (PAC)—by providing training and support that equips members to contribute their knowledge, experiences, and perspectives to school and district decision-making.

To expand reach and build trust, the LEA will collaborate with community-based organizations and agency partners who support families with accessing school systems. These partnerships will support recruitment, communication, and input-gathering in more accessible and responsive ways.

These actions reflect the LEA's commitment to improving inclusive decision-making processes and ensuring that families from all backgrounds have opportunities to contribute to the planning and implementation of programs that support student success.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The LEA administered an anonymous online survey and asked students to indicate their inclusion within student group(s).

The LEA administered an anonymous online survey and asked students to indicate their inclusion within student group(s). Due to the small student population, the LEA can share disaggregated data for Hispanic, African-American, and Low-Income students, in addition to the all students group.

74% of all students, as well as Hispanic and Low-Income students, reported a safe and welcoming environment at school. However, 68% of African-American students reported the same.

68% of African-American students reported feeling connected to school, while 71% of all students and low-income students and 78% of Hispanic students felt connected.

75% of all students, as well as Low-Income and Hispanic students, believed that their schools provided the necessary support to build strong relationships with staff and other students, while 68% of African-American students felt the same.

67% of Hispanic students, 64% of all students, and Low-Income students believed their schools shared information and opportunities for participation with their parents and families. In comparison, 56% of African-American students indicated the same.

In a narrative prompt, all student groups indicated that frequent contact with their parents, especially when sharing positive news or information, is vital in fostering a connection to the school. In addition, school events where families were present were noted as necessary.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The LEA administered the California Healthy Kids Survey (CHKS) to students in grades 7–12 in spring 2023 to gather input on school climate, safety, and connectedness. Results revealed strengths in adult-student relationships and academic expectations, as well as areas for improvement related to emotional well-being, school safety, and peer interactions. While many students reported positive perceptions of their school experience, challenges such as bullying, social media harassment, chronic absenteeism, and limited feelings of connectedness were also noted.

Analysis of disaggregated data showed that Hispanic and low-income student groups generally reported a positive climate in areas such as safety, school connection, adult relationships, and parent involvement. However, African-American student responses reflected lower levels of connection and safety compared to other groups.

Given the highly mobile nature of the student population—with the majority of students entering and exiting within a single semester—building sustained relationships with students and families is a challenge. Nevertheless, both survey feedback and staff observations affirm the importance of frequent, intentional communication with families to support a more positive and inclusive school climate.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The LEA intends to partner with collaborative agencies and LEA staff to build upon school climate successes with all students, Hispanic and Low-Income students, including English Learners in their home languages. This will consist of direct services with mentors, All 4 Youth staff, county probation, counselors, nursing staff, school psychologists, and all teachers and administrators in implementing PBIS and related programs.

In addition, the LEA will work specifically to increase social/emotional and parent partnership support for African-American students. This will include partnerships with LEA experts and staff development principally directed at building capacity for a strong connection with African-American students and their families.

The LEA also intends to purposefully increase communication with students' parents and families, including when positive news and outcomes can be shared. In addition, parenting classes will continue, as will participation in PTA and school Site Councils, as well as other events, including Open House, Back to School, graduation ceremonies, and parent evenings. Translation and interpreting services will continue to be provided as well.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA uses student information system (SIS) data to analyze enrollment patterns and ensure that all students—including unduplicated student groups and individuals with exceptional needs—have access to and are enrolled in a broad course of study. This analysis spans grade levels and includes core academic subjects (English, mathematics, science, social sciences), physical education, visual and performing arts, world languages, applied arts, and Career Technical Education (CTE).

Locally selected measures include enrollment data disaggregated by student group, course completion records, and access to A-G coursework, dual enrollment, and online learning platforms. Students participate in orientation and individualized credit analysis upon enrollment to align course placement with academic and career goals.

The LEA ensures equitable access to CTE programs such as Welding and Environmental Horticulture Science. All eligible students, including low-income, foster youth, and English Learners, earn CTE credits, with 41% of students in welding pathways attaining industry-recognized certification. Additionally, all students are issued one-to-one laptops, supporting access to digital curricula and online courses, thereby broadening learning opportunities and promoting digital literacy.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to a broad course of study aligned with California content standards. The LEA uses student information system data, enrollment records, and disaggregated participation metrics to monitor access across sites and student groups, including English Learners, foster youth, low-income students, and students with exceptional needs.

Alice M. Worsley School, located at the Juvenile Justice Campus, enrolls 100–120 students and provides in-person Career Technical Education (CTE) and Regional Occupational Program (ROP) courses, including Welding and

Environmental Horticulture Science. These programs offer industry-recognized certifications and strong college and career readiness opportunities.

Violet Heintz Education Academy (VHEA) serves 50–60 seat-based students and 25–30 Independent Study students. CTE courses at VHEA are delivered online to address staffing limitations and maintain access to critical coursework. Online platforms also support students needing credit recovery or access to courses like Foreign Language when credentialed teachers are not available.

The LEA partners with the State Center Community College District to provide dual enrollment at school sites and supports post-graduation college enrollment. Professional learning through the FCSS Curriculum and Instruction Department focuses on Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and inclusive instruction. Data-informed practices ensure students receive targeted academic and behavioral supports, promoting equitable access and student success.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Declining enrollment due to alternatives to incarceration and/or expulsions have contributed to barriers in providing CTE and ROP instructors based at each site, resulting in less in-person CTE and ROP opportunities to students at all sites. In addition, the fluidity of the length of student enrollment within a court and community school setting remains to be a consistent barrier to achieving CTE completion rates. VHEA is exploring their staffing resources for offering dual enrollment courses for eligible high school students. In addition, VHEA is in the primary phase of A-G course submission in the UC High School Articulation process for VHEA's online A-G course submission approval.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA remains committed to ensuring all students have access to a comprehensive course of study that includes Career Technical Education (CTE) and Regional Occupational Program (ROP) opportunities. These programs support the attainment of industry-recognized certifications, development of essential employability skills such as resume building and interview readiness, and exposure to career awareness and planning. To further enhance these offerings, the LEA will evaluate opportunities to expand CTE access at both the Alice M. Worsley School and Violet Heintz Education Academy (VHEA). Additionally, the LEA will increase contracted support with the Fresno County Superintendent of Schools (FCSS) to strengthen the delivery of high-quality, standards-aligned instruction. This expanded support will foster greater collaboration among educators and provide targeted assistance to teachers, with an emphasis on meeting the diverse strengths and needs of all students to ensure equitable access to a broad and rigorous educational experience.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					5

ACTION

TOPIC:	APPROVAL OF 2024-25 BUDGET REVISIONS
ISSUE:	The budget revisions reflect adjustments since the budget adoption in February 2025.
PRESENTER:	Kevin Otto, Deputy Superintendent Business Services (559) 603-6764
RESOURCE:	Dominico Johnston, Senior Director Internal Business Services (559) 603-6769
RECOMMENDATION:	The Administration recommends that the Board adopt the 2024-25 budget revisions as proposed.

Detailed budget documents attached.

KO/bl
6/17/25

Approval of 2024-2025 Budget Revisions

A. The attached Finance Report provides in summary as follows:

Total Revenues	291,528,948
Total Expenditures	306,054,775
Other Financing Sources/Uses	<u>1,064,643</u>
Net Total	<u>(15,590,470)</u>
Beginning Balance	102,109,213 (as of 7/1/2024)
Projected Ending Balance	86,518,743 (as of 6/30/2025)

B. Revenue revisions are mainly attributed to the following:

LCFF Revenues	2,703,715	4.5%	Adjusted property tax projections
Federal Revenues	(2,230,985)	-4.3%	Revised Title funding allocations
State Revenues Other	4,369,479	7.4%	Safe & Healthy and CTEIG revised allocations
Local Revenues	<u>7,139,497</u>	6.6%	Medical Reimbursement & other grant adjustments
	\$ 11,981,706	4.3%	

C. Expenditure revisions are mainly attributed to the following:

Salary & Benefits	\$ (2,606,533)	-1.7%	Dept budget revisions to align with trends in actuals
Books & Supplies	(1,571,553)	-5.1%	Dept budget reduction to align with trends in actuals
Operating Expense	2,474,765	2.8%	Dept budget reduction to align with trends in actuals
Capital Outlay	527,671	2.8%	Revisions to capital project projections
Indirect Support	<u>3,327,216</u>	41.3%	Updated CTEIG distributions to participating districts
	\$ 2,151,566	0.7%	

D. Overall Projected (Deficit) Surplus of:

	Revenues	Expenditures	Difference
Federal/State/Local Restricted Programs	226,411,480	233,081,588	(6,670,108)
Unrestricted	65,122,468	74,042,830	(8,920,362)
Total	<u>\$ 291,533,948</u>	<u>\$ 307,124,418</u>	<u>\$ (15,590,470)</u>

E. Components of the Projected Ending Balance:

	Approved Budget 2/18	Budget Revision 6/17	Difference
Designated	572,801	566,863	\$ (5,938)
Unappropriated	28,199,028	33,851,850	\$ 5,652,822
Economic Uncertainties	6,122,500	5,971,200	\$ (151,300)
Targeted Programs	40,417,781	45,877,329	\$ 5,459,548
Commitments	208,867	239,501	\$ 30,634
Revolving Fund	12,000	12,000	\$ -
	<u>\$ 75,532,977</u>	<u>\$ 86,518,743</u>	<u>\$ 10,985,766</u>

F. Unappropriated Fund Balance and Economic Uncertainty:

	Approved Budget 2/18	Budget Revision 6/17	Difference
Economic uncertainty	\$ 6,122,500	\$ 5,971,200	\$ (151,300)
Unappropriated (Other)	<u>28,199,028</u>	<u>33,851,850</u>	<u>5,652,822</u>
	<u>\$ 34,321,528</u>	<u>\$ 39,823,050</u>	<u>\$ 5,501,522</u>

Unappropriated as percentage of Total Expenditures	11.21%	10.50%
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G. All Other Funds

1. Charter School Fund - CTEC High

Beginning Balance	\$ 708,252	
Revenue	6,470,880	\$(228,823) Decrease
Expenditures	<u>6,755,883</u>	\$(432,491) Decrease
Ending Balance	<u>\$ 423,249</u>	

2. Special Ed Pass-Through Fund

Beginning Balance	\$	2,531,735	
Revenue		73,287,165	\$899,384 Increase
Expenditures		<u>73,293,870</u>	\$899,384 Increase
Ending Balance	\$	2,525,030	

3. Adult Education Fund

Beginning Balance	\$	433,629	
Revenue		-	
Expenditures		<u>124,500</u>	\$(295,000) Decrease
Ending Balance	\$	309,129	

4. Child Development Fund

Beginning Balance	\$	20,086,329	
Revenue		45,870,850	\$(1,324,152) Decrease
Expenditures		<u>26,898,072</u>	\$(36,431,349) Decrease
Ending Balance	\$	39,059,107	

5. Deferred Maintenance Fund

Beginning Balance	\$	6,352,680	
Revenue		465,000	No Change
Expenditures		<u>741,600</u>	\$57,500 Increase
Ending Balance	\$	6,076,080	

6. County Schools Facilities Fund

Beginning Balance	\$	1,004,873	
Revenue		-	No Change
Expenditures		<u>-</u>	No Change
Ending Balance	\$	1,004,873	

7. Special Reserve Fund for Capital Outlay Projects

Beginning Balance	\$	185,742	
Revenue		-	No Change
Expenditures		<u>-</u>	No Change
Ending Balance	\$	185,742	

8. Retiree Benefit Fund

Beginning Balance	\$	3,368,125	No Change
Revenue		95,500	No Change
Expenditures		<u>-</u>	
Ending Balance	\$	3,463,125	

ACTION

TOPIC: **APPROVAL OF 2025-2026 FCSS PROPOSED BUDGET**

ISSUE: Consider adopting the 2025-26 FCSS proposed budget.

PRESENTER: Kevin Otto, Deputy Superintendent
Business Services
(559) 265-3083

RESOURCE: Dominico Johnston, Senior Director
Internal Business Services
(559) 603-6769

RECOMMENDATION: The Administration recommends adoption of the 2025-26 proposed budget as presented.

Detailed budget documents attached.

KO/bl
6/17/25



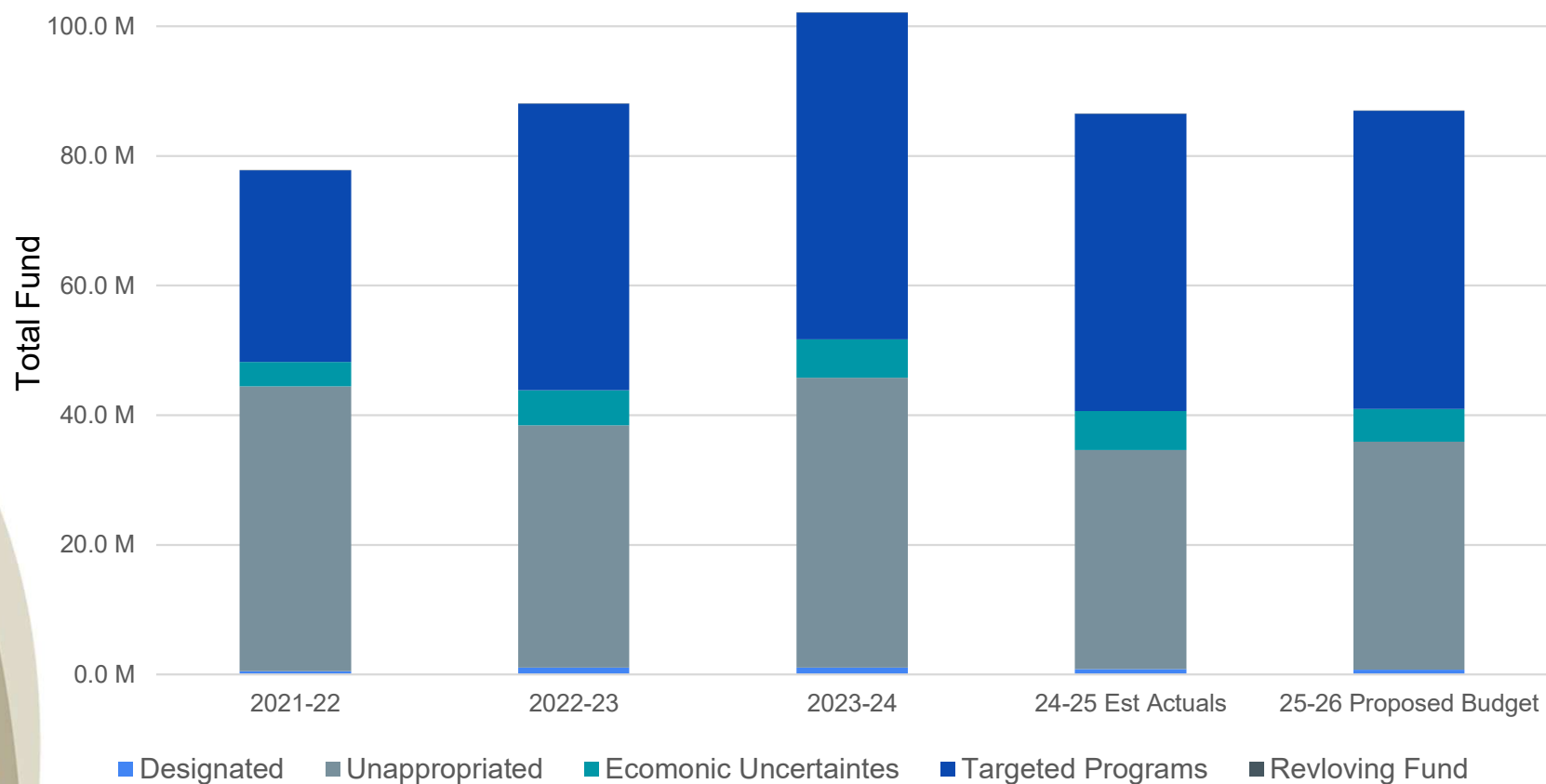
Proposed Budget

Fiscal Year 2025-26

ALVINA ELEMENTARY
BIG CREEK ELEMENTARY
BURREL UNION ELEMENTARY
CARUTHERS UNIFIED
CENTRAL UNIFIED
CHARTER SCHOOLS
CLAY JOINT ELEMENTARY
CLOVIS UNIFIED
COALINGA-HURON UNIFIED
FIREBAUGH-LAS DELTAS UNIFIED
FOWLER UNIFIED
FRESNO UNIFIED
GOLDEN PLAINS UNIFIED
KERMAN UNIFIED
KINGS CANYON UNIFIED
KINGSBURG ELEMENTARY
KINGSBURG JOINT UNION HIGH
LATON UNIFIED
MENDOTA UNIFIED
MONROE ELEMENTARY
ORANGE CENTER ELEMENTARY
PACIFIC UNION ELEMENTARY
PARLIER UNIFIED
PINE RIDGE ELEMENTARY
RAISIN CITY ELEMENTARY
RIVERDALE UNIFIED
SANGER UNIFIED
SELMA UNIFIED
SIERRA UNIFIED
WASHINGTON COLONY ELEMENTARY
WASHINGTON UNIFIED
WEST PARK ELEMENTARY
WESTSIDE ELEMENTARY

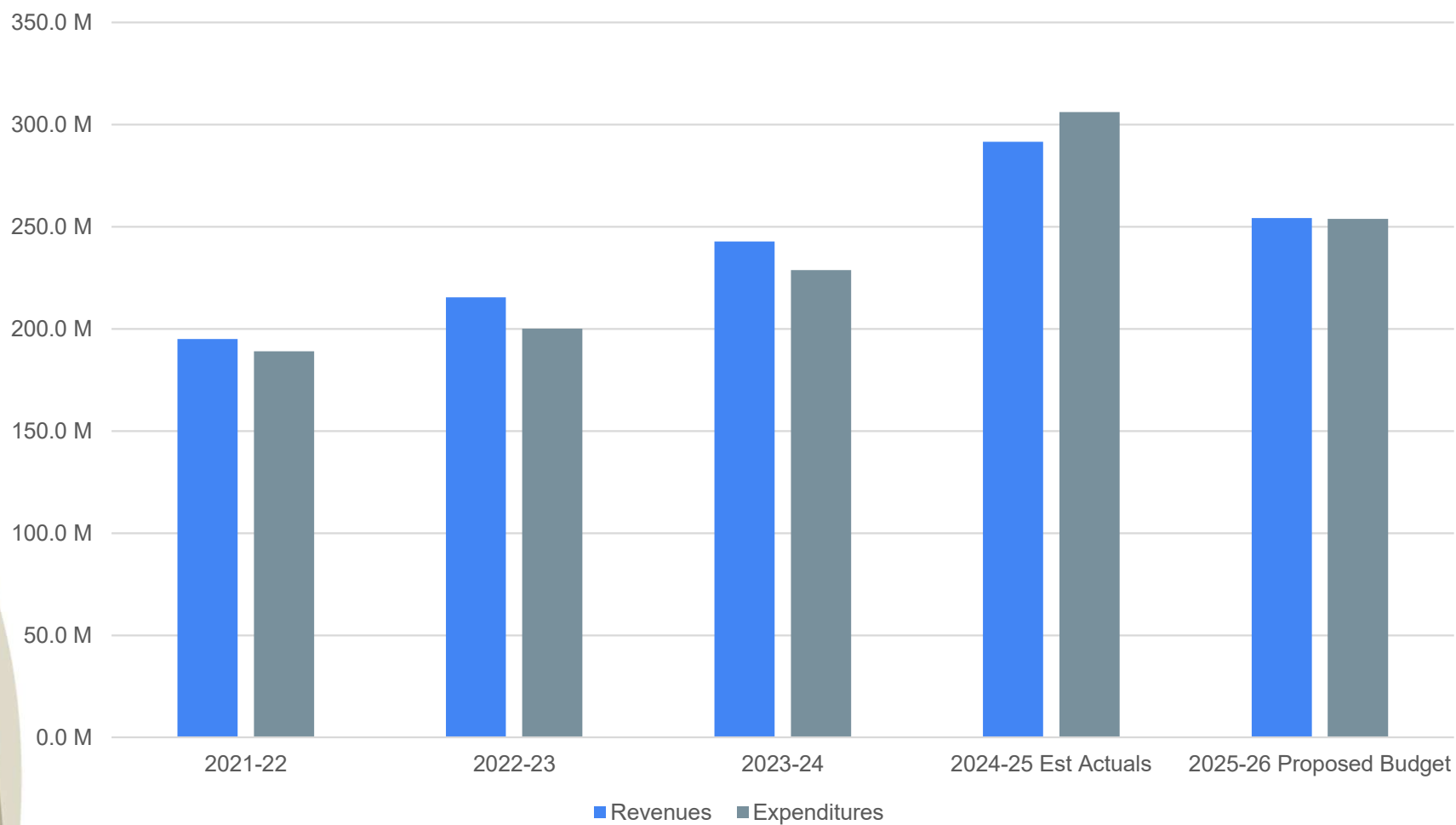


General Fund Ending Balance History



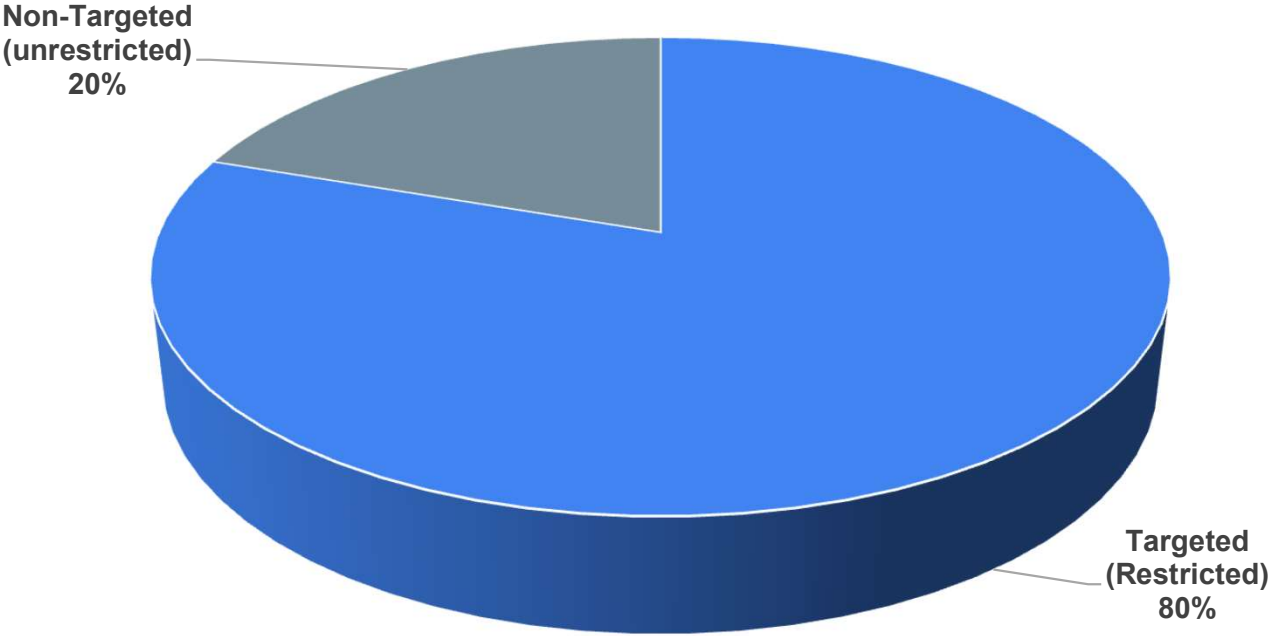


General Fund Budget





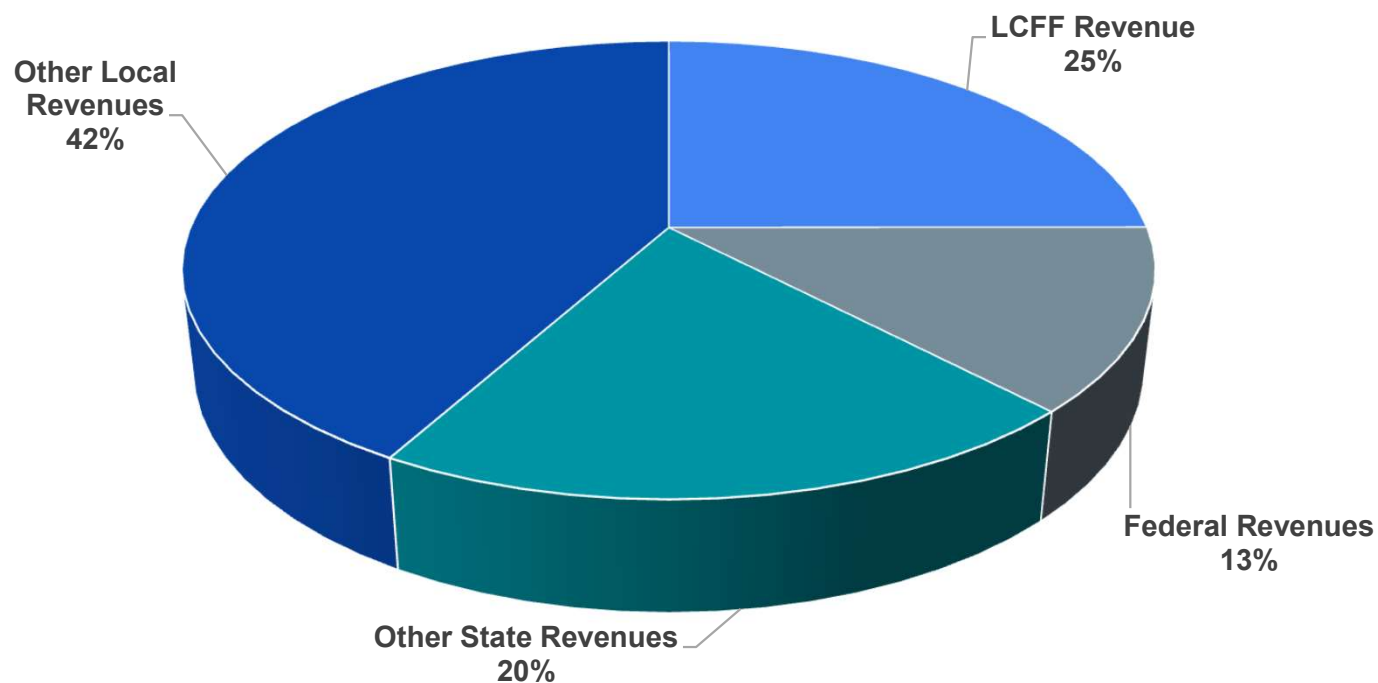
2025-26 Budgeted Revenue Summary



Targeted (Restricted)	\$204,028,795
Non-Targeted (Unrestricted)	\$50,205,132
Total Revenue	\$254,233,927



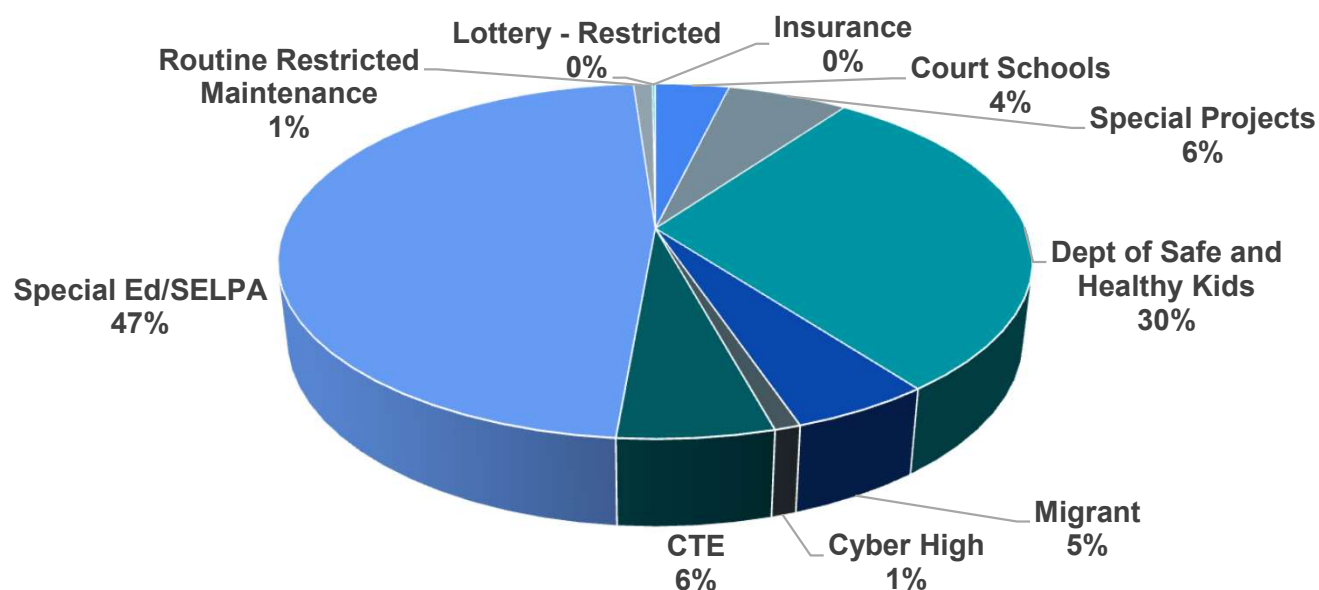
2025-26 Components of Budgeted Revenue



LCFF Revenue	<i>Objects 8010-8099</i>	\$63,497,806
Federal Revenues	<i>Objects 8100-8299</i>	\$32,665,322
Other State Revenues	<i>Objects 8300-8599</i>	\$51,599,459
Other Local Revenues	<i>Objects 8600-8799</i>	\$106,471,340
Total Revenue		\$254,233,927



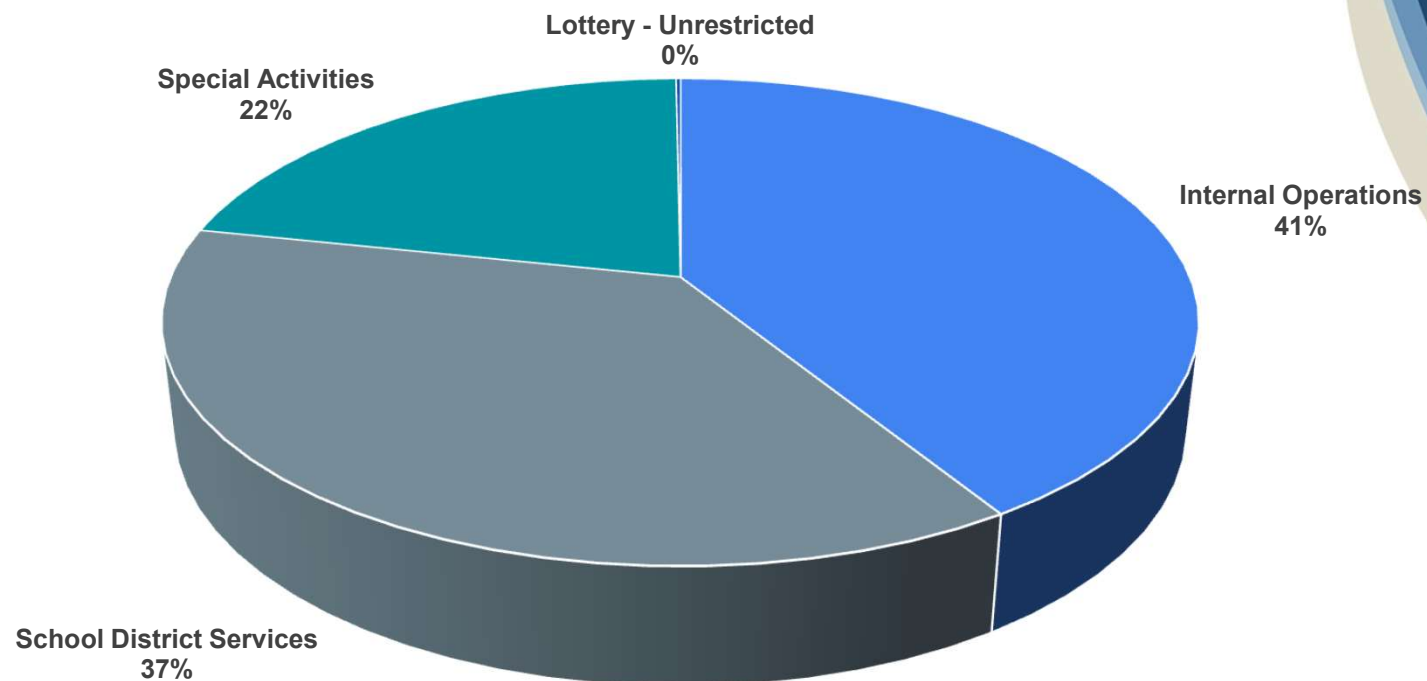
2025-26 Budgeted Revenue Detail – Targeted (Restricted)



Court Schools	\$7,704,981
Special Projects	\$12,592,535
Dept of Safe and Healthy Kids	\$60,709,011
Migrant	\$10,382,590
Cyber High	\$1,925,795
CTE	\$11,520,214
Special Ed/SELPA	\$96,912,891
Routine Restricted Maintenance	\$1,977,000
Insurance	\$250,000
Lottery - Restricted	\$53,778
Total Revenue	\$204,028,795



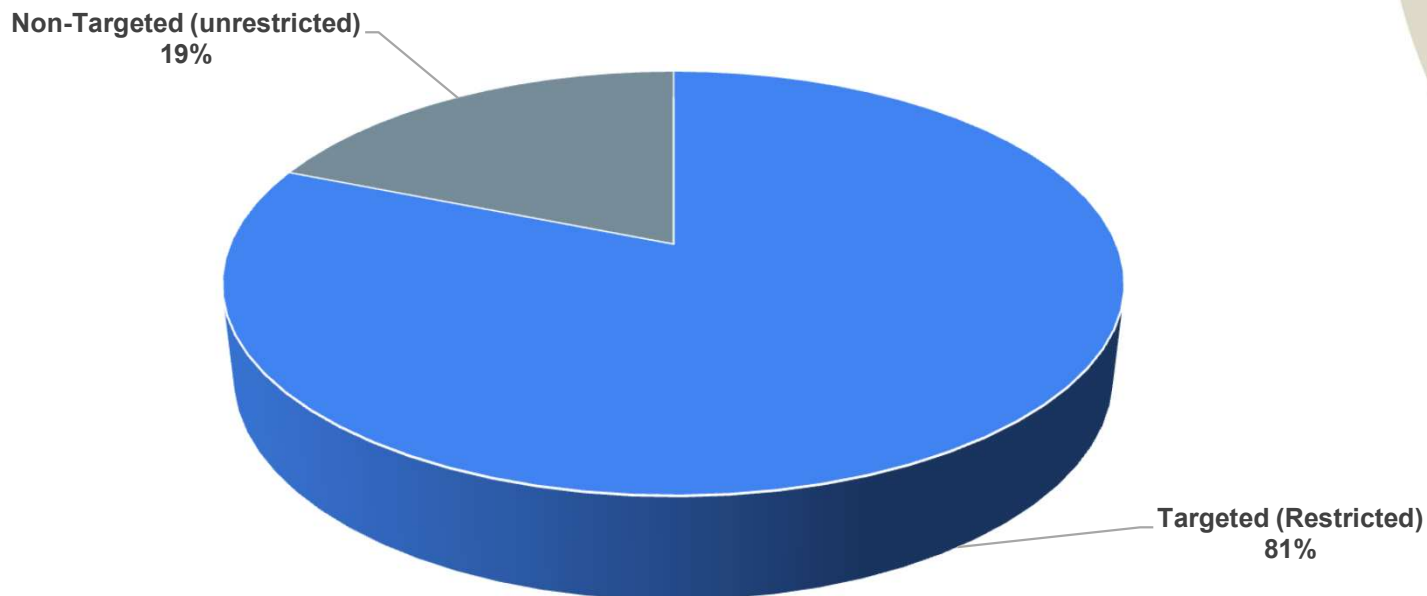
2025-26 Budgeted Revenue Detail – Non-Targeted (Unrestricted)



Internal Operations	\$20,647,114
School District Services	\$18,666,840
Special Activities	\$10,805,066
Lottery - Unrestricted	\$86,112
Total Revenue	\$50,205,132



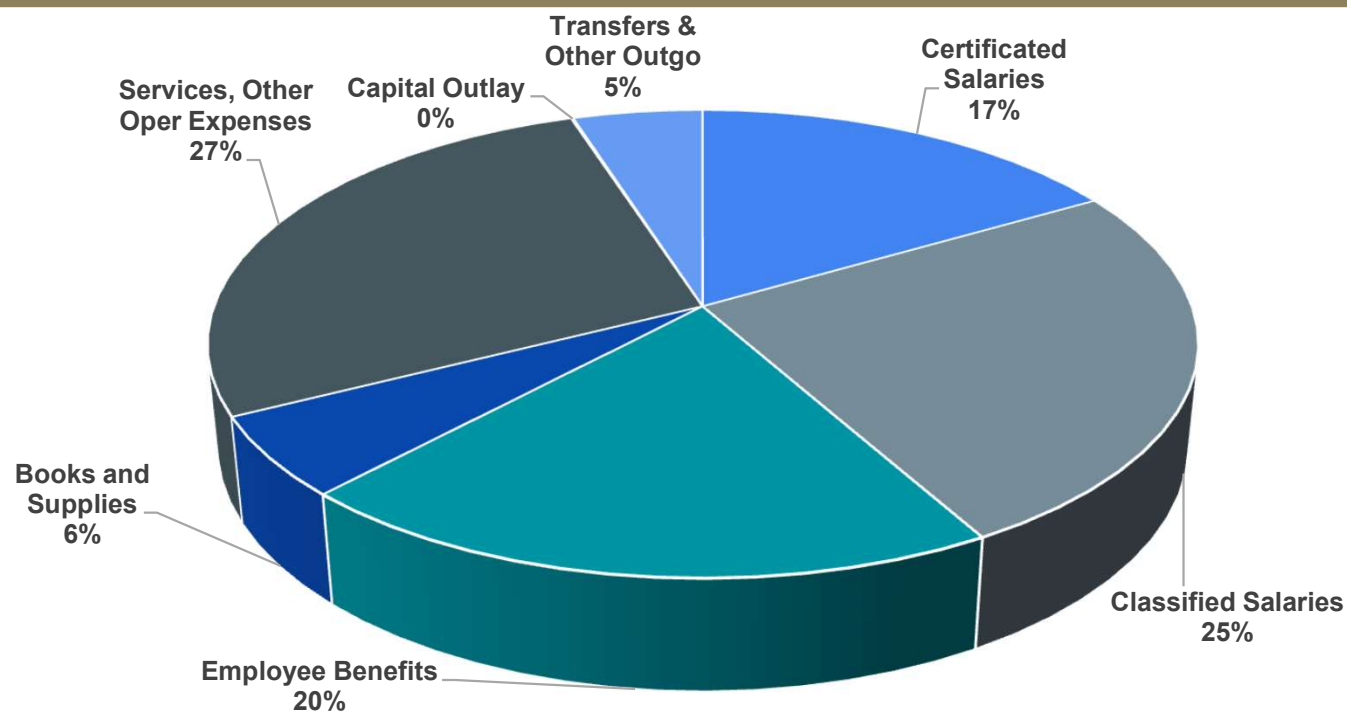
2025-26 Budgeted Expense Summary



Targeted (Restricted)	\$205,768,637
Non-Targeted (unrestricted)	\$47,984,905
Total Expenses	\$253,753,542



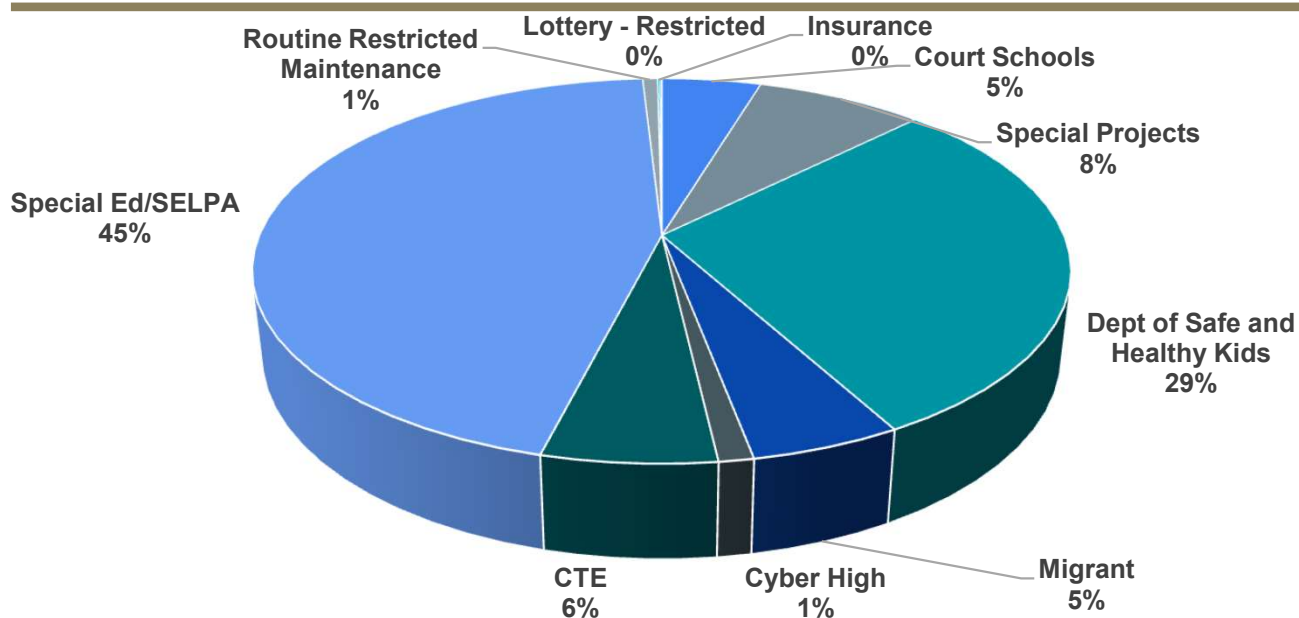
2025-26 Components of Budgeted Expense



Certificated Salaries	Objects 1000-1999	\$42,272,584
Classified Salaries	Objects 2000-2999	\$63,859,261
Employee Benefits	Objects 3000-3999	\$51,226,109
Books and Supplies	Objects 4000-4999	\$14,106,755
Services, Other Oper Expenses	Objects 5000-5999	\$69,536,712
Capital Outlay	Objects 6000-6599	\$205,223
Transfers\Other Outgo	Objects 7200-7629	\$12,546,898
Total Expenses		\$253,753,542



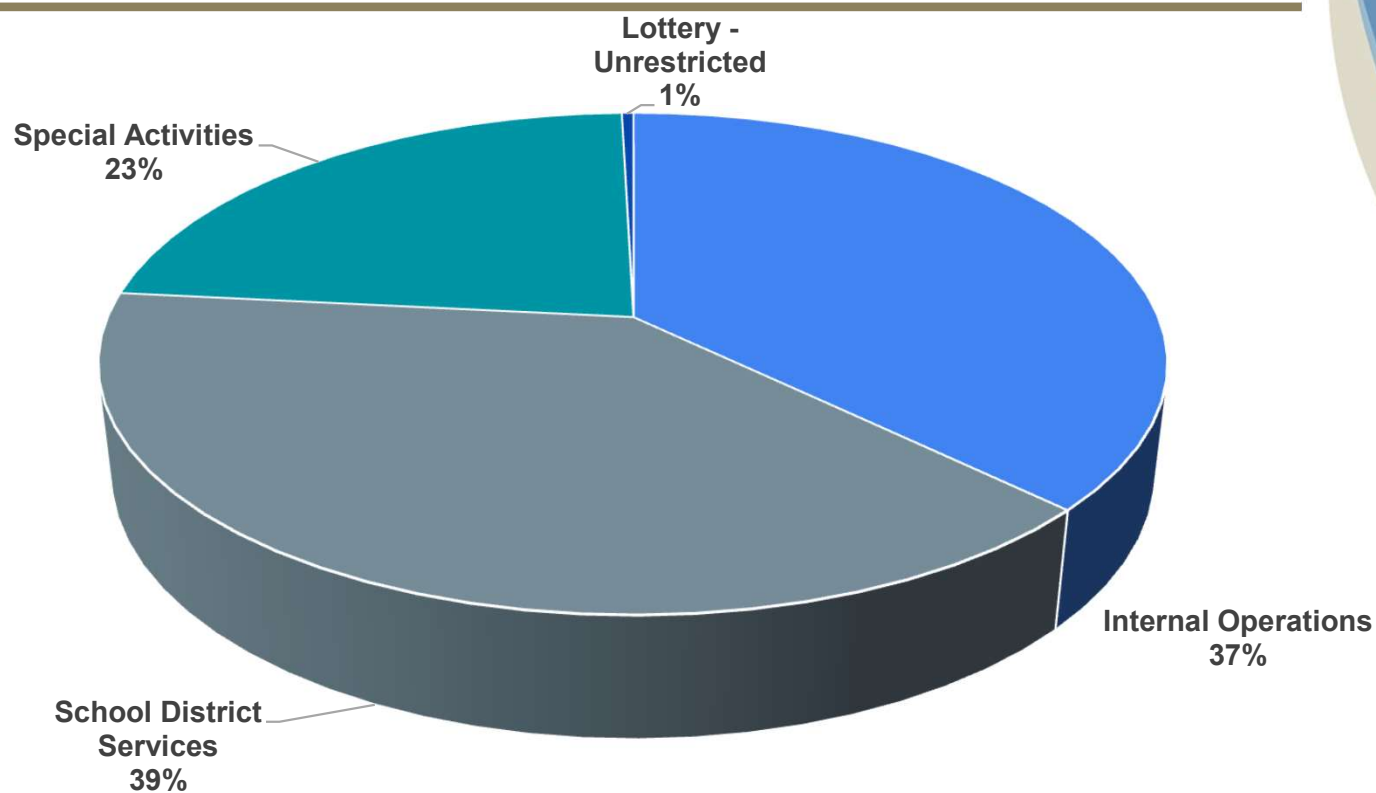
2025-26 Budgeted Expense Detail – Targeted (Restricted)



Court Schools	\$9,602,704
Special Projects	\$16,283,454
Dept of Safe and Healthy Kids	\$60,450,289
Migrant	\$10,382,590
Cyber High	\$2,396,098
CTE	\$11,967,348
Special Ed/SELPA	\$92,820,697
Routine Restricted Maintenance	\$1,451,705
Insurance	\$250,000
Lottery - Restricted	\$163,752
Total Expenses	\$205,768,637



2025-26 Budgeted Expense Detail – Non-Targeted (Unrestricted)



Internal Operations	\$17,856,782
School District Services	\$18,907,036
Special Activities	\$11,016,748
Lottery - Unrestricted	\$ 204,339
Total Expenses	\$47,984,905

2025-2026 Budget

A. The attached Finance Report provides in summary as follows:

Total Revenues	\$	254,233,927
Total Expenditures	\$	<u>253,753,542</u>
Net Total	\$	480,385
Projected Beginning Balance	\$	86,518,743 (as of 7/1/2025)
Projected Ending Balance	\$	86,999,128 (as of 6/30/2026)

B. Components of the Projected Ending Balance:

	2024/2025	2025/2026	Difference
Revolving Cash	\$ 12,000	\$ 12,000	\$ -
Targeted Programs	45,877,329	46,008,581	131,252
Economic Uncertainty	5,971,200	5,076,000	(895,200)
Lottery (Unrestricted)	566,863	448,636	(118,227)
Unappropriated (Special Activities)	239,501	270,135	30,634
Unappropriated (Other)	<u>33,851,850</u>	<u>35,183,776</u>	<u>1,331,926</u>
Total	\$ 86,518,743	\$ 86,999,128	\$ 480,385

C. Unappropriated Fund Balance and Economic Uncertainty:

Recommended minimum State requirement, 2% of expenditures = \$5,075,071

	2024/2025	2025/2026	Difference
Economic uncertainty	\$ 5,971,200	\$ 5,076,000	(895,200)
Unappropriated (Other)	<u>33,851,850</u>	<u>35,183,776</u>	<u>1,331,926</u>
	\$ 39,823,050	\$ 40,259,776	\$ 436,726

D. Other Funds

1. Deferred Maintenance Fund

	2024/2025	2025/2026
Beginning Balance	\$ 6,352,680	\$ 6,076,080
Revenue	465,000	700,000
Expenditures	<u>741,600</u>	<u>700,000</u>
Ending Balance	\$ 6,076,080	\$ 6,076,080

2. Forest Reserve Fund

	2024/2025	2025/2026
Beginning Balance	\$ 2,032	\$ 2,032
Revenue	-	-
Expenditures	-	-
Ending Balance	\$ 2,032	\$ 2,032

3. Child Development Fund

	2024/2025	2025/2026
Beginning Balance	\$ 20,086,329	\$ 39,059,107
Revenue	45,870,850	9,754,488
Expenditures	26,898,072	19,591,411
Ending Balance	\$ 39,059,107	\$ 29,222,184

4. County Schools Facilities Fund

	2024/2025	2025/2026
Beginning Balance	\$ 1,004,873	\$ 1,004,873
Revenue	-	-
Expenditures	-	-
Ending Balance	\$ 1,004,873	\$ 1,004,873

5. Retiree Benefit Fund

	2024/2025	2025/2026
Beginning Balance	\$ 3,368,125	\$ 3,463,625
Revenue	95,500	-
Expenditures	-	-
Ending Balance	\$ 3,463,625	\$ 3,463,625

6. Adult Education Fund

	2024/2025	2025/2026
Beginning Balance	\$ 433,629	\$ 309,129
Revenue	-	-
Expenditures	124,500	295,000
Ending Balance	\$ 309,129	\$ 14,129

7. Special Ed Pass-Through Fund

	2024/2025	2025/2026 \$
Beginning Balance	\$ 2,531,734	2,525,030
Revenue	73,287,165	73,287,165
Expenditures	73,293,870	73,287,165
Ending Balance	\$ 2,525,030	\$ 2,525,030

8. Charter School Fund

	2024/2025	2025/2026
Beginning Balance	\$ 708,252	\$ 423,249
Revenue	6,574,489	6,831,896
Expenditures	6,755,883	6,869,206
Ending Balance	\$ 423,249	\$ 385,939

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
16	Forest Reserve Fund	G	G
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund	G	G
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		

SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	43,855,923.00	18,591,082.00	62,447,005.00	44,906,724.00	18,591,082.00	63,497,806.00	1.7%
2) Federal Revenue		8100-8299	0.00	50,090,121.00	50,090,121.00	0.00	32,665,322.00	32,665,322.00	-34.8%
3) Other State Revenue		8300-8599	1,149,801.00	62,050,540.00	63,200,341.00	404,001.00	51,195,458.00	51,599,459.00	-18.4%
4) Other Local Revenue		8600-8799	20,111,744.00	95,679,737.00	115,791,481.00	21,834,151.00	84,637,189.00	106,471,340.00	-8.0%
5) TOTAL, REVENUES			65,117,468.00	226,411,480.00	291,528,948.00	67,144,876.00	187,089,051.00	254,233,927.00	-12.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	18,936,322.00	24,735,791.00	43,672,113.00	19,857,852.00	22,414,732.00	42,272,584.00	-3.2%
2) Classified Salaries		2000-2999	19,371,929.00	42,673,466.00	62,045,395.00	19,830,268.00	44,028,993.00	63,859,261.00	2.9%
3) Employee Benefits		3000-3999	16,438,531.00	32,857,406.00	49,295,937.00	17,149,671.00	34,076,438.00	51,226,109.00	3.9%
4) Books and Supplies		4000-4999	5,508,923.00	23,542,230.00	29,051,153.00	2,216,806.00	11,889,949.00	14,106,755.00	-51.4%
5) Services and Other Operating Expenditures		5000-5999	16,748,934.00	74,535,290.00	91,284,224.00	12,896,714.00	56,639,998.00	69,536,712.00	-23.8%
6) Capital Outlay		6000-6999	4,541,658.00	14,789,615.00	19,331,273.00	25,223.00	180,000.00	205,223.00	-98.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	12,162,650.00	12,162,650.00	0.00	12,680,829.00	12,680,829.00	4.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(8,573,110.00)	7,785,140.00	(787,970.00)	(7,306,490.00)	6,344,581.00	(961,909.00)	22.1%
9) TOTAL, EXPENDITURES			72,973,187.00	233,081,588.00	306,054,775.00	64,670,044.00	188,255,520.00	252,925,564.00	-17.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,855,719.00)	(6,670,108.00)	(14,525,827.00)	2,474,832.00	(1,166,469.00)	1,308,363.00	-109.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,069,643.00	0.00	1,069,643.00	127,978.00	700,000.00	827,978.00	-22.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,154,607.00)	2,154,607.00	0.00	(1,997,721.00)	1,997,721.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,219,250.00)	2,154,607.00	(1,064,643.00)	(2,125,699.00)	1,297,721.00	(827,978.00)	-22.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,074,969.00)	(4,515,501.00)	(15,590,470.00)	349,133.00	131,252.00	480,385.00	-103.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%
2) Ending Balance, June 30 (E + F1e)			40,641,414.00	45,877,329.00	86,518,743.00	40,990,547.00	46,008,581.00	86,999,128.00	0.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	12,000.00	0.00	12,000.00	12,000.00	0.00	12,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	45,877,329.00	45,877,329.00	0.00	46,008,581.00	46,008,581.00	0.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	239,501.00	0.00	239,501.00	270,135.00	0.00	270,135.00	12.8%
d) Assigned									
Other Assignments		9780	566,863.00	0.00	566,863.00	448,636.00	0.00	448,636.00	-20.9%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	5,971,200.00	0.00	5,971,200.00	5,076,000.00	0.00	5,076,000.00	-15.0%
Unassigned/Unappropriated Amount		9790	33,851,850.00	0.00	33,851,850.00	35,183,776.00	0.00	35,183,776.00	3.9%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	23,331,312.00	0.00	23,331,312.00	24,382,113.00	0.00	24,382,113.00	4.5%
Education Protection Account State Aid - Current Year		8012	30,634.00	0.00	30,634.00	30,634.00	0.00	30,634.00	0.0%
State Aid - Prior Years		8019	43,072.00	0.00	43,072.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	300.00	0.00	300.00	300.00	0.00	300.00	0.0%
Other Subventions/In-Lieu Taxes		8029	199,000.00	0.00	199,000.00	199,000.00	0.00	199,000.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	34,732,512.00	0.00	34,732,512.00	33,795,604.00	0.00	33,795,604.00	-2.7%
Unsecured Roll Taxes		8042	1,611,940.00	0.00	1,611,940.00	1,611,920.00	0.00	1,611,920.00	0.0%
Prior Years' Taxes		8043	105,235.00	0.00	105,235.00	105,235.00	0.00	105,235.00	0.0%
Supplemental Taxes		8044	873,000.00	0.00	873,000.00	873,000.00	0.00	873,000.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	1,520,000.00	0.00	1,520,000.00	2,500,000.00	0.00	2,500,000.00	64.5%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			62,447,005.00	0.00	62,447,005.00	63,497,806.00	0.00	63,497,806.00	1.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(18,591,082.00)	18,591,082.00	0.00	(18,591,082.00)	18,591,082.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			43,855,923.00	18,591,082.00	62,447,005.00	44,906,724.00	18,591,082.00	63,497,806.00	1.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,362,298.00	1,362,298.00	0.00	1,362,298.00	1,362,298.00	0.0%
Special Education Discretionary Grants		8182	0.00	335,659.00	335,659.00	0.00	236,078.00	236,078.00	-29.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,684,155.00	1,684,155.00		1,659,917.00	1,659,917.00	-1.4%
Title I, Part D, Local Delinquent Programs	3025	8290		790,039.00	790,039.00		790,039.00	790,039.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		39,232.00	39,232.00		33,371.00	33,371.00	-14.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		27,971.00	27,971.00		23,347.00	23,347.00	-16.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		25,257,620.00	25,257,620.00		25,615,153.00	25,615,153.00	1.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	20,593,147.00	20,593,147.00	0.00	2,945,119.00	2,945,119.00	-85.7%
TOTAL, FEDERAL REVENUE			0.00	50,090,121.00	50,090,121.00	0.00	32,665,322.00	32,665,322.00	-34.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		14,393,338.00	14,393,338.00		14,245,830.00	14,245,830.00	-1.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	438,689.00	877,584.00	1,316,273.00	317,889.00	887,495.00	1,205,384.00	-8.4%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	104,610.00	104,610.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	278,000.00	0.00	278,000.00	0.00	0.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	86,112.00	53,778.00	139,890.00	86,112.00	53,778.00	139,890.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	3,707,829.00	3,707,829.00	New
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		28,045,905.00	28,045,905.00		19,052,774.00	19,052,774.00	-32.1%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		813,127.00	813,127.00		415,153.00	415,153.00	-48.9%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		5,144,491.00	5,144,491.00		1,954,841.00	1,954,841.00	-62.0%
Arts and Music in Schools (Prop 28)	6770	8590		123,833.00	123,833.00		23,833.00	23,833.00	-80.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	347,000.00	12,493,874.00	12,840,874.00	0.00	10,853,925.00	10,853,925.00	-15.5%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			1,149,801.00	62,050,540.00	63,200,341.00	404,001.00	51,195,458.00	51,599,459.00	-18.4%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	38,686.00	38,686.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	500.00	500.00	0.00	500.00	500.00	0.0%
Leases and Rentals		8650	61,531.00	0.00	61,531.00	61,831.00	0.00	61,831.00	0.5%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	10,218,101.00	3,339,391.00	13,557,492.00	10,698,911.00	3,218,390.00	13,917,301.00	2.7%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	72,224.00	597,525.00	669,749.00	70,808.00	228,700.00	299,508.00	-55.3%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	7,857,048.00	82,830,566.00	90,687,614.00	7,196,921.00	72,316,530.00	79,513,451.00	-12.3%
Tuition		8710	1,902,840.00	8,689,574.00	10,592,414.00	3,805,680.00	8,689,574.00	12,495,254.00	18.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		183,495.00	183,495.00		183,495.00	183,495.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,111,744.00	95,679,737.00	115,791,481.00	21,834,151.00	84,637,189.00	106,471,340.00	-8.0%
TOTAL, REVENUES			65,117,468.00	226,411,480.00	291,528,948.00	67,144,876.00	187,089,051.00	254,233,927.00	-12.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,919,092.00	14,068,615.00	15,987,707.00	1,869,881.00	13,008,392.00	14,878,273.00	-6.9%
Certificated Pupil Support Salaries		1200	4,710,439.00	4,323,783.00	9,034,222.00	4,859,542.00	4,439,027.00	9,298,569.00	2.9%
Certificated Supervisors' and Administrators' Salaries		1300	10,798,191.00	6,140,783.00	16,938,974.00	12,073,295.00	4,914,536.00	16,987,831.00	0.3%
Other Certificated Salaries		1900	1,508,600.00	202,610.00	1,711,210.00	1,055,134.00	52,777.00	1,107,911.00	-35.3%
TOTAL, CERTIFICATED SALARIES			18,936,322.00	24,735,791.00	43,672,113.00	19,857,852.00	22,414,732.00	42,272,584.00	-3.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	5,045.00	12,331,941.00	12,336,986.00	4,220.00	12,385,232.00	12,389,452.00	0.4%
Classified Support Salaries		2200	2,199,394.00	17,509,930.00	19,709,324.00	2,053,752.00	19,892,651.00	21,946,403.00	11.4%
Classified Supervisors' and Administrators' Salaries		2300	4,723,260.00	5,269,717.00	9,992,977.00	4,821,828.00	5,350,504.00	10,172,332.00	1.8%
Clerical, Technical and Office Salaries		2400	12,091,677.00	6,696,927.00	18,788,604.00	12,597,438.00	5,966,419.00	18,563,857.00	-1.2%
Other Classified Salaries		2900	352,553.00	864,951.00	1,217,504.00	353,030.00	434,187.00	787,217.00	-35.3%
TOTAL, CLASSIFIED SALARIES			19,371,929.00	42,673,466.00	62,045,395.00	19,830,268.00	44,028,993.00	63,859,261.00	2.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,367,414.00	4,593,819.00	7,961,233.00	3,598,260.00	4,326,133.00	7,924,393.00	-0.5%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	4,921,764.00	10,420,864.00	15,342,628.00	5,057,683.00	11,211,617.00	16,269,300.00	6.0%
OASDI/Medicare/Alternative		3301-3302	1,727,677.00	3,511,575.00	5,239,252.00	1,788,373.00	3,669,986.00	5,458,359.00	4.2%
Health and Welfare Benefits		3401-3402	5,451,573.00	12,347,810.00	17,799,383.00	5,696,637.00	12,996,294.00	18,692,931.00	5.0%
Unemployment Insurance		3501-3502	19,132.00	33,624.00	52,756.00	19,658.00	33,101.00	52,759.00	0.0%
Workers' Compensation		3601-3602	649,589.00	1,137,667.00	1,787,256.00	674,150.00	1,123,224.00	1,797,374.00	0.6%
OPEB, Allocated		3701-3702	301,382.00	681,047.00	982,429.00	314,910.00	716,083.00	1,030,993.00	4.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	131,000.00	131,000.00	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			16,438,531.00	32,857,406.00	49,295,937.00	17,149,671.00	34,076,438.00	51,226,109.00	3.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	104,060.00	429,040.00	533,100.00	70,700.00	299,209.00	369,909.00	-30.6%
Materials and Supplies		4300	4,455,651.00	21,075,923.00	25,531,574.00	1,611,380.00	10,203,118.00	11,814,498.00	-53.7%
Noncapitalized Equipment		4400	949,212.00	1,985,557.00	2,934,769.00	534,726.00	1,343,309.00	1,878,035.00	-36.0%
Food		4700	0.00	51,710.00	51,710.00	0.00	44,313.00	44,313.00	-14.3%
TOTAL, BOOKS AND SUPPLIES			5,508,923.00	23,542,230.00	29,051,153.00	2,216,806.00	11,889,949.00	14,106,755.00	-51.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	5,671,861.00	25,661,251.00	31,333,112.00	7,028,038.00	22,764,957.00	29,792,995.00	-4.9%
Travel and Conferences		5200	1,249,352.84	2,301,212.00	3,550,564.84	865,475.00	2,018,836.00	2,884,311.00	-18.8%
Dues and Memberships		5300	169,234.00	13,095.00	182,329.00	156,789.00	12,890.00	169,679.00	-6.9%
Insurance		5400 - 5450	67,690.00	2,337,639.00	2,405,329.00	64,917.00	314,989.00	379,906.00	-84.2%
Operations and Housekeeping Services		5500	1,030,615.00	332,029.00	1,362,644.00	997,848.00	302,870.00	1,300,718.00	-4.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	712,031.00	1,714,076.00	2,426,107.00	550,960.00	1,444,108.00	1,995,068.00	-17.8%
Transfers of Direct Costs		5710	(3,376,556.00)	3,376,556.00	0.00	(2,452,450.00)	2,452,450.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(203,429.00)	104,232.00	(99,197.00)	(161,240.00)	(2,818.00)	(164,058.00)	65.4%
Professional/Consulting Services and Operating Expenditures		5800	11,297,177.16	38,544,220.00	49,841,397.16	5,725,207.00	27,224,751.00	32,949,958.00	-33.9%
Communications		5900	130,958.00	150,980.00	281,938.00	121,170.00	106,965.00	228,135.00	-19.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			16,748,934.00	74,535,290.00	91,284,224.00	12,896,714.00	56,639,998.00	69,536,712.00	-23.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	4,475,856.00	13,309,451.00	17,785,307.00	10,000.00	0.00	10,000.00	-99.9%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	65,802.00	1,449,164.00	1,514,966.00	15,223.00	150,000.00	165,223.00	-89.1%
Equipment Replacement		6500	0.00	31,000.00	31,000.00	0.00	30,000.00	30,000.00	-3.2%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,541,658.00	14,789,615.00	19,331,273.00	25,223.00	180,000.00	205,223.00	-98.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	12,162,650.00	12,162,650.00	0.00	12,680,829.00	12,680,829.00	4.3%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest									
Debt Service - Principal		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	12,162,650.00	12,162,650.00	0.00	12,680,829.00	12,680,829.00	4.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(7,785,140.00)	7,785,140.00	0.00	(6,344,581.00)	6,344,581.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(787,970.00)	0.00	(787,970.00)	(961,909.00)	0.00	(961,909.00)	22.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(8,573,110.00)	7,785,140.00	(787,970.00)	(7,306,490.00)	6,344,581.00	(961,909.00)	22.1%
TOTAL, EXPENDITURES			72,973,187.00	233,081,588.00	306,054,775.00	64,670,044.00	188,255,520.00	252,925,564.00	-17.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,069,643.00	0.00	1,069,643.00	127,978.00	700,000.00	827,978.00	-22.6%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,069,643.00	0.00	1,069,643.00	127,978.00	700,000.00	827,978.00	-22.6%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,154,607.00)	2,154,607.00	0.00	(1,998,920.00)	1,998,920.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	1,199.00	(1,199.00)	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,154,607.00)	2,154,607.00	0.00	(1,997,721.00)	1,997,721.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(3,219,250.00)	2,154,607.00	(1,064,643.00)	(2,125,699.00)	1,297,721.00	(827,978.00)	-22.2%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Function

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	43,855,923.00	18,591,082.00	62,447,005.00	44,906,724.00	18,591,082.00	63,497,806.00	1.7%
2) Federal Revenue		8100-8299	0.00	50,090,121.00	50,090,121.00	0.00	32,665,322.00	32,665,322.00	-34.8%
3) Other State Revenue		8300-8599	1,149,801.00	62,050,540.00	63,200,341.00	404,001.00	51,195,458.00	51,599,459.00	-18.4%
4) Other Local Revenue		8600-8799	20,111,744.00	95,679,737.00	115,791,481.00	21,834,151.00	84,637,189.00	106,471,340.00	-8.0%
5) TOTAL, REVENUES			65,117,468.00	226,411,480.00	291,528,948.00	67,144,876.00	187,089,051.00	254,233,927.00	-12.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	6,011,612.00	98,148,761.00	104,160,373.00	5,077,091.00	81,664,147.00	86,741,238.00	-16.7%
2) Instruction - Related Services	2000-2999		22,861,180.00	51,923,868.00	74,785,048.00	21,033,687.00	39,508,190.00	60,541,877.00	-19.0%
3) Pupil Services	3000-3999		10,632,385.00	42,021,821.00	52,654,206.00	12,376,392.00	44,803,345.00	57,179,737.00	8.6%
4) Ancillary Services	4000-4999		1,871,687.00	965,315.00	2,837,002.00	177,400.00	251,700.00	429,100.00	-84.9%
5) Community Services	5000-5999		22,082.00	1,356,197.00	1,378,279.00	21,000.00	241,637.00	262,637.00	-80.9%
6) Enterprise	6000-6999		0.00	2,432,000.00	2,432,000.00	0.00	275,000.00	275,000.00	-88.7%
7) General Administration	7000-7999		22,124,349.00	8,778,191.00	30,902,540.00	21,546,746.00	7,115,288.00	28,662,034.00	-7.3%
8) Plant Services	8000-8999		9,449,892.00	15,292,785.00	24,742,677.00	4,437,728.00	1,715,384.00	6,153,112.00	-75.1%
9) Other Outgo	9000-9999		0.00	12,162,650.00	12,162,650.00	0.00	12,680,829.00	12,680,829.00	4.3%
10) TOTAL, EXPENDITURES				72,973,187.00	233,081,588.00	306,054,775.00	64,670,044.00	188,255,520.00	252,925,564.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(7,855,719.00)	(6,670,108.00)	(14,525,827.00)	2,474,832.00	(1,166,469.00)	1,308,363.00	-109.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,069,643.00	0.00	1,069,643.00	127,978.00	700,000.00	827,978.00	-22.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,154,607.00)	2,154,607.00	0.00	(1,997,721.00)	1,997,721.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,219,250.00)	2,154,607.00	(1,064,643.00)	(2,125,699.00)	1,297,721.00	(827,978.00)	-22.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,074,969.00)	(4,515,501.00)	(15,590,470.00)	349,133.00	131,252.00	480,385.00	-103.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%

Description Function Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,716,383.00	50,392,830.00	102,109,213.00	40,641,414.00	45,877,329.00	86,518,743.00	-15.3%
2) Ending Balance, June 30 (E + F1e)			40,641,414.00	45,877,329.00	86,518,743.00	40,990,547.00	46,008,581.00	86,999,128.00	0.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	12,000.00	0.00	12,000.00	12,000.00	0.00	12,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	45,877,329.00	45,877,329.00	0.00	46,008,581.00	46,008,581.00	0.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	239,501.00	0.00	239,501.00	270,135.00	0.00	270,135.00	12.8%
d) Assigned									
Other Assignments (by Resource/Object)		9780	566,863.00	0.00	566,863.00	448,636.00	0.00	448,636.00	-20.9%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	5,971,200.00	0.00	5,971,200.00	5,076,000.00	0.00	5,076,000.00	-15.0%
Unassigned/Unappropriated Amount		9790	33,851,850.00	0.00	33,851,850.00	35,183,776.00	0.00	35,183,776.00	3.9%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5810	Other Restricted Federal	13,955.00	13,955.00
6018	Student Support and Enrichment Block Grant	200,000.00	0.00
6230	California Clean Energy Jobs Act	455,328.00	455,328.00
6266	Educator Effectiveness, FY 2021-22	867,021.00	509,658.00
6300	Lottery: Instructional Materials	564,759.00	454,785.00
6333	CA Community Schools Partnership Act - Coordination Grant	450,000.00	0.00
6500	Special Education	11,951,529.00	12,138,653.00
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	86,133.00	168,311.00
6546	Mental Health-Related Services	4,194,328.00	4,194,328.00
6620	Reversing Opioid Overdoses	151,111.00	151,111.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	177,718.00	177,718.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	153,115.00	73,606.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	12,434.00	12,434.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	30,810.00	30,810.00
7085	Learning Communities for School Success Program	367,954.00	367,954.00
7311	Classified School Employee Professional Development Block Grant	100,249.00	100,249.00
7388	SB 117 COVID-19 LEA Response Funds	5,589.00	5,589.00
7399	LCFF Equity Multiplier	156,576.00	0.00
7412	A-G Access/Success Grant	100,203.00	100,203.00
7413	A-G Learning Loss Mitigation Grant	75,000.00	75,000.00
7435	Learning Recovery Emergency Block Grant	602,290.00	602,290.00
7810	Other Restricted State	10,089.00	10,089.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	3,546,673.00	4,071,968.00
9010	Other Restricted Local	21,604,465.00	22,294,542.00
Total, Restricted Balance		45,877,329.00	46,008,581.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,798,602.00	4,745,514.00	24.9%
2) Federal Revenue		8100-8299	291,698.00	327,156.00	12.2%
3) Other State Revenue		8300-8599	1,493,737.00	1,179,048.00	-21.1%
4) Other Local Revenue		8600-8799	282,200.00	452,200.00	60.2%
5) TOTAL, REVENUES			5,866,237.00	6,703,918.00	14.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,836,420.00	3,222,480.00	13.6%
2) Classified Salaries		2000-2999	418,387.00	379,856.00	-9.2%
3) Employee Benefits		3000-3999	1,412,019.00	1,424,937.00	0.9%
4) Books and Supplies		4000-4999	691,913.00	688,232.00	-0.5%
5) Services and Other Operating Expenditures		5000-5999	1,217,685.00	998,607.00	-18.0%
6) Capital Outlay		6000-6999	179,459.00	155,094.00	-13.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,755,883.00	6,869,206.00	1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(889,646.00)	(165,288.00)	-81.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	604,643.00	127,978.00	-78.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			604,643.00	127,978.00	-78.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(285,003.00)	(37,310.00)	-86.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	708,252.00	423,249.00	-40.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			708,252.00	423,249.00	-40.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			708,252.00	423,249.00	-40.2%
2) Ending Balance, June 30 (E + F1e)			423,249.00	385,939.00	-8.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	411,434.00	374,124.00	-9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11,816.00	11,816.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1.00)	(1.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,743,328.00	4,678,022.00	25.0%
Education Protection Account State Aid - Current Year		8012	55,274.00	67,492.00	22.1%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	55,274.00	67,492.00	22.1%
All Other LCFF Transfers - Current Year	All Other	8091	(55,274.00)	(67,492.00)	22.1%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,798,602.00	4,745,514.00	24.9%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	44,288.00	55,487.00	25.3%
Special Education Discretionary Grants		8182	1,853.00	0.00	-100.0%
Child Nutrition Programs		8220	180,480.00	205,000.00	13.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	48,030.00	49,622.00	3.3%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	7,047.00	7,047.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			291,698.00	327,156.00	12.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	213,394.00	314,525.00	47.4%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	13,075.00	13,075.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	94,446.00	86,448.00	-8.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	35,554.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	576,000.00	576,000.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	561,268.00	189,000.00	-66.3%
TOTAL, OTHER STATE REVENUE			1,493,737.00	1,179,048.00	-21.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	2,200.00	2,200.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	280,000.00	450,000.00	60.7%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			282,200.00	452,200.00	60.2%
TOTAL, REVENUES			5,866,237.00	6,703,918.00	14.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	2,385,174.00	2,531,510.00	6.1%
Certificated Pupil Support Salaries		1200	158,162.00	158,372.00	0.1%
Certificated Supervisors' and Administrators' Salaries		1300	293,084.00	532,598.00	81.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,836,420.00	3,222,480.00	13.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	151,577.00	162,268.00	7.1%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Support Salaries		2200	164,528.00	93,890.00	-42.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	76,942.00	123,698.00	60.8%
Other Classified Salaries		2900	25,340.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			418,387.00	379,856.00	-9.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	592,444.00	549,674.00	-7.2%
PERS		3201-3202	150,973.00	150,627.00	-0.2%
OASDI/Medicare/Alternative		3301-3302	93,796.00	93,390.00	-0.4%
Health and Welfare Benefits		3401-3402	484,456.00	539,606.00	11.4%
Unemployment Insurance		3501-3502	1,720.00	1,651.00	-4.0%
Workers' Compensation		3601-3602	61,426.00	58,614.00	-4.6%
OPEB, Allocated		3701-3702	27,204.00	31,375.00	15.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,412,019.00	1,424,937.00	0.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	9,937.00	10,426.00	4.9%
Books and Other Reference Materials		4200	664.00	2,500.00	276.5%
Materials and Supplies		4300	308,523.00	133,400.00	-56.8%
Noncapitalized Equipment		4400	177,809.00	318,906.00	79.4%
Food		4700	194,980.00	223,000.00	14.4%
TOTAL, BOOKS AND SUPPLIES			691,913.00	688,232.00	-0.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	68,677.00	68,677.00	0.0%
Travel and Conferences		5200	63,489.00	51,500.00	-18.9%
Dues and Memberships		5300	2,400.00	1,750.00	-27.1%
Insurance		5400-5450	2,453.00	2,525.00	2.9%
Operations and Housekeeping Services		5500	291,800.00	366,000.00	25.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	54,646.00	17,217.00	-68.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	148,606.00	153,723.00	3.4%
Professional/Consulting Services and Operating Expenditures		5800	579,166.00	331,265.00	-42.8%
Communications		5900	6,448.00	5,950.00	-7.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,217,685.00	998,607.00	-18.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	179,459.00	155,094.00	-13.6%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			179,459.00	155,094.00	-13.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,755,883.00	6,869,206.00	1.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	604,643.00	127,978.00	-78.8%
(a) TOTAL, INTERFUND TRANSFERS IN			604,643.00	127,978.00	-78.8%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			604,643.00	127,978.00	-78.8%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,798,602.00	4,745,514.00	24.9%
2) Federal Revenue		8100-8299	291,698.00	327,156.00	12.2%
3) Other State Revenue		8300-8599	1,493,737.00	1,179,048.00	-21.1%
4) Other Local Revenue		8600-8799	282,200.00	452,200.00	60.2%
5) TOTAL, REVENUES			5,866,237.00	6,703,918.00	14.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,484,332.00	4,364,395.00	-2.7%
2) Instruction - Related Services	2000-2999		929,764.00	1,152,226.00	23.9%
3) Pupil Services	3000-3999		644,899.00	674,789.00	4.6%
4) Ancillary Services	4000-4999		12,500.00	0.00	-100.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		25,083.00	53,790.00	114.4%
8) Plant Services	8000-8999		659,305.00	624,006.00	-5.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,755,883.00	6,869,206.00	1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(889,646.00)	(165,288.00)	-81.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	604,643.00	127,978.00	-78.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			604,643.00	127,978.00	-78.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(285,003.00)	(37,310.00)	-86.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	708,252.00	423,249.00	-40.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			708,252.00	423,249.00	-40.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			708,252.00	423,249.00	-40.2%
2) Ending Balance, June 30 (E + F1e)			423,249.00	385,939.00	-8.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	411,434.00	374,124.00	-9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	11,816.00	11,816.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1.00)	(1.00)	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	74,285.00	137,124.00
7339	Dual Enrollment Opportunities	324,839.00	224,690.00
7413	A-G Learning Loss Mitigation Grant	12,310.00	12,310.00
Total, Restricted Balance		411,434.00	374,124.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	19,786,530.00	19,786,530.00	0.0%
3) Other State Revenue		8300-8599	53,500,635.00	53,500,635.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			73,287,165.00	73,287,165.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	73,293,870.00	73,287,165.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			73,293,870.00	73,287,165.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,705.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,705.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,531,735.00	2,525,030.00	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,531,735.00	2,525,030.00	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,531,735.00	2,525,030.00	-0.3%
2) Ending Balance, June 30 (E + F1e)			2,525,030.00	2,525,030.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,829,838.00	1,829,838.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	736,923.00	736,923.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(41,731.00)	(41,731.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	19,786,530.00	19,786,530.00	0.0%
TOTAL, FEDERAL REVENUE			19,786,530.00	19,786,530.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	53,045,725.00	53,045,725.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	454,910.00	454,910.00	0.0%
TOTAL, OTHER STATE REVENUE			53,500,635.00	53,500,635.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			73,287,165.00	73,287,165.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	19,868,235.00	19,861,530.00	0.0%

Description	Resource Codes	Object Codes	2024-25		2025-26	Percent
			Estimated	Actuals		
To County Offices		7212	0.00		0.00	0.0%
To JPAs		7213	0.00		0.00	0.0%
Special Education SELPA Transfers of Apportionments						
To Districts or Charter Schools	6500	7221	53,425,635.00		53,425,635.00	0.0%
To County Offices	6500	7222	0.00		0.00	0.0%
To JPAs	6500	7223	0.00		0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00		0.00	0.0%
All Other Transfers		7281-7283	0.00		0.00	0.0%
All Other Transfers Out to All Others		7299	0.00		0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			73,293,870.00		73,287,165.00	0.0%
TOTAL, EXPENDITURES			73,293,870.00		73,287,165.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	19,786,530.00	19,786,530.00	0.0%
3) Other State Revenue		8300-8599	53,500,635.00	53,500,635.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			73,287,165.00	73,287,165.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	73,293,870.00	73,287,165.00	0.0%
10) TOTAL, EXPENDITURES			73,293,870.00	73,287,165.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(6,705.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,705.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,531,735.00	2,525,030.00	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,531,735.00	2,525,030.00	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,531,735.00	2,525,030.00	-0.3%
2) Ending Balance, June 30 (E + F1e)			2,525,030.00	2,525,030.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,829,838.00	1,829,838.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	736,923.00	736,923.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(41,731.00)	(41,731.00)	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
3311	Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	41,731.00	41,731.00
6500	Special Education	1,770,097.00	1,770,097.00
6546	Mental Health-Related Services	18,010.00	18,010.00
Total, Restricted Balance		1,829,838.00	1,829,838.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	74,500.00	95,000.00	27.5%
5) Services and Other Operating Expenditures		5000-5999	50,000.00	200,000.00	300.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			124,500.00	295,000.00	136.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(124,500.00)	(295,000.00)	136.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(124,500.00)	(295,000.00)	136.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	433,629.00	309,129.00	-28.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			433,629.00	309,129.00	-28.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			433,629.00	309,129.00	-28.7%
2) Ending Balance, June 30 (E + F1e)			309,129.00	14,129.00	-95.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	295,000.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	14,129.00	14,129.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	69,500.00	90,000.00	29.5%
Noncapitalized Equipment		4400	5,000.00	5,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			74,500.00	95,000.00	27.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	50,000.00	200,000.00	300.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			50,000.00	200,000.00	300.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			124,500.00	295,000.00	136.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		124,500.00	295,000.00	136.9%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			124,500.00	295,000.00	136.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(124,500.00)	(295,000.00)	136.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(124,500.00)	(295,000.00)	136.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	433,629.00	309,129.00	-28.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			433,629.00	309,129.00	-28.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			433,629.00	309,129.00	-28.7%
2) Ending Balance, June 30 (E + F1e)			309,129.00	14,129.00	-95.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	295,000.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	14,129.00	14,129.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6371	CalWORKs for ROCP or Adult Education	295,000.00	0.00
Total, Restricted Balance		295,000.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,957,964.00	1,873,424.00	-36.7%
3) Other State Revenue		8300-8599	40,518,734.00	5,827,755.00	-85.6%
4) Other Local Revenue		8600-8799	2,394,152.00	2,053,309.00	-14.2%
5) TOTAL, REVENUES			45,870,850.00	9,754,488.00	-78.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,216,659.00	1,345,947.00	10.6%
2) Classified Salaries		2000-2999	2,336,823.00	2,391,291.00	2.3%
3) Employee Benefits		3000-3999	1,747,804.00	1,948,495.00	11.5%
4) Books and Supplies		4000-4999	446,022.00	148,236.00	-66.8%
5) Services and Other Operating Expenditures		5000-5999	20,297,087.00	12,790,533.00	-37.0%
6) Capital Outlay		6000-6999	60,707.00	5,000.00	-91.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	787,970.00	961,909.00	22.1%
9) TOTAL, EXPENDITURES			26,893,072.00	19,591,411.00	-27.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			18,977,778.00	(9,836,923.00)	-151.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			18,972,778.00	(9,836,923.00)	-151.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	20,086,329.00	39,059,107.00	94.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,086,329.00	39,059,107.00	94.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,086,329.00	39,059,107.00	94.5%
2) Ending Balance, June 30 (E + F1e)			39,059,107.00	29,222,184.00	-25.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	35,852,087.00	26,372,077.00	-26.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,207,020.00	2,850,107.00	-11.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	33,000.00	33,000.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	2,924,964.00	1,840,424.00	-37.1%
TOTAL, FEDERAL REVENUE			2,957,964.00	1,873,424.00	-36.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	1,065,004.00	1,169,240.00	9.8%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	39,453,730.00	4,658,515.00	-88.2%
TOTAL, OTHER STATE REVENUE			40,518,734.00	5,827,755.00	-85.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	411.00	350.00	-14.8%
Interagency Services		8677	300,000.00	0.00	-100.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,093,741.00	2,052,959.00	-1.9%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,394,152.00	2,053,309.00	-14.2%
TOTAL, REVENUES			45,870,850.00	9,754,488.00	-78.7%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	569,552.00	660,549.00	16.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	647,107.00	685,398.00	5.9%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,216,659.00	1,345,947.00	10.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	42,387.00	44,517.00	5.0%
Classified Supervisors' and Administrators' Salaries		2300	1,043,904.00	1,042,471.00	-0.1%
Clerical, Technical and Office Salaries		2400	1,084,574.00	996,716.00	-8.1%
Other Classified Salaries		2900	165,958.00	307,587.00	85.3%
TOTAL, CLASSIFIED SALARIES			2,336,823.00	2,391,291.00	2.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	207,576.00	252,630.00	21.7%
PERS		3201-3202	624,408.00	684,539.00	9.6%
OASDI/Medicare/Alternative		3301-3302	214,903.00	232,462.00	8.2%
Health and Welfare Benefits		3401-3402	607,400.00	678,565.00	11.7%
Unemployment Insurance		3501-3502	1,774.00	1,866.00	5.2%
Workers' Compensation		3601-3602	60,391.00	63,517.00	5.2%
OPEB, Allocated		3701-3702	31,352.00	34,916.00	11.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,747,804.00	1,948,495.00	11.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	369,689.00	143,736.00	-61.1%
Noncapitalized Equipment		4400	76,333.00	4,500.00	-94.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			446,022.00	148,236.00	-66.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	15,708,684.00	8,511,961.00	-45.8%
Travel and Conferences		5200	91,108.00	48,500.00	-46.8%
Dues and Memberships		5300	6,418.00	3,026.00	-52.9%
Insurance		5400-5450	3,565.00	3,774.00	5.9%
Operations and Housekeeping Services		5500	1,400.00	1,400.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	57,989.00	42,947.00	-25.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(49,409.00)	10,335.00	-120.9%
Professional/Consulting Services and Operating Expenditures		5800	4,476,120.12	4,168,590.00	-6.9%
Communications		5900	1,211.88	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,297,087.00	12,790,533.00	-37.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	60,707.00	5,000.00	-91.8%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			60,707.00	5,000.00	-91.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	787,970.00	961,909.00	22.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			787,970.00	961,909.00	22.1%
TOTAL, EXPENDITURES			26,893,072.00	19,591,411.00	-27.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	5,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,000.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,957,964.00	1,873,424.00	-36.7%
3) Other State Revenue		8300-8599	40,518,734.00	5,827,755.00	-85.6%
4) Other Local Revenue		8600-8799	2,394,152.00	2,053,309.00	-14.2%
5) TOTAL, REVENUES			45,870,850.00	9,754,488.00	-78.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		942,247.00	1,298,999.00	37.9%
2) Instruction - Related Services	2000-2999		25,052,677.00	17,217,420.00	-31.3%
3) Pupil Services	3000-3999		108,778.00	111,683.00	2.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		787,970.00	961,909.00	22.1%
8) Plant Services	8000-8999		1,400.00	1,400.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			26,893,072.00	19,591,411.00	-27.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			18,977,778.00	(9,836,923.00)	-151.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			18,972,778.00	(9,836,923.00)	-151.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	20,086,329.00	39,059,107.00	94.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,086,329.00	39,059,107.00	94.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,086,329.00	39,059,107.00	94.5%
2) Ending Balance, June 30 (E + F1e)			39,059,107.00	29,222,184.00	-25.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	35,852,087.00	26,372,077.00	-26.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,207,020.00	2,850,107.00	-11.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6057	Early Education: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	576,178.00	31,792.00
7810	Other Restricted State	34,928,178.00	26,308,203.00
9010	Other Restricted Local	347,731.00	32,082.00
Total, Restricted Balance		35,852,087.00	26,372,077.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	493,600.00	475,000.00	-3.8%
6) Capital Outlay		6000-6999	247,000.00	225,000.00	-8.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			741,600.00	700,000.00	-5.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(741,600.00)	(700,000.00)	-5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	465,000.00	700,000.00	50.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			465,000.00	700,000.00	50.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(276,600.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,352,680.00	6,076,080.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,352,680.00	6,076,080.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,352,680.00	6,076,080.00	-4.4%
2) Ending Balance, June 30 (E + F1e)			6,076,080.00	6,076,080.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6,076,080.00	6,076,080.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	446,100.00	475,000.00	6.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	47,500.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			493,600.00	475,000.00	-3.8%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	247,000.00	225,000.00	-8.9%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			247,000.00	225,000.00	-8.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			741,600.00	700,000.00	-5.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	465,000.00	700,000.00	50.5%
(a) TOTAL, INTERFUND TRANSFERS IN			465,000.00	700,000.00	50.5%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			465,000.00	700,000.00	50.5%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		741,600.00	700,000.00	-5.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			741,600.00	700,000.00	-5.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(741,600.00)	(700,000.00)	-5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	465,000.00	700,000.00	50.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			465,000.00	700,000.00	50.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(276,600.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,352,680.00	6,076,080.00	-4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,352,680.00	6,076,080.00	-4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,352,680.00	6,076,080.00	-4.4%
2) Ending Balance, June 30 (E + F1e)			6,076,080.00	6,076,080.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	6,076,080.00	6,076,080.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,032.00	2,032.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,032.00	2,032.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,032.00	2,032.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,032.00	2,032.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,032.00	2,032.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Forest Reserve Funds		8260	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,032.00	2,032.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,032.00	2,032.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,032.00	2,032.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,032.00	2,032.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,032.00	2,032.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,004,873.00	1,004,873.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,004,873.00	1,004,873.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,004,873.00	1,004,873.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,004,873.00	1,004,873.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	956,606.00	956,606.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	48,267.00	48,267.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
CONTRIBUTIONS					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,004,873.00	1,004,873.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,004,873.00	1,004,873.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,004,873.00	1,004,873.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,004,873.00	1,004,873.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	956,606.00	956,606.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	48,267.00	48,267.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
7710	State School Facilities Projects	956,606.00	956,606.00
Total, Restricted Balance		956,606.00	956,606.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	185,724.00	185,724.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,724.00	185,724.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,724.00	185,724.00	0.0%
2) Ending Balance, June 30 (E + F1e)			185,724.00	185,724.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	185,724.00	185,724.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	185,724.00	185,724.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,724.00	185,724.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,724.00	185,724.00	0.0%
2) Ending Balance, June 30 (E + F1e)			185,724.00	185,724.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	185,724.00	185,724.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	95,500.00	0.00	-100.0%
5) TOTAL, REVENUES			95,500.00	0.00	-100.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			95,500.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			95,500.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,368,125.00	3,463,625.00	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,368,125.00	3,463,625.00	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,368,125.00	3,463,625.00	2.8%
2) Ending Net Position, June 30 (E + F1e)			3,463,625.00	3,463,625.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	3,463,625.00	3,463,625.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets		9400	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	95,500.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			95,500.00	0.00	-100.0%
TOTAL, REVENUES			95,500.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	95,500.00	0.00	-100.0%
5) TOTAL, REVENUES			95,500.00	0.00	-100.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			95,500.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			95,500.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	3,368,125.00	3,463,625.00	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,368,125.00	3,463,625.00	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			3,368,125.00	3,463,625.00	2.8%
2) Ending Net Position, June 30 (E + F1e)			3,463,625.00	3,463,625.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	3,463,625.00	3,463,625.00	0.0%

Resource	Description	2024-25	2025-26
		Estimated Actuals	Budget
Total, Restricted Net Position		0.00	0.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils	.11	.11	.11	.11	.11	.11
b. Juvenile Halls, Homes, and Camps	98.25	98.25	98.25	98.25	98.25	98.25
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	17.47	17.47	17.47	17.47	17.47	17.47
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	115.83	115.83	115.83	115.83	115.83	115.83
2. District Funded County Program ADA						
a. County Community Schools	19.91	19.91	19.91	19.91	19.91	19.91
b. Special Education-Special Day Class	503.99	503.99	503.99	503.99	503.99	503.99
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	51.19	51.19	51.19	51.19	51.19	51.19
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	575.09	575.09	575.09	575.09	575.09	575.09
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	690.92	690.92	690.92	690.92	690.92	690.92
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.00
5. County Operations Grant ADA	191,792.11	191,792.11	191,792.11	193,738.27	193,738.27	193,738.27
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	3,202.16	3,202.16	3,202.16	3,202.16	3,202.16	3,202.16
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	3,202.16	3,202.16	3,202.16	3,202.16	3,202.16	3,202.16
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	273.50	273.50	273.50	337.46	337.46	337.46
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	273.50	273.50	273.50	337.46	337.46	337.46
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	3,475.66	3,475.66	3,475.66	3,539.62	3,539.62	3,539.62

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			79,276,163.00	64,467,281.00	51,160,830.00	53,521,708.00	39,500,595.00	38,962,879.00	55,968,370.00	49,581,722.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010- 8019		1,193,754.00	1,196,705.00	2,156,917.00	1,936,791.00	2,148,755.00	2,100,228.00	2,148,754.00	2,308,854.00
Property Taxes	8020- 8079		0.00	303,807.00	66,349.00	51,765.00	52,159.00	16,665,132.00	1,996,008.00	66,678.00
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299		5,462,128.00	212,801.00	12,190,199.00	(9,250,267.00)	675,800.00	(7,731,581.00)	807,207.00	13,019,799.00
Other State Revenue	8300- 8599		937,410.00	1,067,078.00	2,787,377.00	2,252,695.00	1,948,860.00	(3,080,447.00)	1,817,579.00	5,551,546.00
Other Local Revenue	8600- 8799		2,915,410.00	(830,590.00)	2,070,663.00	3,582,091.00	6,987,757.00	5,918,240.00	7,754,133.00	5,552,846.00
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			10,508,702.00	1,949,801.00	19,271,505.00	(1,426,925.00)	11,813,331.00	13,871,572.00	14,523,681.00	26,499,723.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		3,465,261.00	2,361,486.00	3,572,035.00	3,582,728.00	3,652,107.00	3,653,901.00	3,521,460.00	3,558,925.00
Classified Salaries	2000- 2999		5,005,500.00	6,868,873.00	5,751,874.00	5,051,870.00	5,110,231.00	5,016,481.00	5,027,114.00	4,999,394.00
Employee Benefits	3000- 3999		3,590,244.00	4,165,129.00	3,967,487.00	3,937,087.00	3,941,354.00	3,923,761.00	3,916,339.00	3,927,866.00
Books and Supplies	4000- 4999		41,590.00	386,621.00	565,300.00	1,006,420.00	789,208.00	389,057.00	1,288,166.00	1,153,479.00
Services	5000- 5999		354,291.00	1,236,663.00	2,302,419.00	2,941,904.00	3,589,763.00	(1,948,045.00)	5,830,111.00	4,753,464.00
Capital Outlay	6000- 6999		0.00	7,270.00	8,550.00	7,456.00	4,561.00	12,143.00	22,701.00	2,652.00
Other Outgo	7000- 7499					(2,672,839.00)		55,304.00	1,598,164.00	40,168.00
Interfund Transfers Out	7600- 7629		30,339.00		229,862.00	15,687.00	79,263.00	103,042.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630- 7699									
TOTAL DISBURSEMENTS			12,487,225.00	15,026,042.00	16,397,527.00	13,870,313.00	17,166,487.00	11,205,644.00	21,204,055.00	18,435,948.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111- 9199									
Accounts Receivable	9200- 9299	34,507,931.00	1,347,159.00	4,628,368.00	700,268.00	2,367,761.00	6,073,541.00	19,387,998.00	2,836.00	
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		34,507,931.00	1,347,159.00	4,628,368.00	700,268.00	2,367,761.00	6,073,541.00	19,387,998.00	2,836.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500- 9599	27,265,351.00	14,177,518.00	4,858,578.00	1,213,368.00	1,091,636.00	1,258,101.00	5,048,435.00	(290,890.00)	(91,395.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		27,265,351.00	14,177,518.00	4,858,578.00	1,213,368.00	1,091,636.00	1,258,101.00	5,048,435.00	(290,890.00)	(91,395.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		7,242,580.00	(12,830,359.00)	(230,210.00)	(513,100.00)	1,276,125.00	4,815,440.00	14,339,563.00	293,726.00	91,395.00
E. NET INCREASE/DECREASE (B - C + D)			(14,808,882.00)	(13,306,451.00)	2,360,878.00	(14,021,113.00)	(537,716.00)	17,005,491.00	(6,386,648.00)	8,155,170.00
F. ENDING CASH (A + E)			64,467,281.00	51,160,830.00	53,521,708.00	39,500,595.00	38,962,879.00	55,968,370.00	49,581,722.00	57,736,892.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		57,736,892.00	61,592,101.00	81,826,177.00	80,392,128.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	2,328,252.00	2,308,855.00	2,308,855.00	2,276,027.00	0.00		24,412,747.00	24,412,747.00
Property Taxes	8020-8079	1,615,858.00	14,906,130.00	230,800.00	3,130,373.00			39,085,059.00	39,085,059.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299	5,319,772.00	3,319,339.00	619,173.00	8,020,952.00			32,665,322.00	32,665,322.00
Other State Revenue	8300-8599	1,803,457.00	14,192,297.00	6,259,973.00	16,061,634.00			51,599,459.00	51,599,459.00
Other Local Revenue	8600-8799	11,913,740.00	6,038,493.00	8,767,456.00	45,801,101.00			106,471,340.00	106,471,340.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		22,981,079.00	40,765,114.00	18,186,257.00	75,290,087.00	0.00	0.00	254,233,927.00	254,233,927.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,553,952.00	3,565,064.00	3,565,064.00	4,220,601.00	0.00		42,272,584.00	42,272,584.00
Classified Salaries	2000-2999	5,089,564.00	5,113,687.00	5,217,784.00	5,606,889.00			63,859,261.00	63,859,261.00
Employee Benefits	3000-3999	3,937,298.00	3,956,192.00	3,997,121.00	7,966,231.00			51,226,109.00	51,226,109.00
Books and Supplies	4000-4999	879,940.00	1,807,615.00	1,217,221.00	4,582,138.00			14,106,755.00	14,106,755.00
Services	5000-5999	5,612,102.00	6,016,071.00	5,603,292.00	33,244,677.00			69,536,712.00	69,536,712.00
Capital Outlay	6000-6999	10,054.00	8,999.00	3,971.00	116,866.00			205,223.00	205,223.00
Other Outgo	7000-7499				12,698,123.00			11,718,920.00	11,718,920.00
Interfund Transfers Out	7600-7629	42,960.00	63,410.00	15,853.00	247,562.00			827,978.00	827,978.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		19,125,870.00	20,531,038.00	19,620,306.00	68,683,087.00	0.00	0.00	253,753,542.00	253,753,542.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							34,507,931.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	34,507,931.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							27,265,351.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	27,265,351.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	7,242,580.00	
E. NET INCREASE/DECREASE (B - C + D)		3,855,209.00	20,234,076.00	(1,434,049.00)	6,607,000.00	0.00	0.00	7,722,965.00	480,385.00
F. ENDING CASH (A + E)		61,592,101.00	81,826,177.00	80,392,128.00	86,999,128.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								86,999,128.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6999									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		86,999,128.00	86,999,128.00	86,999,128.00	86,999,128.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								86,999,128.00	

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Place: 1111 Van Ness Avenue
Date: 5/15/25
Time: 1:00 pm

Adoption Date: 06/17/2025

Signed: _____
Clerk/Secretary of the County Board
(Original signature required)

Printed Name: _____ Title: _____

Contact person for additional information on the budget reports:

Name: Dominico Johnston
Title: Senior Director, Internal
Financial Services
Telephone: 559-603-6769
E-mail: djohnston@fcoe.org

To update our mailing database, please complete the following:

Superintendent's Name: Dr. Michele Cantwell-Copher
Chief Business Official's Name: Mr. Kevin Otto
CBO's Title: Deputy Superintendent / CFO
CBO's Telephone: 559-603-6764

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.	X	
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
County Office of Education Certification

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?		X
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP	06/19/2025	
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	

A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

☒ This county office of education is self-insured for workers' compensation claims through a JPA, and offers the following information:

This county office of education is not self-insured for workers' compensation claims.

Signed

Date of Meeting: June 17, 2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Title:

For additional information on this certification, please contact:

Name: Dominico Johnston

Title: Senior Director, Internal Financial
Services

Telephone: 559-603-6769

E-mail: djohnston@fcoe.org

Budget, July 1
2024-25 Estimated Actuals
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability	24,197,563.00		24,197,563.00	450,955.00		24,648,518.00	
Compensated Absences Payable	1,825,163.41		1,825,163.41		.41	1,825,163.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	26,022,726.41	0.00	26,022,726.41	450,955.00	.41	26,473,681.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	313,880,301.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	52,735,058.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,378,279.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	13,590,583.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	12,162,650.00
5. Interfund Transfers Out	All	9300	7600-7629	1,069,643.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	3,533,524.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	10,592,414.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				42,327,093.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				218,818,150.00
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				3,591.49
B. Expenditures per ADA (Line I.E divided by Line II.A)				60,926.84
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total		Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		174,757,130.51		65,511.24
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		0.00		0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)		174,757,130.51		65,511.24
B. Required effort (Line A.2 times 90%)		157,281,417.46		58,960.12
C. Current year expenditures (Line I.E and Line II.B)		218,818,150.00		60,926.84
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)		0.00		0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)		MOE Met		

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 15,600,524.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 143,070,114.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 10.90%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.
Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

**Entry
required**

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 14,786,578.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 4,916,775.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	777,582.89
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	9,618.49
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	20,490,554.38
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	20,490,554.38
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	85,885,451.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	70,482,899.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	48,952,993.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	2,509,502.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	861,106.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	2,432,000.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,117,098.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	8,155,190.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,688,177.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	6,356,205.11
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	143,628.51
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	124,500.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	10,335,711.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	240,044,460.62
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	8.54%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	8.54%
Part IV - Carry-forward Adjustment	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	20,490,554.38
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(1,887,121.80)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.91%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.91%) times Part III, Line B19) or (the highest rate used to recover costs from any program (12.73%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved
indirect cost
rate: 7.91%

Highest rate
used in any
program: 12.73%

Note: In one or more
resources, the rate
used is greater than
the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	1,565,744.00	118,411.00	7.56%
01	3025	758,277.00	31,762.00	4.19%
01	3060	4,795,848.00	406,410.00	8.47%
01	3110	320,280.00	24,877.00	7.77%
01	3182	484,798.00	38,349.00	7.91%
01	3183	593,624.00	46,955.00	7.91%
01	3225	2,429,268.00	158,599.00	6.53%
01	3227	121,033.00	12,856.00	10.62%
01	3228	5,346,030.00	293,751.00	5.49%
01	3315	24,523.00	1,626.00	6.63%
01	3327	14,095.00	936.00	6.64%
01	3345	3,078.00	204.00	6.63%
01	3385	157,454.00	8,380.00	5.32%
01	3386	89,425.00	7,075.00	7.91%
01	3395	55,867.00	4,061.00	7.27%
01	4035	36,574.00	2,658.00	7.27%
01	4123	296,461.00	14,824.00	5.00%
01	4124	8,775,286.00	740,669.00	8.44%
01	4129	5,108,878.00	428,654.00	8.39%
01	4203	26,821.00	1,150.00	4.29%
01	5630	119,600.00	9,460.00	7.91%
01	5810	760,980.00	96,883.00	12.73%
01	6010	21,148,771.00	1,448,837.00	6.85%
01	6018	918,764.00	94,718.00	10.31%
01	6266	915,794.00	22,143.00	2.42%
01	6332	8,244,733.00	484,159.00	5.87%
01	6333	506,383.00	40,609.00	8.02%
01	6387	1,501,853.00	93,088.00	6.20%
01	6500	38,717,723.00	2,533.00	0.01%
01	6510	824,499.00	55,402.00	6.72%
01	6520	96,527.00	6,648.00	6.89%
01	6546	51,904.00	3,643.00	7.02%
01	6680	106,752.00	8,445.00	7.91%
01	6685	85,480.00	6,762.00	7.91%
01	6690	325,371.00	30,452.00	9.36%
01	6695	205,544.00	11,821.00	5.75%

01	6770	106,485.00	1,551.00	1.46%
01	7366	1,174,079.00	92,870.00	7.91%
01	7399	990,195.00	95,139.00	9.61%
01	7810	683,409.00	13,941.00	2.04%
01	9010	59,788,851.00	2,823,829.00	4.72%
12	5035	2,425,846.00	191,885.00	7.91%
12	5055	120,098.00	9,500.00	7.91%
12	6054	389,137.00	30,211.00	7.76%
12	6057	417,262.00	33,005.00	7.91%
12	6102	353,144.00	17,600.00	4.98%
12	6105	1,244,414.00	114,175.00	9.18%
12	6123	151,329.00	11,873.00	7.85%
12	6127	1,428,201.00	112,971.00	7.91%
12	7810	2,260,952.00	157,875.00	6.98%
12	9010	1,533,326.00	108,875.00	7.10%

Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	821,885.00		729,194.00	1,551,079.00
2. State Lottery Revenue	8560	150,128.00		84,208.00	234,336.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		972,013.00	0.00	813,402.00	1,785,415.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	334,244.00		225,885.00	560,129.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	59,090.00			59,090.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			705.00	705.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			22,053.00	22,053.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		393,334.00	0.00	248,643.00	641,977.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	578,679.00	0.00	564,759.00	1,143,438.00
D. COMMENTS: Explanation needed for amounts in shaded cells for Resource 6300.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		193,738.27	-0.01%	193,728.27	0.01%	193,738.27
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	44,906,724.00	2.59%	46,070,572.00	2.37%	47,163,537.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	404,001.00	0.00%	404,001.00	0.00%	404,001.00
4. Other Local Revenues	8600-8799	21,834,151.00	0.00%	21,834,151.00	0.00%	21,834,151.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(1,997,721.00)	0.00%	(1,997,721.00)	0.00%	(1,997,721.00)
6. Total (Sum lines A1 thru A5c)		65,147,155.00	1.79%	66,311,003.00	1.65%	67,403,968.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,857,852.00		20,255,009.00
b. Step & Column Adjustment				397,157.00		405,100.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,857,852.00	2.00%	20,255,009.00	2.00%	20,660,109.00
2. Classified Salaries						
a. Base Salaries				19,830,268.00		20,226,873.00
b. Step & Column Adjustment				396,605.00		404,537.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	19,830,268.00	2.00%	20,226,873.00	2.00%	20,631,410.00
3. Employee Benefits	3000-3999	17,149,671.00	4.00%	17,835,658.00	4.00%	18,549,084.00
4. Books and Supplies	4000-4999	2,216,806.00	3.00%	2,283,310.00	3.00%	2,351,809.00
5. Services and Other Operating Expenditures	5000-5999	12,896,714.00	5.00%	13,541,005.00	3.00%	13,947,407.00
6. Capital Outlay	6000-6999	25,223.00	0.00%	25,223.00	0.00%	25,223.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(7,306,490.00)	0.00%	(7,306,490.00)	0.00%	(7,306,490.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	127,978.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		64,798,022.00	3.18%	66,860,588.00	2.99%	68,858,552.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		349,133.00		(549,585.00)		(1,454,584.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		40,641,414.00		40,990,547.00		40,440,962.00
2. Ending Fund Balance (Sum lines C and D1)		40,990,547.00		40,440,962.00		38,986,378.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	12,000.00		12,000.00		12,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	270,135.00		270,135.00		270,135.00
d. Assigned	9780	448,636.00		448,636.00		448,636.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	5,076,000.00		5,197,000.00		5,335,000.00
2. Unassigned/Unappropriated	9790	35,183,776.00		34,513,191.00		32,920,607.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		40,990,547.00		40,440,962.00		38,986,378.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	5,076,000.00		5,197,000.00		5,335,000.00
c. Unassigned/Unappropriated	9790	35,183,776.00		34,513,191.00		32,920,607.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		40,259,776.00		39,710,191.00		38,255,607.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
<p>LCFF Revenue – Increases based on the FCMAT COE LCFF Calculator. Federal Revenue – Reduction in one-time funding sources for the out years. Other State Revenue – Held constant, less one-time revenues. Other Local Revenue – Held constant. Expenditures • Salaries – Step and column estimated at 2% for both Certificated and Classified staff. • Employee Benefits – Reflected increases in STRS rates: 19.10% (2025–26) and 19.10% (2026–27), and increases in PERS rates: 26.81% (2025–26), 26.90% (2026–27), and 27.80% (2027–28). • Books and Supplies – Anticipated adjustments in operations plus increases based on assumed CPI increases of 3.42% (2025–26), 2.98% (2026–27), and 2.77% (2027–28). • Services and Other Operating – Anticipated adjustments in operations plus increases based on assumed CPI increases of 3.42% (2025–26), 2.98% (2026–27), and 2.77% (2027–28). • Capital Outlay – Adjusted to reflect out-year reductions. • Transfers Out – Adjusted to reflect decreases in the out years. • Other Outgo – Held constant assuming program indirect cost charges remain stable. Assumptions from the SSC School Services Dartboard as of the 2025–26 Governor’s May Revision.</p>						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	18,591,082.00	0.00%	18,591,082.00	0.00%	18,591,082.00
2. Federal Revenues	8100-8299	32,665,322.00	-12.00%	28,745,483.00	0.00%	28,745,483.00
3. Other State Revenues	8300-8599	51,195,458.00	0.00%	51,195,458.00	0.00%	51,195,458.00
4. Other Local Revenues	8600-8799	84,637,189.00	0.00%	84,637,189.23	0.00%	84,637,189.23
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	1,997,721.00	0.00%	1,997,721.00	0.00%	1,997,721.00
6. Total (Sum lines A1 thru A5c)		189,086,772.00	-2.07%	185,166,933.23	0.00%	185,166,933.23
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				22,414,732.00		22,863,027.00
b. Step & Column Adjustment				448,295.00		457,261.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	22,414,732.00	2.00%	22,863,027.00	2.00%	23,320,288.00
2. Classified Salaries						
a. Base Salaries				44,028,993.00		44,909,573.00
b. Step & Column Adjustment				880,580.00		898,191.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	44,028,993.00	2.00%	44,909,573.00	2.00%	45,807,764.00
3. Employee Benefits	3000-3999	34,076,438.00	4.00%	35,439,496.00	4.00%	36,857,075.00
4. Books and Supplies	4000-4999	11,889,949.00	3.00%	12,247,105.00	3.00%	12,613,951.00
5. Services and Other Operating Expenditures	5000-5999	56,639,998.00	3.00%	58,339,198.00	3.00%	60,089,374.00
6. Capital Outlay	6000-6999	180,000.00	-30.00%	126,000.00	-10.00%	113,400.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	12,680,829.00	0.00%	12,680,829.00	0.00%	12,680,829.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	6,344,581.00	0.00%	6,344,581.00	0.00%	6,344,581.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	700,000.00	-28.57%	500,000.00	0.00%	500,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		188,955,520.00	2.38%	193,449,809.00	2.52%	198,327,262.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		131,252.00		(8,282,875.77)		(13,160,328.77)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		45,877,329.00		46,008,581.00		37,725,705.23
2. Ending Fund Balance (Sum lines C and D1)		46,008,581.00		37,725,705.23		24,565,376.46
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	46,008,581.00		37,725,705.23		24,565,376.46
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		46,008,581.00		37,725,705.23		24,565,376.46
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
<p>LCFF Revenue – Increases based on the FCMAT COE LCFF Calculator. Federal Revenue – Reduction in one-time funding sources for the out years. Other State Revenue – Held constant, less one-time revenues. Other Local Revenue – Held constant. Expenditures • Salaries – Step and column estimated at 2% for both Certificated and Classified staff. • Employee Benefits – Reflected increases in STRS rates: 19.10% (2025–26) and 19.10% (2026–27), and increases in PERS rates: 26.81% (2025–26), 26.90% (2026–27), and 27.80% (2027–28). • Books and Supplies – Anticipated adjustments in operations plus increases based on assumed CPI increases of 3.42% (2025–26), 2.98% (2026–27), and 2.77% (2027–28). • Services and Other Operating – Anticipated adjustments in operations plus increases based on assumed CPI increases of 3.42% (2025–26), 2.98% (2026–27), and 2.77% (2027–28). • Capital Outlay – Adjusted to reflect out-year reductions. • Transfers Out – Adjusted to reflect decreases in the out years. • Other Outgo – Held constant assuming program indirect cost charges remain stable. Assumptions from the SSC School Services Dartboard as of the 2025–26 Governor’s May Revision.</p>						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		193,738.27	-0.01%	193,728.27	0.01%	193,738.27
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	63,497,806.00	1.83%	64,661,654.00	1.69%	65,754,619.00
2. Federal Revenues	8100-8299	32,665,322.00	-12.00%	28,745,483.00	0.00%	28,745,483.00
3. Other State Revenues	8300-8599	51,599,459.00	0.00%	51,599,459.00	0.00%	51,599,459.00
4. Other Local Revenues	8600-8799	106,471,340.00	0.00%	106,471,340.23	0.00%	106,471,340.23
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		254,233,927.00	-1.08%	251,477,936.23	0.43%	252,570,901.23
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				42,272,584.00		43,118,036.00
b. Step & Column Adjustment				845,452.00		862,361.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	42,272,584.00	2.00%	43,118,036.00	2.00%	43,980,397.00
2. Classified Salaries						
a. Base Salaries				63,859,261.00		65,136,446.00
b. Step & Column Adjustment				1,277,185.00		1,302,728.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	63,859,261.00	2.00%	65,136,446.00	2.00%	66,439,174.00
3. Employee Benefits	3000-3999	51,226,109.00	4.00%	53,275,154.00	4.00%	55,406,159.00
4. Books and Supplies	4000-4999	14,106,755.00	3.00%	14,530,415.00	3.00%	14,965,760.00
5. Services and Other Operating Expenditures	5000-5999	69,536,712.00	3.37%	71,880,203.00	3.00%	74,036,781.00
6. Capital Outlay	6000-6999	205,223.00	-26.31%	151,223.00	-8.33%	138,623.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	12,680,829.00	0.00%	12,680,829.00	0.00%	12,680,829.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(961,909.00)	0.00%	(961,909.00)	0.00%	(961,909.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	827,978.00	-39.61%	500,000.00	0.00%	500,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		253,753,542.00	2.58%	260,310,397.00	2.64%	267,185,814.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		480,385.00		(8,832,460.77)		(14,614,912.77)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		86,518,743.00		86,999,128.00		78,166,667.23
2. Ending Fund Balance (Sum lines C and D1)		86,999,128.00		78,166,667.23		63,551,754.46
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	12,000.00		12,000.00		12,000.00
b. Restricted	9740	46,008,581.00		37,725,705.23		24,565,376.46
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	270,135.00		270,135.00		270,135.00
d. Assigned	9780	448,636.00		448,636.00		448,636.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	5,076,000.00		5,197,000.00		5,335,000.00
2. Unassigned/Unappropriated	9790	35,183,776.00		34,513,191.00		32,920,607.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		86,999,128.00		78,166,667.23		63,551,754.46
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	5,076,000.00		5,197,000.00		5,335,000.00
c. Unassigned/Unappropriated	9790	35,183,776.00		34,513,191.00		32,920,607.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		40,259,776.00		39,710,191.00		38,255,607.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		15.87%		15.25%		14.32%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		73,287,165.00		73,287,165.00		73,287,165.00
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		253,753,542.00		260,310,397.00		267,185,814.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		253,753,542.00		260,310,397.00		267,185,814.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		253,753,542.00		260,310,397.00		267,185,814.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		2.00%		2.00%		2.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		5,075,070.84		5,206,207.94		5,343,716.28
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		2,611,000.00		2,611,000.00		2,611,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		5,075,070.84		5,206,207.94		5,343,716.28
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due	Due
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	From Other Funds 9310	To Other Funds 9610
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(99,197.00)	0.00	(787,970.00)				
Other Sources/Uses Detail					5,000.00	1,069,643.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	148,606.00	0.00	0.00	0.00				
Other Sources/Uses Detail					604,643.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	(49,409.00)	787,970.00	0.00				
Other Sources/Uses Detail					0.00	5,000.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					465,000.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	148,606.00	(148,606.00)	787,970.00	(787,970.00)	1,074,643.00	1,074,643.00	0.00	0.00

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(164,058.00)	0.00	(961,909.00)				
Other Sources/Uses Detail					0.00	827,978.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	153,723.00	0.00	0.00	0.00				
Other Sources/Uses Detail					127,978.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	10,335.00	0.00	961,909.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					700,000.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	164,058.00	(164,058.00)	961,909.00	(961,909.00)	827,978.00	827,978.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS		
1.	CRITERION: Average Daily Attendance	
A.	STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:	
	Percentage Level	County Operations Grant ADA
	3.0%	0 to 6,999
	2.0%	7,000 to 59,999
	1.0%	60,000 and over
	County Office ADA (Form A, Estimated Funded ADA column, Line B5):	193,738
	County Office County Operations Grant ADA Standard Percentage Level:	1.00%

1A-1. Calculating the County Office's County Operations Grant ADA Variances				
DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.				
	County Operations Grant Funded ADA			
	Original Budget	Estimated/Unaudited Actuals	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Fiscal Year	(Form A, Line B5)			
Third Prior Year (2022-23)	197,445.00	190,120.18	3.71%	Not Met
Second Prior Year (2023-24)	189,381.95	191,375.78	N/A	Met
First Prior Year (2024-25)	191,375.78	191,792.11	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard	
DATA ENTRY: Enter an explanation if the standard is not met.	
1a.	STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.
	<div> Explanation: (required if NOT met) </div> <div></div>
1b.	STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.
	<div> Explanation: (required if NOT met) </div> <div></div>

1. **CRITERION: Average Daily Attendance (continued)**

- B. **STANDARD:** Projected funded ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2022-23)	151.22	515.47	190,120.18	3,925.56
Second Prior Year (2023-24)	117.16	527.86	191,375.78	2,316.18
First Prior Year (2024-25)	115.83	575.09	191,792.11	3,202.16
Historical Average:	128.07	539.47	191,096.02	3,147.97

County Office's County Operated Programs ADA Standard:

Budget Year (2025-26)

(historical average plus 2%):

1st Subsequent Year (2026-27)

(historical average plus 4%):

2nd Subsequent Year (2027-28)

(historical average plus 6%):

130.63	550.26	194,917.94	3,210.93
133.19	561.05	198,739.86	3,273.89
135.75	571.84	202,561.78	3,336.84

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2025-26)	115.83	575.09	193,738.27	3,202.16
1st Subsequent Year (2026-27)	115.83	575.09	193,728.27	3,202.16
2nd Subsequent Year (2027-28)	115.83	575.09	193,738.27	3,202.16
Status:	Met	Not Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

We do not anticipate major shifts in ADA in the two out years. The Amount for District Funded ADA shows not met, but this amount remains stable in the out years.

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's cost-of-living adjustment (COLA) plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target

Hold Harmless

Status: At Target

I. LCFF Funding

a. COE funded at Target LCFF

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a1. County Operations Grant	28,425,566.00	29,116,247.00	30,141,367.00	31,235,276.00
a2. Alternative Education Grant	3,841,223.00	3,936,800.00	4,086,333.00	3,852,020.00
b. COE funded at Hold Harmless LCFF	N/A	N/A	N/A	N/A
b1. County Operations Grant (informational only)	N/A	N/A	N/A	N/A
b2. Alternative Education Grant (informational only)	N/A	N/A	N/A	N/A

c. Charter Funded County Program

c1. LCFF Entitlement	1,414,077.00	1,438,719.00	1,475,282.00	1,514,315.00
d. Total LCFF (Sum of a or b, and c)	33,680,866.00	34,491,766.00	35,702,982.00	36,601,611.00

II. County Operations Grant

Step 1 - Change in Population

a. ADA (Funded) (Form A, line B5 and Criterion 1B-2)	191,792.11	193,738.27	193,728.27	193,738.27
b. Prior Year ADA (Funded)		191,792.11	193,738.27	193,728.27
c. Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		1,946.16	(10.00)	10.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		1.01%	-0.01%	0.01%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	28,425,566.00	29,116,247.00	30,141,367.00
b1.	COLA percentage	2.4%	3.5%	3.6%
b2.	COLA amount (proxy for purposes of this criterion)	690,741.25	1,024,891.89	1,094,131.62
c.	Total Change (Step 2b2)	690,741.25	1,024,891.89	1,094,131.62
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.43%	3.52%	3.63%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	3.44%	3.51%	3.64%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	84.42%	84.42%	85.34%
c.	Weighted Percent change (Step 3a x Step 3b)	2.91%	2.97%	3.10%

III. Alternative Education Grant

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	115.83	115.83	115.83
b.	Prior Year ADA (Funded)	115.83	115.83	115.83
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	3,841,223.00	3,936,800.00	4,086,333.00
b1.	COLA percentage (Section II-Step 2b1)	2.43%	3.52%	3.63%
b2.	COLA amount (proxy for purposes of this criterion)	93,341.72	138,575.36	148,333.89
c.	Total Change (Step 2b2)	93,341.72	138,575.36	148,333.89
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.43%	3.52%	3.63%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	2.43%	3.52%	3.63%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	11.41%	11.45%	10.52%
c.	Weighted Percent change (Step 3a x Step 3b)	0.28%	0.40%	0.38%

IV. Charter Funded County Program

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, line C3f)	0.00	0	0.00
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	1,414,077.00	1,438,719.00	1,475,282.00
b1.	COLA percentage	2.43%	3.52%	3.63%
b2.	COLA amount (proxy for purposes of this criterion)	34,362.07	50,642.91	53,552.74
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.43%	3.52%	3.63%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	2.43%	3.52%	3.63%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	4.17%	4.13%	4.14%
c.	Weighted Percent change (Step 3a x Step 3b)	0.10%	0.15%	0.15%

V. Weighted Change

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Total weighted percent change (Step 3c in sections II, III and IV)	3.29%	3.52%	3.63%
LCFF Revenue Standard (line V-a, plus/minus 1%):	2.29% to 4.29%	2.52% to 4.52%	2.63% to 4.63%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected local property taxes (Form 01, Objects 8021 - 8089)	39,041,987.00	39,085,059.00	39,085,059.00	39,085,059.00
Excess Property Tax/Minimum State Aid Standard				
(Percent change over previous year, plus/minus 1%):	N/A	N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	62,403,933.00	63,497,806.00	64,661,654.00	65,754,619.00
County Office's Projected Change in LCFF Revenue:		1.75%	1.83%	1.69%
Standard:		2.29% to 4.29%	2.52% to 4.52%	2.63% to 4.63%
Status:		Not Met	Not Met	Not Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation
(required if NOT met)

Estimated amounts are provided by the FCMAT COE calculator. Calculator assumes stable ADA for Alt Ed and County Operations applicable areas. The Alt Ed Program is projected to have a reduced ADA in future years based on higher prior years phasing out of the average calculation. No changes to number of districts served.

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County Office's Change in Funding Level (Criterion 2C):	1.75%	1.83%	1.69%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-3.25% to 6.75%	-3.17% to 6.83%	-3.31% to 6.69%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	155,013,445.00		
Budget Year (2025-26)	157,357,954.00	1.51%	Met
1st Subsequent Year (2026-27)	161,529,636.00	2.65%	Met
2nd Subsequent Year (2027-28)	165,825,730.00	2.66%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total salaries and benefits to total expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County Office's Change in Funding Level (Criterion 2C):	1.75%	1.83%	1.69%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.25% to 11.75%	-8.17% to 11.83%	-8.31% to 11.69%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.25% to 6.75%	-3.17% to 6.83%	-3.31% to 6.69%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	50,090,121.00		
Budget Year (2025-26)	32,665,322.00	-34.79%	Yes
1st Subsequent Year (2026-27)	28,745,483.00	-12.00%	Yes
2nd Subsequent Year (2027-28)	28,745,483.00	0.00%	No

Explanation:

(required if Yes)

Reductions reflect the ending of ESSER and related one-time funding amounts in the out years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2024-25)	63,200,341.00		
Budget Year (2025-26)	51,599,459.00	-18.36%	Yes
1st Subsequent Year (2026-27)	51,599,459.00	0.00%	No
2nd Subsequent Year (2027-28)	51,599,459.00	0.00%	No

Explanation:

(required if Yes)

Reduction reflects the conclusion of existing one-time funding sources.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2024-25)	115,791,481.00		
Budget Year (2025-26)	106,471,340.00	-8.05%	Yes
1st Subsequent Year (2026-27)	106,471,340.23	0.00%	No
2nd Subsequent Year (2027-28)	106,471,340.23	0.00%	No

Explanation:

(required if Yes)

The reduction reflects the conclusion of local one-time funding sources.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	29,051,153.00		
Budget Year (2025-26)	14,106,755.00	-51.44%	Yes
1st Subsequent Year (2026-27)	14,530,415.00	3.00%	No
2nd Subsequent Year (2027-28)	14,965,760.00	3.00%	No

Explanation:
(required if Yes)

The 25-26 budget has been reduced to reflect the reduction of one-time expenses from prior fiscal year budgets. Out year projections are based on an assumed growth in CPI.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	91,284,224.00		
Budget Year (2025-26)	69,536,712.00	-23.82%	Yes
1st Subsequent Year (2026-27)	71,880,203.00	3.37%	No
2nd Subsequent Year (2027-28)	74,036,781.00	3.00%	No

Explanation:
(required if Yes)

The 25-26 budget has been reduced to reflect the reduction of one-time expenses from prior fiscal year budgets. Out year projections are based on an assumed growth in CPI.

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2024-25)	229,081,943.00		
Budget Year (2025-26)	190,736,121.00	-16.74%	Not Met
1st Subsequent Year (2026-27)	186,816,282.23	-2.06%	Met
2nd Subsequent Year (2027-28)	186,816,282.23	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2024-25)	120,335,377.00		
Budget Year (2025-26)	83,643,467.00	-30.49%	Not Met
1st Subsequent Year (2026-27)	86,410,618.00	3.31%	Met
2nd Subsequent Year (2027-28)	89,002,541.00	3.00%	Met

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4B above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 4B
if NOT met)

Reductions reflect the ending of ESSER and related one-time funding amounts in the out years.

Explanation:
Other State Revenue
(linked from 4B
if NOT met)

Reduction reflects the conclusion of existing one-time funding sources.

Explanation:
Other Local Revenue
(linked from 4B
if NOT met)

The reduction reflects the conclusion of local one-time funding sources.

- 1b. STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

Explanation:
Books and Supplies
(linked from 4B
if NOT met)

The 25-26 budget has been reduced to reflect the reduction of one-time expenses from prior fiscal year budgets. Out year projections are based on an assumed growth in CPI.

Explanation:
Services and Other Exps
(linked from 4B
if NOT met)

The 25-26 budget has been reduced to reflect the reduction of one-time expenses from prior fiscal year budgets. Out year projections are based on an assumed growth in CPI.

5. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	64,798,022.00	1,943,940.66	1,977,000.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)

Other (explanation must be provided)

Explanation:

(required if NOT met and Other is marked)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. County Office's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	5,400,000.00	5,900,000.00	5,971,200.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	37,418,108.91	44,773,403.40	33,851,850.00
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, foreach of resources 2000-9999)	0.00	(2.00)	0.00
e. Available Reserves (Lines 1a through 1d)	42,818,108.91	50,673,401.40	39,823,050.00
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	200,054,344.89	228,717,067.03	307,124,418.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	79,284,725.38	76,347,732.90	73,293,870.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	279,339,070.27	305,064,799.93	380,418,288.00
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	15.30%	16.60%	10.50%
County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.10%	5.50%	3.50%

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(1,363,923.08)	51,899,830.28	2.63%	Met
Second Prior Year (2023-24)	7,856,127.56	58,994,750.95	N/A	Met
First Prior Year (2024-25)	(11,074,969.00)	74,042,830.00	14.96%	Not Met
Budget Year (2025-26) (Information only)	349,133.00	64,798,022.00		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation: (required if NOT met)	Planned spending down of balances based on one-time expenditures. The trend is anticipated to return to a more normal pace in the 25-26 fiscal year.
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7. CRITERION: Fund and Cash Balances

- A. STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	County Office Total Expenditures and Other Financing Uses ²	
1.7%	0	to \$7,735,999
1.3%	\$7,736,000	to \$19,343,999
1.0%	\$19,344,000	to \$87,045,000
0.7%	\$87,045,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

253,753,542.00

County Office's Fund Balance Standard Percentage Level:

0.70%

7A-1. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

- a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223):	73,287,165.00	73,287,165.00	73,287,165.00

7A-2. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2022-23)	25,644,815.00	45,224,185.09	N/A	Met
Second Prior Year (2023-24)	28,803,368.00	43,860,262.01	N/A	Met
First Prior Year (2024-25)	22,505,756.00	51,716,383.00	N/A	Met
Budget Year (2025-26) (Information only)	40,641,414.00			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7A-3. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

- B. Cash Balance Standard: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance	
	County School Service Fund	
	(Form CASH, Line F, June Column)	Status
Current Year (2025-26)	86,999,128.00	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$88,000 (greater of)	0	to \$7,735,999
4% or \$387,000 (greater of)	\$7,736,000	to \$19,343,999
3% or \$774,000 (greater of)	\$19,344,000	to \$87,045,000
2% or \$2,611,000 (greater of)	\$87,045,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	253,753,542.00	260,310,397.00	267,185,814.00
County Office's Reserve Standard Percentage Level:	2.00%	2.00%	2.00%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	253,753,542.00	260,310,397.00	267,185,814.00
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	73,287,165.00	73,287,165.00	73,287,165.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	253,753,542.00	260,310,397.00	267,185,814.00
4. Reserve Standard Percentage Level	2.00%	2.00%	2.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	5,075,070.84	5,206,207.94	5,343,716.28
6. Reserve Standard - by Amount (From percentage level chart above)	2,611,000.00	2,611,000.00	2,611,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	5,075,070.84	5,206,207.94	5,343,716.28

8B. Calculating the County Office's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	5,076,000.00	5,197,000.00	5,335,000.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	35,183,776.00	34,513,191.00	32,920,607.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	40,259,776.00	39,710,191.00	38,255,607.00
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	15.87%	15.25%	14.32%
County Office's Reserve Standard (Section 8A, Line 7):	5,075,070.84	5,206,207.94	5,343,716.28
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20, 000
to +\$20, 000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(2,154,607.00)			
Budget Year (2025-26)	(1,998,920.00)	(155,687.00)	(7.2%)	Met
1st Subsequent Year (2026-27)	(1,900,000.00)	(98,920.00)	(4.9%)	Met
2nd Subsequent Year (2027-28)	(1,800,000.00)	(100,000.00)	(5.3%)	Met
1b. Transfers In, County School Service Fund *				
First Prior Year (2024-25)	5,000.00			
Budget Year (2025-26)	0.00	(5,000.00)	(100.0%)	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. Transfers Out, County School Service Fund *				
First Prior Year (2024-25)	1,069,643.00			
Budget Year (2025-26)	827,978.00	(241,665.00)	(22.6%)	Not Met
1st Subsequent Year (2026-27)	500,000.00	(327,978.00)	(39.6%)	Not Met
2nd Subsequent Year (2027-28)	500,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

The reductions in transfers out are planned decreases based on decreases in funding needs for programs outside of Fund 01. Operational needs are regularly evaluated and will be evaluated again once more operational data is available from the 25-26 fiscal year.

- 1d. NO - There are no capital projects that may impact the county school service fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?

(If No, skip item 2 and sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2025
Leases	1	Various Program Sources	63462	343,518
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Various		1,825,163

Other Long-term Commitments (do not include OPEB):

TOTAL:				2,168,681

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2024-25)	(2025-26)	(2026-27)	(2027-28)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	172,644	180,327	0	0
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	172,644	180,327	0	0
Has total annual payment increased over prior year (2024-25)?	Yes	No	No	No

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payment(s) will be funded.

Explanation:
(required if Yes to increase
in total annual payments)

The cost of our leases are built into the grant and/or cost recovery mechanisms for the departments that lease physical office space. Renewals for out years will be updated at interim. Compensated absences represent our organization-wide vacation pay-off balances.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the county office's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

Yes

c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund

Self-Insurance Fund

Government Fund

0

1,805,652

4. OPEB Liabilities

a. Total OPEB liability

28,016,643.00

b. OPEB plan(s) fiduciary net position (if applicable)

2,957,314.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

25,059,329.00

d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Jun 30, 2024

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

3,086,105.00	3,086,105.00	3,086,105.00
1,097,284.00	1,097,284.00	1,097,284.00
1,077,379.00	1,077,379.00	1,077,379.00
259.00	259.00	259.00

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1

Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"

No

2

Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:

3.

Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4.

Self-Insurance Contributions

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

a. Required contribution (funding) for self-insurance programs

b. Amount contributed (funded) for self-insurance programs

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	235.20	235.20	235.20	235.20

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5.	Cost of a one percent increase in salary and statutory benefits	260,592		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)

6.	Amount included for any tentative salary schedule increases	0	0	0
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	22,609	23,739	24,926
3.	Percent of H&W cost paid by employer	79.3%	75.6%	72.0%
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No		

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	507,316	517,462	527,811
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2025-26)	(2026-27)	(2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified (non-management) FTE positions	682	682	682	682

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

May 15, 2025

3. Period covered by the agreement:

Begin Date:

Jul 01, 2024

End
Date:

Jun 30, 2026

4. Salary settlement:

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

No

No

No

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

3,342,769

1,953,747

0

2.5%

3%

0%

Identify the source of funding that will be used to support multiyear salary commitments:

Funding for the current and out years will be based on increases to General Fund revenue from on-going sources, such as the Local Control Funding Formula (LCFF), along with increases in funding from grants, contracts, and other restricted funding sources. The 1st interim budget update will reflect the salary change in both fiscal years. The DCBA agreement will be provided in the month of June for CDE review.

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

6. Amount included for any tentative salary schedule increases

Classified (Non-management) Health and Welfare (H&W) Benefits

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	525.0	525.0	525.0	525.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 19, 2025

S10. LCAP Expenditures

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
A5.	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	Yes
A6.	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Fresno County Office of Education

Fresno County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHK-RESOURCExOBJECTA - (Warning) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate.

Exception

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
10-3310-0-0000-0000-9790	3310	9790	(\$41,731.00)
Explanation: Nets against Res 3311.			
10-3311-0-0000-0000-9740	3311	9740	\$41,731.00
Explanation: Nets against Res 3310.			

CHK-RESOURCExOBJECTB - (Informational) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid:

Exception

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
10-3310-0-0000-0000-9791	3310	9791	(\$41,731.00)
10-3311-0-0000-0000-9791	3311	9791	\$41,731.00

GENERAL LEDGER CHECKS

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CS and Form MYP, which can negatively affect the criteria and standards.

Exception

FUND	RESOURCE	NEG. EFB
10	3310	(\$41,731.00)
Explanation: Nets against Res 3311.		
Total of negative resource balances for Fund 10		(\$41,731.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
10	3310	9790	(\$41,731.00)
Explanation: Nets against Res 3311.			

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

Exception

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
01	9010	\$0.00	\$8,973,000.00	(\$8,973,000.00)

Explanation: Admin is aware and will continue to evaluate in the 25-26 fiscal year.

10	6500	\$454,910.00	\$75,000.00	\$379,910.00
----	------	--------------	-------------	--------------

Explanation: Admin is aware and will continue to evaluate in the 25-26 fiscal year.

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

Fresno County Office of Education

Fresno County

Following is a chart of the various types of technical review checks and related requirements:

- F** - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHK-RESOURCExOBJECTA - (Warning) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
10-3310-0-0000-0000-9790	3310	9790	(\$41,731.00)
Explanation: Nets against Res 3311.			
10-3311-0-0000-0000-9740	3311	9740	\$41,731.00
Explanation: Nets against Res 3310.			

CHK-RESOURCExOBJECTB - (Informational) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
10-3310-0-0000-0000-9791	3310	9791	(\$41,731.00)
10-3311-0-0000-0000-9791	3311	9791	\$41,731.00

GENERAL LEDGER CHECKS

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

FUND	RESOURCE	NEG. EFB
10	3310	(\$41,731.00)
Explanation: Nets against Res 3311.		
Total of negative resource balances for Fund 10		(\$41,731.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
10	3310	9790	(\$41,731.00)
Explanation: Nets against Res 3310.			

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

Exception

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
01	6387	\$0.00	\$3,189,650.00	(\$3,189,650.00)
Explanation: Will be evaluated at year end close.				
01	9010	\$0.00	\$8,973,000.00	(\$8,973,000.00)
Explanation: Will be evaluated at year end close.				
10	6500	\$454,910.00	\$75,000.00	\$379,910.00
Explanation: Will be evaluated at year end close.				
10	6546	\$0.00	\$6,705.00	(\$6,705.00)
Explanation: Will be evaluated at year end close.				

ACTION

TOPIC: **APPROVE APPORTIONMENT OF 2024-25 FOREST RESERVE RECEIPTS**

ISSUE: Consider approval of the distribution of Forest Reserve Receipts for 2024-25

BACKGROUND: Distribution is based upon our historical model calling for Sierra Unified area districts to share their portion based on prior year ADA.

2024-25 FOREST RESERVE DISTRIBUTION

Detail information attached.

PRESENTER: Kevin Otto, Deputy Superintendent/CFO
Business Services
(559) 265-3083

RESOURCE: Gabriel Halls, Senior Director, District Financial Services
Business Services
(559) 497-3771

RECOMMENDATION: The Administration recommends approval of this distribution and like distributions of other Forest Reserve Receipts by the Fresno County Superintendent of Schools during 2024-25.

KO/bl
6/17/25

UNITED STATES FOREST RESERVE FEES
GOVERNMENT CODE 29480-29484
FEDERAL FISCAL YEAR 2024
STATE FISCAL YEAR 2024/25

U.S. Forest Reserve Fees	\$251,868.89
U.S. Federal offset	\$0.00
Beg Balance & Interest posted through 05/22/25	\$1,523.43
	<u>\$253,392.32</u>

Basis For Distribution

County Schools Service Fund	15%	\$38,008.85
Kings Canyon Unified	41%	\$103,890.85
Sierra Unified Area Schools	41%	\$103,890.85
Sanger Unified	3%	\$7,601.77
Totals	<u>100%</u>	<u>\$253,392.32</u>

Sierra Unified Area Distribution

100% prorated on 2023-24 P2 ADA = \$81.97940 per ADA

<u>DISTRICT NAME</u>	<u>P2 ADA</u>	<u>Total</u>
Big Creek Elementary	26.66	\$2,185.57
Pine Ridge Elementary	64.23	\$5,265.54
Sierra Unified	<u>1,176.39</u>	<u>\$96,439.74</u>
	<u>1,267.28</u>	<u>\$103,890.85</u>

ACTION

TOPIC	2025-2026 Local Control Accountability Plan
ISSUE	A Local Control Accountability Plan (LCAP) is required as part of the Local Control Funding Formula (LCFF) legislation.
BACKGROUND	As a condition of receiving LCFF funds, Fresno County Superintendent of Schools Court and Community Schools (FCSS-CCS), is required to develop and adopt a plan delineating how FCSS-CCS will address the 10 State Priorities using the state adopted template
RESOURCE	Joe Hammond, Interim Director Alternative Education (559) 774-6206
PRESENTER	Joe Hammond, Interim Director Alternative Education (559) 774-6206
RECOMMENDATION	<p>The Administration recommends that an opportunity be provided for public comment regarding the Local Control Accountability Plan.</p> <p>This hearing will commence no earlier than 1:30 p.m. on Thursday, June 17, 2025. The public hearing will be held as close to that time as the business of the County Board permits.</p>

LCFF Budget Overview for Parents

County Office of Education (COE) Name: Fresno County Superintendent of Schools

CDS Code: 10101080000000

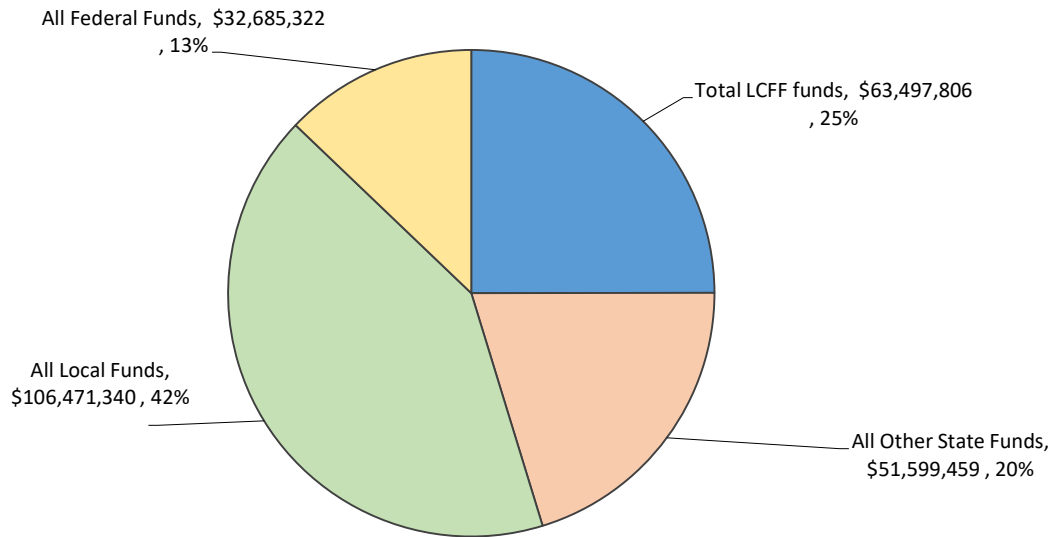
School Year: 2025-26

LEA contact information: Dr. Michele Cantwell-Copher 559-603-6754 mcopher@fcoe.org

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 2025-26 School Year

Projected Revenue by Fund Source



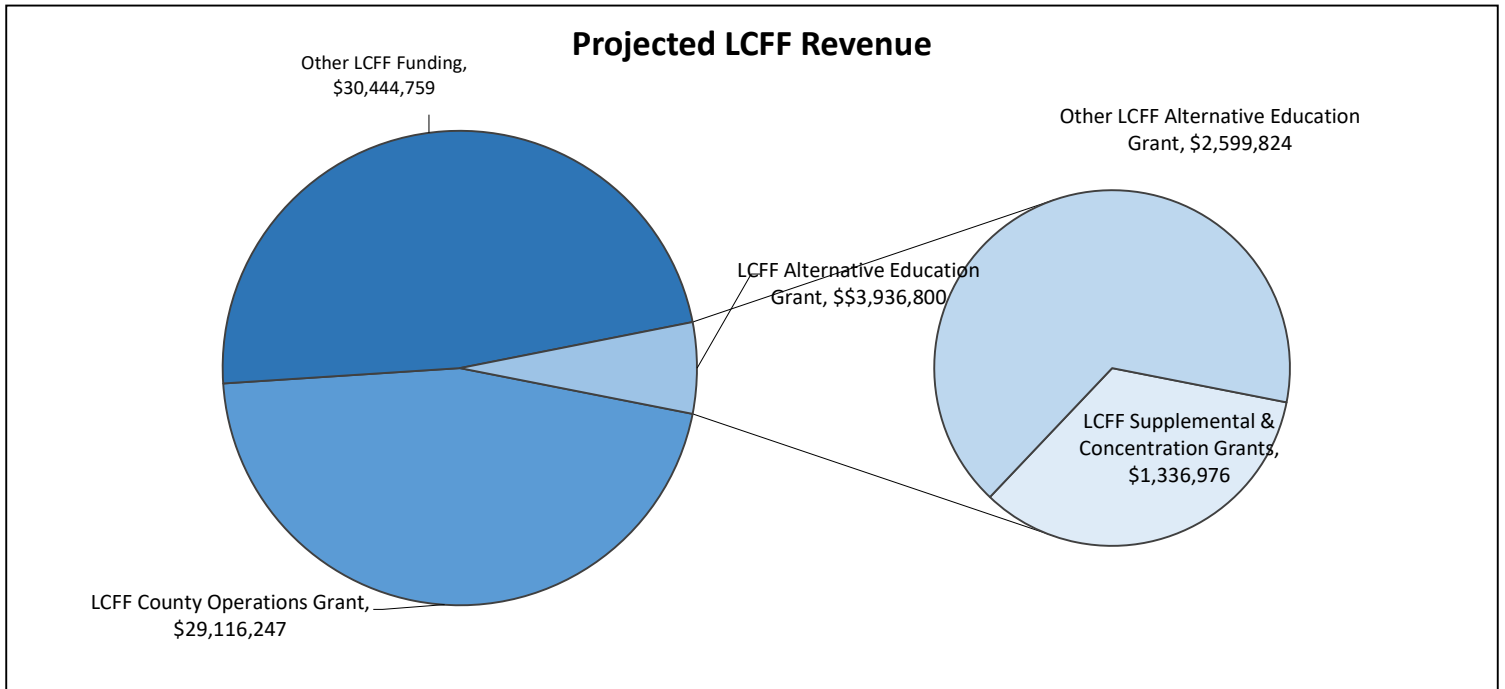
This chart shows the total general purpose revenue Fresno County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fresno County Superintendent of Schools is \$254,253,927.00, of which \$63,497,806.00 is Local Control Funding Formula (LCFF), \$51,599,459.00 is other state funds, \$106,471,340.00 is local funds, and \$32,685,322.00 is federal funds.

Of the \$51,599,459.00 attributed to All Other State Funds, \$459,510.00 are attributed to the Student Support and Enrichment Block Grant.

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2025-26 School Year

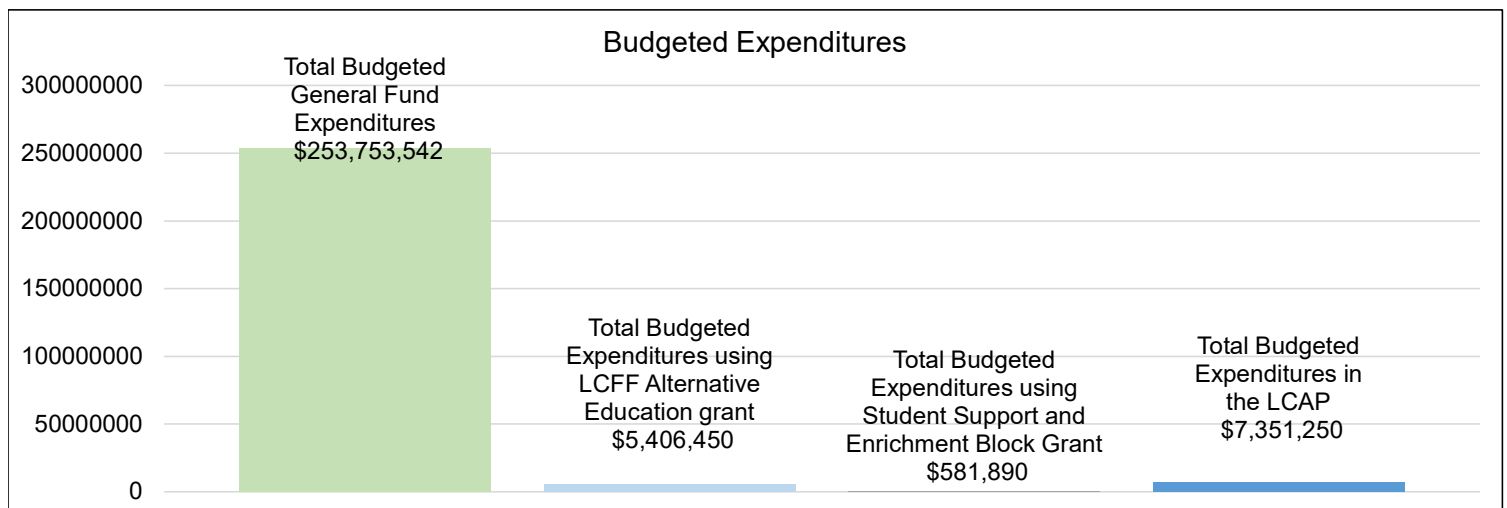


This chart shows the LCFF revenue Fresno County Superintendent of Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Fresno County Superintendent of Schools is \$63,497,806.00, of which \$29,116,247.00 is attributed to the LCFF County Operations Grant, \$3,936,800.00 is attributed to the LCFF Alternative Education Grant, and \$30,444,759.00 is other LCFF funds. Of the \$3,936,800.00 attributed to the LCFF Alternative Education Grant, \$1,336,976.00 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.

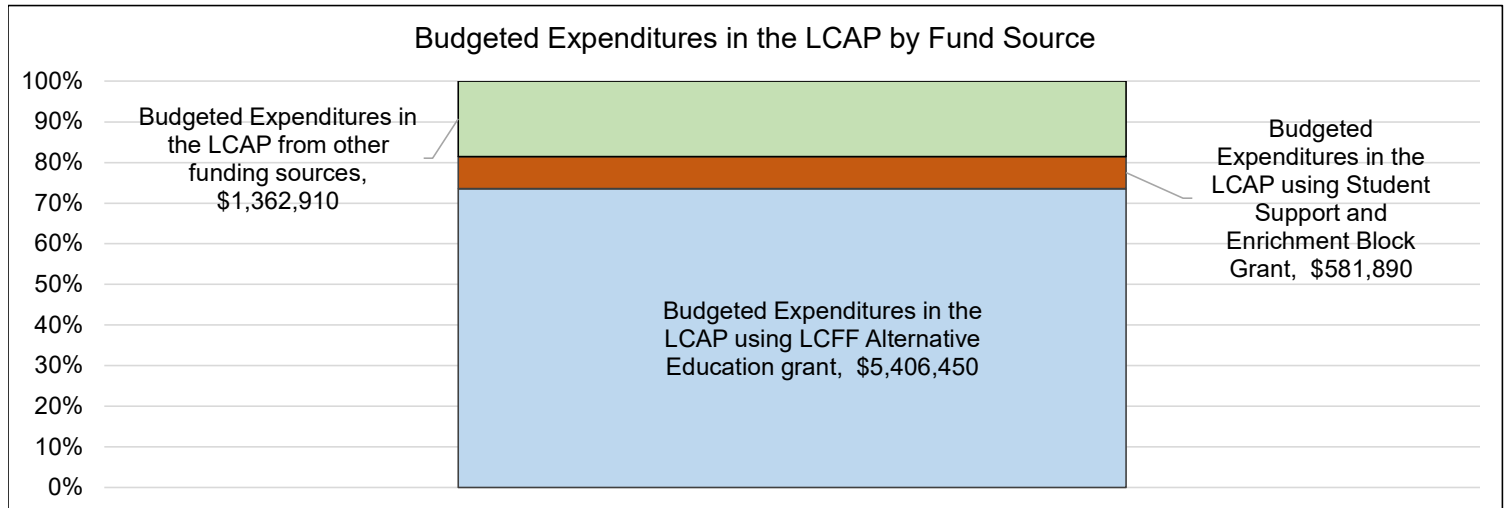


LCFF Budget Overview for Parents

This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2025-26. 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 \$253,753,542.00 for the 2025-26 school year. Of that amount, \$5,406,450.00 is attributed to the Alternative Education Grant and \$581,890.00 is attributed to the Student Support and Enrichment Block Grant. \$246,402,292.00 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 2025-26 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 2025-26 for planned actions and services in the LCAP.

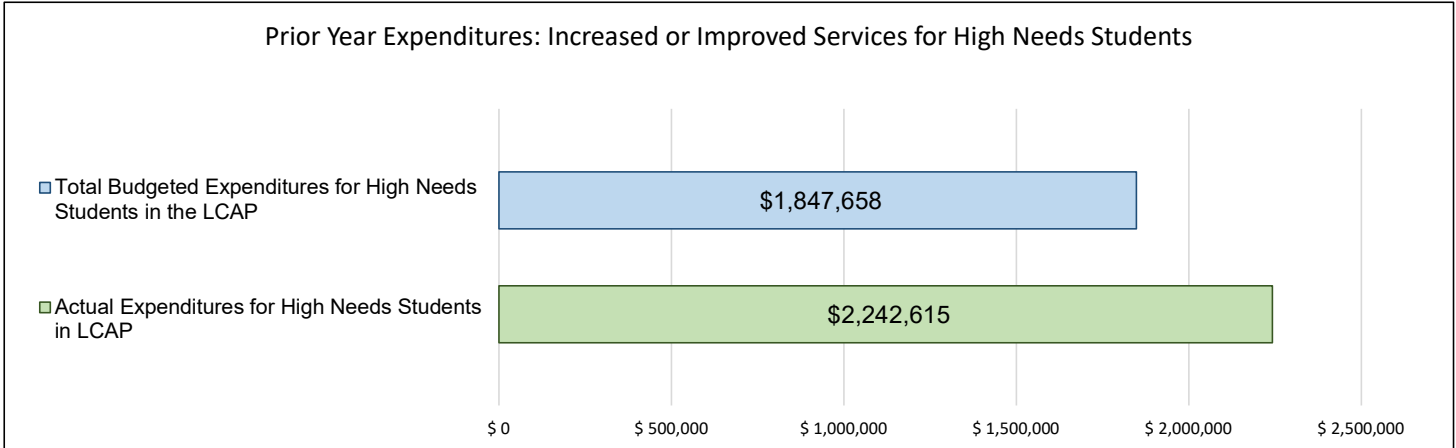
The text description of the above chart is as follows: Fresno County Superintendent of Schools plans to spend \$7,351,250.00 on actions/services in the LCAP. Of those funds, \$5,406,450.00 is attributed to the Alternative Education Grant and \$581,890.00 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Fresno County Superintendent of Schools is projecting it will receive \$1,336,976.00 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 \$2,196,350.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Fresno County Superintendent of Schools's LCAP budgeted \$1,847,658.00 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent \$2,242,615.00 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

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
- Students will exhibit pro-social behavior, demonstrate self-discipline and responsibility, and encourage peer improvement
- 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 (2024 Dashboard)

Enrollment:56

Socioeconomically Disadvantaged 89.3%

English Learners: 12.5%

LTELs: 1.0%

Foster: 1.8%

Worsley (2024 Dashboard)

Enrollment:79

Socioeconomically Disadvantaged 100%

English Learners:12.7%

LTELs: 1.4%

Foster: 8.9%

Understanding Student Dynamics in Alternative Education Settings:

In the Alternative Education settings, approximately 80% of students are enrolled for fewer than 70 school days, equating to roughly three calendar months. This transient nature is reflected in the high turnover rates, with 64% of the student population changing monthly, 93% turning over each semester, and virtually all students exiting and entering daily. Given this constant flux, interventions are continually evolving and innovative each year. They are specifically tailored to address the unique needs of the current student population. These strategies draw from the Local Educational Agency's (LEA) experience and success with past student cohorts. As a result of this dynamic

environment, the LCAP (Local Control and Accountability Plan) goals often center around data derived from the 20% of students who remain enrolled for 70 or more school days.

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

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

Explanation of data metrics not measured:

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

As such, the following metrics do not apply to our programs :

- o A-G Completion rate
- o CTE pathway completion rate
- o A-G and CTE Pathway completion rate
- o EL Reclassification rate
- o AP passage rate
- o Middle school dropout rate
- o Expulsion rate

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

Consensus 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

Equity Multiplier Sites 2025-2026:
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 2025–2026 LCAP reflects \$581,890 in SSEBG funds, which includes the 2024–2025 allocation of \$459,510 and unspent funds from 2023–2024. The SSEBG funds are used for student support and enrichment opportunity purposes:

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

Reflections: Annual Performance

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

In the 2024-25 academic year, we've encountered numerous opportunities for growth and improvement. We take pride in the following achievements:

Worsley School:

The suspension rate decreased from 2023 to 2024, dropping from 8.1% to 6.9% for all students, 11.4% to 9.5% for African American students, and 8.1% to 6.2% for Hispanic students.

The percentage of students who improved their writing proficiency between local pre- and post-tests increased from 35% in 2023–2024 to 45% in 2024–2025 for all students.

5-26 Local Control and Accountability Plan for Fresno County Superintendent of Schools

3. The percentage of eligible students earning a welding certificate increased from 24% to 41% for all students and low-income students, and from 22% to 50% for English Learners between 2023 and 2024.

Local Indicators (2024)

In the 2024-25 academic year, we've encountered numerous opportunities for growth and improvement. We take pride in the following achievements:
at VHEA School:

1. A Library Assistant position was planned to enhance student engagement and address absenteeism and suspension rates.
2. A Content Specialist was successfully hired to support teachers with curriculum and instructional strategies.
3. An Arts teacher was hired to foster student engagement and support academic growth in ELA, Writing, and Math.

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

LEAs that have Red 2024 Dashboard indicators:

Chronic Absenteeism: 70.8% chronically absent

CCI: Prepared 3.8%

Graduation Rate: 27.1% graduated

Suspension Rate: 12.8% suspended at least one day

Alice M. Worsley 2024 Dashboard indicators:

CCI: Prepared 4.8% - Maintained -1%

Graduation Rates: 22.4% graduated- Declined 7.5%

Suspension Rates: 6.9% suspended at least one day-Declined 1.1%

(Note: Not enough students to have color or data for ELA & Math & ELPI)

Fresno County Special Education 2024 Dashboard indicators:

English Language Arts: 73.2 points below standard- Increased 4.9 Points

Math: 97.9 points below standard- Increased 4.3 Points

English Learner Progress: 32.9% making progress -Increased 5.9%

CCI: Prepared 0%- Maintained 0%

Chronic Absenteeism: 49.9% chronically absent- Declined 11%

Graduation Rate: 25.7% graduated- Increased 1.5%

Suspension Rate: 2.4% suspended at least one day- Maintained 0.1%

Violet Heintz Education Academy 2024 Dashboard indicators:

English Language Arts: 274.1 points below standard

Math: 302.6 points below standard

CCI: Prepared 0%- Maintained 0%

Chronic Absenteeism: 93.3% chronically absent- Increased 20.4%

Graduation Rate: 38.5% graduated-Increased 8.5%

Suspension Rate: 35.2% suspended at least one day-Increased 11.5%

(Note: Not enough students to have color or data for ELA & Math & ELPI)

Learning Recovery and Emergency Block Grant

FCSS has unexpended LREBG funds for the 2025-26 school year.

The LREBG-funded action is in Goal 2, Action 15. The action description explains the rationale for selecting the selected actions.

FCSS may get additional LREBG funds as part of the 25-26 Budget Act. The LEA will identify any additional LREBG funds apportioned as part of the 2025-2026 budget act as part of the 2026-2027 LCAP.

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.

Interim services to our Member School Districts' students with low-incidence disabilities who are enrolled in the School District

Certain related services to our Member School Districts, Charter Schools, and the FCSS Court & Community Schools Program through a service agreement, such as Speech-Language Pathology and Adaptive Physical Education

Reflections: Technical Assistance

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

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

FCSS, Court and Community Schools have been identified for Targeted Differentiated Technical Assistance (DTA) Tier 3 to support their ongoing improvement efforts in addressing the needs of Foster Youth (FY), Homeless (HO), Hispanic (HI), and Socioeconomically Disadvantaged (SED) students.

The improvement process for Court and Community Schools will involve several key steps to identify strengths and weaknesses, analyze data collaboratively, conduct root cause analysis, action planning, and monitor progress. Below is an outline of the detailed description of the process that FCSS will use during the 25-26 school year in partnership with Kern County to better understand how to support FY, HI, HO, and SED students within our Court and Community Schools.

Strength and Weakness Meeting: The process will begin with a comprehensive meeting to identify the strengths and weaknesses of the court and community schools.

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

As identified in the Grant Management and Reporting Tool (GMART), the following schools are eligible for comprehensive support and improvement:

Alice M. Worsley
Fresno County Special Education
Violet Heintz Education Academy

Support for Identified Schools

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

Alice M. Worsley, the LEA's Special Education program, and Violet Heintz Education Academy (VHEA) will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the 2024 California School Dashboard. Alice M. Worsley and Fresno County Special Education are eligible due to graduation rates; VHEA is eligible due to its status as a low-performing Title I school. FCSS will collaborate with the schools to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the site plans.

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

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

identified needs. The needs assessment determines the additional support needed to increase the graduation rate at Worsley, VHEA, and the LEA's Special Education program.

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

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

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

Monitoring and Evaluating Effectiveness

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

The implementation of the CSI plans will be monitored and evaluated by the FCSS using the following process: FCSS will monitor the implementation of the CSI plans by facilitating monthly collaboration meetings between school and FCSS LEA-level staff and administration. Implementation efforts will be discussed, including whether or not the proposed goals and actions are being provided to the targeted student groups and whether or not data collection efforts are occurring as planned. Site staff will report on the use of evidence-based interventions, including whether or not classroom observation data shows that strategies are being implemented with fidelity or whether or not more supports need to be put in place. The meetings will include discussions about the relevant data collection of student performance data, classroom observation data, and data collected through professional development and coaching associated with CSI plans. 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	<p>When: January through March, 2025</p> <p>How: Teachers were engaged through in-person and online meetings, in addition to surveys</p> <p>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 2025-26 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.</p>
Principals	<p>When: September, 2024 through March, 2025</p> <p>How: Principals were engaged through in-person and online meetings, in addition to surveys</p> <p>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 2025-26 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.</p>
Administrators	<p>When: September, 2024 through March, 2025</p> <p>How: LEA and Site Administrators were engaged through in-person and online meetings, in addition to surveys</p>

Educational Partner(s)	Process for Engagement
	<p>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 2025-26 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.</p>
Other School Personnel	<p>When: January through March, 2025 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 2025-26 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.</p>
Parents	<p>When: January through March, 2025 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 2025-26 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.</p>
Students	<p>When: February through March, 2025 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 2025-26 LCAP goals and actions. In addition,</p>

Educational Partner(s)	Process for Engagement
	students were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.
Certificated Bargaining Unit	<p>When: April 2, 2025</p> <p>How: Certificated Bargaining Unit members were engaged through an in person meeting</p> <p>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 2025-2026 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.</p>
Classified Bargaining Unit	<p>When: April 2, 2025</p> <p>How: Classified Bargaining Unit members were engaged an in-person meeting</p> <p>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 2025-2026 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.</p>
SELPA	<p>When: March 26, 2025</p> <p>How: The SELPA was engaged through an in-person meeting</p> <p>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 2025-2026 LCAP goals and actions. In addition, the SELPA was presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs.</p>

Educational Partner(s)	Process for Engagement
Equity Multiplier Site: VHEA	<p>When: January 23, 2025 and February 5, 2025</p> <p>How: VHEA was engaged through an online meeting, in addition to a survey</p> <p>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.</p>
Equity Multiplier Site: Worsley	<p>When: February 5, 2025</p> <p>How: Worsley was engaged through an online meeting, in addition to a survey</p> <p>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.</p>
PAC	<p>When: April 11, 2025</p> <p>How: The PAC was engaged through an online meeting, in addition to a survey</p> <p>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 2025-2026 goals and actions. In addition, PAC members were presented with information regarding their sites' Equity Multiplier status and provided input regarding appropriate goals, metrics, and actions in support of the identified needs. There were two SAC student representatives as part of the PAC.</p>
PAC: Draft LCAP Presentation for Comments	<p>When: April 11, 2025</p> <p>How: The PAC was engaged through an in-person meeting</p> <p>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.</p>
DELAC	<p>When: February 2, 2025</p> <p>How: The DELAC was engaged through an online meeting, in addition to a survey.</p>

Educational Partner(s)	Process for Engagement
	<p>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 2025-2026 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.</p>
DELAC : Draft LCAP Presentation for Comments	<p>When: April 11, 2025 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.</p>
Public Comment Period (Provide notification to the public of the opportunity to submit written comment)	<p>When: April 14-April 25, 2025 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 2025-26 LCAP</p>
Public Hearing	<p>When: May 15, 2025 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft 2025-26 LCAP</p>
Board Adoption	<p>When: June 17, 2025 How: 2025-26 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2025-26 LCAP</p>

Page 224 of 518 Description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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

reflect a bigger picture of student progress throughout a given school year. Teachers also highlighted the positive impact of the math and reading interventions, which is reflected in the growth demonstrated in Goal 2. Goal 2 includes the local benchmark assessment metrics. Principals and other site and district-level administrators stated that the LEA's Alternative Education students possessed individual social/emotional needs. When reviewing Dashboard data, the All Student, Foster Youth, Hispanic, low-income, groups were red in the Suspension Indicator. Principals and administrators expressed the need for oversight, including implementing strategies targeting the root causes of the higher suspension rates, such as individual student and student groups' behavioral issues, and establishing a positive school culture. This is reflected in Goal 1, Action 5. In addition, focus on continuing support for students with disabilities and African American students.

To ensure transparency and maintain ongoing collaboration, the LEA provides an LCAP Mid-Year Report to the Fresno County Superintendent of Schools (FCSS). This report includes updates on the implementation of actions, services, and expenditures aligned to the LCAP goals. Sharing this mid-year progress supports continued engagement with educational partners and helps inform adjustments needed to better support student outcomes across all programs and sites.

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

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

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

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

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

ELAC members emphasized the importance of collaborating with the parents and families of English Learners and Long-Term English learners (LTELs) to support their progress in academics and English language development, as well as to increase their participation in school activities and decision-making opportunities. They also highlighted the need for supplemental support in English acquisition and other academic areas. This feedback is reflected in Goal 3, Actions 1 and 3, and Goal 2, Action 6.

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

In addition to the above-mentioned Educational Partner feedback, two FCSS sites received Equity Multiplier funds: Violet Heintz Education Complex (VHEA) and Alice M. Worsley (AMW). Each site obtained feedback from educational partners throughout the LCAP Educational Partner engagement process, including in-person and online meetings and surveys, in the spring of 2025.

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

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

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

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

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

Over the next three years, Worsley Court School will reduce suspension rates among Hispanics by 3% for students and increase the DASS graduation rates among low-income and Hispanic students by 3%. In addition, focus on continuing support for students with disabilities and African American students.

This need is echoed by feedback provided by educational partners, specifically the need to understand better students' backgrounds as well as a place to provide alternative support for students. This need is echoed by feedback provided by educational partners, specifically the need to continue to increase CTE courses, certification, and dual enrollment opportunities.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 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: 35% Low Income Students: 35%	All Students: -11% Low Income Students: -11%

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 suppressed due to fewer than 11 students in student group Data Year: 2024-2025 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: +5% EL Students: NA Data Year: 2023-2024 Data Source: Local Data - Student Information System (AERIES)
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 suppressed due to fewer than 11 students in student group Data Year: 2024-2025 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: -11% Low Income Students: -11% Foster Students: -2% EL Students: data suppressed due to fewer than 11 students in student group Data Source: Local Data - Student Information System (AERIES)
1.3	Unknown transfer rate of 70-day students	All Students: 6%	All Students: 7%		All Students: 4%	All Students: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Students: 6% Foster Students: 3% 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)	Low Income Students: 7% Foster Students: 0% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2024-2025 Data Source: Local Data - Student Information System (AERIES)		Low Income Students: 4% Foster Students: 4% EL Students: 4% Data Year: 2025-2026 Data Source: Local Data - Student Information System (AERIES)	Low Income Students: +1% Foster Students: -3% EL Students: data suppressed due to fewer than 11 students in student group 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: 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: +15% Low Income Students: +15% Foster Students: +5% EL Students: -1% Data Source: Local Data - Student Information System (AERIES)
1.5	Suspension rate of all students	All Students*: 19.1% African American: 18.9%	All Students: 29.9% African American: 34.4%		All Students: 5% African American: 9.4%	All Students*: +10.8% African American: +15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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	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 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%		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% 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	SED African American: +16.6% Foster Youth: +36.1 Hispanic: +7.3% SED Hispanic: +8% SED: +21.3% SWD: +13.7% SED SWD: +4.3% Fresno County Office of Education All Students: +1.8% AA: +1.6% FY: +2.3% Hispanic: +0.8 SED: +1.5% SWD: -3.1% Worsley African American: -2.3% Hispanic: -1.9% VHEA All Students: +11.4% Hispanic: +12.1% SED: +12% Source: CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-2024 2024 Dashboard			
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 Source: CALPADS Report 14.2	All Students: 8.7% Low Income Students: 8.7% Foster Students: 12.5%* EL Students: 11.8% Data Year: 2023-2024 Source: CALPADS Report 14.2		All Students: 10% Low Income Students: 10% Foster Students: 10% EL Students: 10% Data Year: 2025-2026 Data Source: CALPADS Report 14.2	All Students: +4.5% Low Income Students: +4.6% Foster Students: +12.5% EL Students: +9% 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 Source: DataQuest	All Students: 61.3% Low Income Students: 61.3% Foster Students: 56.3% EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 Source: DataQuest		All Students: 25% Low Income Students: 25% Foster Students: 25% EL Students: 25% Data Year: 2025-2026 Source: DataQuest	All Students: -6.2% Low Income Students: -6.2% Foster Students: 0% EL Students: data suppressed due to fewer than 11 students in student group Source: DataQuest
1.8	Rates of a sense of school safety	Students: 72% Parents: 100%	Students: 84% Parents: 100%		Students: 84% Parents: 100%	Students: +12% Parents: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teachers: 93% Data Year: 2023-2024 Data Source: Local Survey	Teachers: 89% Data Year: 2024-2025 Data Source: Local Survey		Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	Teachers: -4% Data Source: Local Survey
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: 85% Parents: 100% Teachers: 95% Data Year: 2026-2027 Data Source: Local Survey	Students: -4% Parents: -25% Teachers: -1% Data Source: Local Survey
1.10	Percentage of Facilities maintained in good repair	100% of facilities met good repair Data Year: 2023-24 Data Source: Facilities Inspection Tool	100% of facilities met good repair Data Year: 2024-25 Data Source: Facilities Inspection Tool		100% of facilities met good repair Data Year: 2026-27 Data Source: Facilities Inspection Tool	100% of facilities met good repair Data Source: Facilities Inspection Tool

Goal Analysis [2024-25]

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

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 are based on an analysis of both inputs from educational partners and metrics.

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

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

1.1 Probation Support

Implementation Status: 4 – Full Implementation

A probation officer was hired and has successfully established trusting relationships with students and facilitated smooth transitions between VHEA Juvenile Hall and neighboring districts. There was no substantive difference in planned action compared to the actual implementation. Success. Parent and family member contacts and communication efforts were successful ensuring transition for students to their next educational setting. The probation officer was a strong support in preventing incidence resulting in a possible suspension, by counseling the students and contacting families.

Challenge

There were no challenges observed during this period.

1.2 Safety and Transportation

Implementation Status: 4 – Full Implementation

Appropriate staff were hired, and bus passes were purchased and we distribute them to students daily to get students to and from school. A root cause analysis found that a 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, therefore we added an SRO to the safety team to provide additional student support. Security was also hired for additional supervision.

Success

Our SRO was hired. The SRO is highly visible and accessible to students when needed. He provides support with supervision, Social emotional learning, and the staff when needed.

Challenge

No significant challenges were noted.

1.3 Wellness Supports

Implementation Status: 4 – Full Implementation

We were able to fulfill our goal, including providing a part-time school nurse and a school psychologist. We are considering increasing the number of contracted days for the nurse in the upcoming year.

Success

These positions have been fully integrated into the school's culture, positively impacting it. Our school nurse supports with day to day health concerns and makes referrals and offers resources to families when needed. Our school Psychologist performs her duties as they relate to special education ensuring that the students receive the supports they need.

Challenge

We have experienced an exceptional demand for additional nurse time. We are considering increasing the number of contracted days for the coming year.

4 Behavior Support Oversight

Implementation Status:4 – Full Implementation

The Director of Alternative Education provided on-going training to the behavior intervention staff and all staff. This training included alternative discipline strategies aimed at reducing suspension rates by equipping teachers and staff with effective methods to manage classroom behavior without resorting to suspension. In addition, cultural competency training was provided to ensure that staff understood and respected their students' diverse backgrounds, thereby improving relationships and reducing misunderstandings that could lead to disciplinary actions. There is no substantive difference between planned action and actual implementation.

Success

We've introduced new strategies and supports that have improved student attendance.

Challenge

We face a high rate of student turnover, including students with a history of frequent absenteeism.

1.5 Facilities

Implementation Status: 4 – Full Implementation

We've undertaken various projects throughout the facility, including upgrades, repairs, and replacements completed this year. This was expanded to include routine maintenance and operational costs.

Success

All projects were efficiently and timely executed, ensuring our facilities remain well-maintained.

Challenge

Not applicable at this time.

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.

1.1 Probation Support: There was no material difference between budgeted and estimated actual expenditures.

1.2 Safety and Transportation: This action was overspent due to the addition of an SRO. A root cause analysis found that the main reason these students were not coming to school was that they felt unsafe, which made it harder for them to trust and stay engaged.

1.3 Wellness Supports: This action was underspent an adjustment in staffing, which reduced spending on planned activities. This variance will be reviewed to guide adjustments in staffing, planning, and resource allocation in future cycles.

1.4 Behavior Support Oversight: This action was overspent because the director needed additional time to establish a system for a more supportive, effective educational environment that would address the needs through more intensive oversight and targeted interventions.

1.5 Facilities: There was no material difference between budgeted and estimated actual expenditures.

Page 235 of 518 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 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):(low income, all students), Educational Partner Input at VHEA, Suspension Rate of 70-day students (low-income, all students), Chronic Absenteeism Rate of 70-day students

Analysis Statement: In 2023–2024, the suspension rate for 70-day students was 44% overall and 9% for foster youth, while chronic absenteeism for 70-day students was 41% overall and 5% for foster youth (with EL data suppressed for both measures). By 2024–2025, 70-day suspension rates fell to 33% overall, and 70-day chronic absenteeism dropped to 30% overall, again with EL data suppressed due to having fewer than 11 students in the group. The decrease in suspension and chronic absenteeism rates reflects the positive impact of providing staff who build strong relationships with students, engage in restorative practices, and foster increased connections on campus. Although the action is targeted to address the needs of low-income students, implementing it school-wide ensures that all students experience improved support, leading to better overall behavioral and attendance outcomes.

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 students & all students), Sense of School Safety (low-income students & all students), Educational Partner Input at VHEA

Analysis Statement: In 2023–24, local survey results confirmed that 72% of students, 100% of parents, and 93% of teachers reported a sense of school safety. In 2024–25, the final data show 84% of students, 100% of parents, and 89% of teachers. Regarding chronic absenteeism (for students enrolled at least 70 days), the rate decreased from 41% to 30% overall between 2023–24 and 2024–25, with low-income students declining from 41% to 30% and foster youth from 5% to **3%. Data for EL students were suppressed due to having fewer than 11 students in that group. Lastly, the unknown transfer rate for 70-day students shifted from 6% in 2023–24 to 7% in 2024–25. Providing bus tokens removed a critical transportation barrier for many VHEA students, helping to boost attendance and reduce chronic absenteeism—particularly among low-income students who benefited most from reliable transportation. Meanwhile, having dedicated security staff and an SRO to promote trauma-informed, restorative practices on campus increased feelings of safety and engagement, strengthening student trust and contributing to better overall attendance rates.

Action(s):1.3 Wellness Supports

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): Chronic Absenteeism Rate of 70-day students (low-income) Unknown Transfer Rate of 70-day students (low-income) Sense of School Connectedness (low-income) Educational Partner Input at VHEA

Analysis Statement: 70- Day student chronic absenteeism for “All Students” declined from 41% in 2023–24 to 30% in 2024–25, while the unknown transfer rate grew from 6% to 7%. Over the same period, the student sense of school connectedness dipped slightly from 73% to 70%, with parent connectedness shifting from 100% to 75%. Foster student absenteeism dropped from 5% to 3%, and their unknown transfer rate moved from 3% to 0%. This proactive approach enabled LEA staff to identify attendance issues early and engage families through targeted home visits and referrals, while also providing additional nursing and school psychologist services to support the specific needs of low-income students.

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

Analysis Statement: From 2022–2023 to 2023–2024, districtwide suspension rates rose for most groups, including the “All Students” population (19.1% to 29.9%) and especially Foster Youth (13.9% to 50%). The Fresno County Office of Education also saw an increase in overall suspension rates (11% to 12.8%), while Worsley’s African American subgroup decreased slightly (11.8% to 9.5%). VHEA’s suspension rates jumped across subgroups, with All Students going from 23.8% to 35.2%. The Director of Alternative Education provided on-going training to the behavior intervention staff and all staff. This training included alternative discipline strategies aimed at reducing suspension rates by equipping teachers and staff with effective methods to manage classroom behavior without resorting to suspension. The suspension rate decreased for our 70-day students. All Students decreased by 11%, and low-income students decreased by 11%.

Action(s):1.5 Facilities

Effectiveness of Action(s): 3 –Effective

Metric(s) & Student Group(s): Percentage of Facilities maintained in good repair

Analysis Statement: 100% of facilities met good repair. The LEA will continue to maintain facilities in good repair, will retain maintenance personnel, and will update the instructional and/or classroom learning environment to support critical thinking, problem solving, communication, collaboration, and creativity and innovation.

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.

Metric Updates:

1.5 The suspension rate baseline has been updated.

Action Updates:

1.2: Added SRO. 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.

1.3 Worsley was added to this action to provide support to both sites.

1.4 Behavior Support Oversight: Additional time is needed for the Director to establish a system for a more supportive, effective educational environment to address the needs through more intensive oversight and targeted interventions.

1.5 This action was updated to include any routine maintenance or operations of the schools.

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.

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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 and an SRO to improve campus safety and will provide tokens for public bus transportation to and from school.	\$341,000.00	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 will contract with the TIP Program (Truancy Intervention Program).	\$160,650.00	Yes
1.4	Behavior Support Oversight	<p>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.</p> <p>To address the following Reds on the 2023 Dashboard:</p> <p>LEA Level Reds Suspension Rate: All Students African American Foster Youth Hispanic SED SWD</p> <p>DA eligibility for the Suspension Indicator: Foster Youth Hispanic SED</p> <p>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.</p>	\$111,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	<p>All Students: 72%</p> <p>Low Income Students: 72%</p> <p>Foster Students: data suppressed due to fewer than 11 students in student group</p> <p>EL Students: data suppressed due to fewer than 11 students in student group</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data - AERIES Student Information System</p>	<p>All Students: 63%</p> <p>Low Income Students: 63%</p> <p>Foster Students: data suppressed due to fewer than 11 students in student group</p> <p>EL Students: data suppressed due to fewer than 11 students in student group</p> <p>Data Year: 2024-2025</p>		<p>All Students: 80%</p> <p>Low Income Students: 80%</p> <p>Foster Students: 80%</p> <p>EL Students: 80%</p> <p>Data Year: 2026-2027</p> <p>Data Source: Local Data - AERIES Student Information System</p>	<p>All Students: -9%</p> <p>Low Income Students: -9%</p> <p>Foster Students: N/A</p> <p>EL Students: N/A</p>

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			
2.2	Percentage of students who have access to and are enrolled in a broad course of study	<p>All Students: 100% Low-Income Students: 100% Foster Students: 100% EL Students: 100%</p> <p>Data Year: 2023-2024</p> <p>Source: Local Indicator Report Self-Reflection Tool</p>	<p>All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100%</p> <p>Data Year: 2024-2025</p> <p>Source: Local Indicator Report Self-Reflection Tool</p>		<p>All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100%</p> <p>Data Year: 2026-2027</p> <p>Source: Local Indicator Report Self-Reflection Tool</p>	<p>All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100%</p>
2.3	Percentage of students scoring “met or exceeds standards” on CAASPP ELA	<p>All Students: 6.1% Low Income Students: 2.94% Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL : data suppressed due to fewer than 11 students in student group</p> <p>Data Year: 2023</p>	<p>All Students: 0% Low Income Students: 0% Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL : 0%</p> <p>Data Year: 2024</p> <p>Source: CERS Extract</p>		<p>All Students: 12% Low Income Students: 10% Foster Students: 10% EL Students: 10%</p> <p>Data Year: 2026</p> <p>Source: LEA Smarter Balanced Reports (DataQuest)</p>	<p>All Students: -6.1% Low Income Students: -2.94% Foster Students: N/A EL Students:N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: LEA Smarter Balanced Reports (DataQuest)				
2.4	Percentage of students scoring “met or exceeded standards” on CAASPP Math	<p>All Students: 0.0% Low Income Students: 0.0% Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL: data suppressed due to fewer than 11 students in student group</p> <p>Data Year: 2023</p> <p>Source: CAASPP Data (DataQuest)</p>	<p>All Students: 0.0% Low Income Students: 0.0% Foster Students: data suppressed due to fewer than 11 students in student group EL & LTEL: 0%</p> <p>Data Year: 2024</p> <p>Source: CERS extract</p>		<p>All Students: 5% Low Income Students: 5% Foster Students: 5% EL Students: 5%</p> <p>Data Year: 2026</p> <p>Source: LEA Smarter Balanced Reports (DataQuest)</p>	<p>All Students: 0.0% Low Income Students: 0.0% Foster Students: N/A EL Students: N/A</p>
2.5	Percentage of all students demonstrating mastery after pre and post testing scores in the Reading Benchmark*	<p>All Students: 73% Low-Income Students: 73% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2023-2024</p> <p>Source: Local Data</p>	<p>All Students: *Data will be available after the May 26-May 30 administration window Low-Income Students: Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data</p>		<p>All Students: 85% Low Income Students: 85% Foster Students: 85% EL Students: 85%</p> <p>Data Year: 2026-2027</p> <p>Source: Local Data</p>	<p>*Data will be available after the May 26-May 30 administration window</p> <p>All Students: Low Income Students:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2024-2025</p> <p>Source: Local Data</p>			
2.6	Percentage of all students demonstrating mastery after pre and post testing scores in the Writing Benchmark	<p>All Students: 57%</p> <p>Low-Income Students: 57%</p> <p>Foster Students: data was suppressed due to fewer than 11 students in the student group</p> <p>EL & LTEL Students: data suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2023-2024</p> <p>Source: Local Data</p>	<p>All Students: 76%</p> <p>Low-Income Students: 76%</p> <p>Foster Students: data was suppressed due to fewer than 11 students in the student group</p> <p>EL & LTEL Students: data suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2024-2025</p> <p>Source: Local Data</p>		<p>All Students: 75%</p> <p>Low Income Students: 75%</p> <p>Foster Students: 75%</p> <p>EL Students: 75%</p> <p>Data Year: 2026-2027</p> <p>Source: Local Data</p>	<p>All Students: +19%</p> <p>Low Income Students: +19%</p> <p>Foster Students: N/A</p> <p>EL Students: N/A</p>
2.7	Percentage of English Learners making progress towards English proficiency	<p>Level 4: 16.7%</p> <p>Level 3: 16.7%</p> <p>Level 2: 50.0%</p> <p>Level 1: 16.7%</p> <p>Data Year: 2023</p>	<p>ELPAC: data was suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2024</p>		<p>Level 4: 20%</p> <p>Level 3: 30%</p> <p>Level 2: 30%</p> <p>Level 1: 20%</p> <p>Data Year: 2026</p>	<p>ELPAC: data was suppressed due to fewer than 11 students in the student group</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: ELPAC ELPI: 33.3% ELs who Progressed at Least One ELPI Level Data Year: 2023 Dashboard Source: Dashboard	Source: ELPAC ELPI: VHEA & Worsley data was suppressed due to fewer than 11 students in the student group Data Year: 2024 Source: ELPI Downloadable File Fresno County Office of Education ELPI: 25% making progress Data Year: 2024 2024 Dashboard		Source: ELPAC ELPI: 40% ELs who Progressed at Least One ELPI Level Data Year: 2026 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 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 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: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Percentage of eligible students earning CTE credits	<p>All Students: 100% Low-Income Students: 100% Foster Students: N/A EL Students: 100%</p> <p>Data Year: 2023-2024</p> <p>Source: Local Data - AERIES Student Information System Site Data: Worsley</p>	<p>All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100%</p> <p>Data Year: 2024-2025</p> <p>Source: Local Data - AERIES Student Information System Site Data: Worsley</p>		<p>All Students: 100% Low Income Students: 100% Foster Students: 100% EL Students: 100%</p> <p>Data Year: 2026-2027</p> <p>Source: Local Data - AERIES Student Information System</p>	<p>All Students: 100% Low Income Students: 100% Foster Students: N/A EL Students: 100%</p>
2.10	Percentage of eligible students earning a welding certification	<p>All Students: 24% Low Income Students: 24% Foster Students: N/A EL Students: 22%</p> <p>Data Year: 2022-2023</p> <p>Source: Local Data - AERIES Student Information System Site Data: Worsley</p>	<p>All Students: 41% Low Income Students: 41% Foster Students: 0% EL Students: 50%</p> <p>Data Year: 2024-2025</p> <p>Source: Local Data - AERIES Student Information System Site Data: Worsley</p>		<p>All Students: 30% Low Income Students: 30% Foster Students: 30% EL Students: 30%</p> <p>Data Year: 2025-2026</p> <p>Source: Local Data - AERIES Student Information System</p>	<p>All Students: +17% Low Income Students: +17% Foster Students: 0% EL Students: +17%</p>
2.11	Percentage of teachers and students using technology for	<p>All Students: 100% Low Income Students: 100%</p>	<p>All Students: 100% Low Income Students: 100%</p>		<p>All Students: 100% Low Income Students: 100%</p>	<p>All Students: 100% Low Income Students: 100%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching/learning in the classroom	Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2023-2024 Source: Local Data: Classroom Walkthrough Tool	Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2024-2025 Source: Local Data: Classroom Walkthrough Tool		Foster Students: 100% EL Students: 100% Teachers: 100% Data Year: 2026-2027 Source: Local Data: Classroom Walkthrough Tool	Foster Students: 100% EL Students: 100% Teachers: 100%
2.12	High School Graduation Rate	All Students: 17.9% Foster Youth: 37.5% Hispanic: 15.4% SED Hispanic 15.4% Homeless: 25% Low-Income Students (SED):17.9% EL Students: data suppressed due to fewer than 11 students in student group 20% 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%	All Students: 20% Foster Youth: 25% Hispanic: 28.9% 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: 35% Foster Youth: 55% Hispanic: 34% SED Hispanic 20% Homeless: 38% Low-Income Students (SED): 35% EL: 35% Worsley All Students: 35% SED: 35% Hispanic: 34% Fresno County Special Education All Students: 26% SED:25% SWD: 25% Data Year: 2025-2026	All Students: +2.1% Foster Youth: – 12.5% Hispanic: +1.0% SED Hispanic: +13.5% Homeless: –10.7% Low-Income Students (SED):+2.1% EL Students: N/A Worsley All Students: – .07% SED: –.07% Hispanic: +10.2% Fresno County Special Education All Students: -2.5% SED: -6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Source: School Dashboard Graduation Rate	All Students: 91.4% SED: 90.6% SWD: 91.4% Data Year: 2023-2024 Source: Dashboard		Source: School Dashboard Graduation Rate (No longer DASS rate)	SWD: -2.5 %
2.13	Percentage of students showing increase in Math unit benchmark assessments	All Students: 80% Low-Income Students: 80% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2023-2024 Source: Local Data	All Students: 79% Low Income Students: 79% Foster Students: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group Data Year: 2024-2025 Source: Local Data		All Students: 85% Low Income Students: 85% Foster Students: 85% EL Students: 85% Data Year: 2026-2027 Source: Local Data	All Students: -1% Low Income Students: -1% Foster Students: N/A 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%	ELA Met or Exceeded All Students: data was suppressed		ELA Met or Exceeded All Students: 3.5%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Students: data was suppressed due to fewer than 11 students in the student group</p> <p>EL Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Math Met or Exceeded All Students: 0.0% Low-Income Students: 0.0% Foster Students: data was suppressed due to fewer than 11 students in the student group</p> <p>EL Students: data suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2022-2023</p> <p>Source: CAASPP Data</p>	<p>due to fewer than 11 students in the student group</p> <p>Low-Income Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Foster Students: data was suppressed due to fewer than 11 students in the student group</p> <p>EL Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Math Met or Exceeded All Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Low-Income Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Foster Students: data was suppressed due to</p>		<p>Low Income Students: 4% Foster Students: 4% EL Students: 4%</p> <p>Math Met or Exceeded All Students: 3% Low Income Students: 3% Foster Students: 3% EL Students: 3%</p> <p>Data Year: 2025-2026</p> <p>Source: CAASPP Data</p>	

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 Students: data suppressed due to fewer than 11 students in the student group Data Year: 2023-2024 Source: CERS extract			
2.15	Percentage of students scoring levels met or exceeded on the CAST	All Students: 7.69% Low Income Students: data suppressed due to fewer than 11 students in student group Foster Students: data suppressed due to fewer than 11 students in student group EL Students: data suppressed due to fewer than 11 students in student group Data Year: 2022-2023 Source: CAASPP Data	All Students: 0% Low Income Students: 0% Foster Students: Data suppressed due to fewer than 11 students in student group EL Students: Data suppressed due to fewer than 11 students in student group Data Year: 2023-2024 Source: CAASPP Data		All Students: 8.5% Low Income Students: 8.5% Foster Students: 8.5% EL Students: 8.5% Data Year: 2025-2026 Source: CAASPP Data	All Students: -7.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	CCI Indicator	<p>All Students: 4.6% prepared Foster Youth: 0% prepared Hispanic: 3.7% prepared Homeless: 0% prepared SED: 4.6% prepared</p> <p>Worsley All Students: 5.9% prepared Hispanic: 4.9% prepared SED: 5.9% prepared</p> <p>Fresno County Special Education All Students: 0% prepared SWD: 0%</p> <p>Data Year: 2022-2023</p> <p>Source: 2023 Dashboard</p>	<p>All Students: 4% prepared Foster Youth: 0% prepared Hispanic: 4.4% prepared Homeless: 0% prepared SED: 4.0% prepared</p> <p>Worsley All Students: 4.8% prepared Hispanic: 5.1% prepared SED: 4.8% prepared</p> <p>Fresno County Special Education All Students: 0% prepared SWD: 0%</p> <p>Data Year: 2023-2024 Source: 2024 Dashboard</p>		<p>All Students: 5.5% prepared Foster Youth: 3% prepared Hispanic: 4.5% prepared Homeless: 3% prepared SED: 5.5% prepared</p> <p>Worsley All Students: 6.5% prepared Hispanic: 5.5% prepared SED: 6.5% prepared</p> <p>Fresno County Special Education All Students: 2% prepared SWD: 2%</p> <p>Data Year: 2025-2026 Source: 2026 Dashboard</p>	<p>All Students: -0.6% prepared Foster Youth: 0% prepared Hispanic: +.7% prepared Homeless: 0% prepared SED: -.6% prepared</p> <p>Worsley All Students: -1.1% prepared Hispanic: +.2% prepared SED: -1.1% prepared</p> <p>Fresno County Special Education All Students: 0% prepared SWD: 0%</p>
2.17	CTE Enrichment	<p>All Students: 0% Low Income Students: 0% Foster Students: 0% EL Students: 0%</p> <p>Site Data: VHEA</p>	<p>VHEA's CTE Enrichment Data for August-December 2024</p> <p>In progress, there is no participation</p>		<p>All Students: 50% Low Income Students: 50% Foster Students: 50% EL Students: 50%</p>	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Program is being established during the 24-25 school year	data because the program development is in its beginning stages. The number of students participating in the program will be		Site Data: VHEA Program is being established during the 24-25 school year	
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		68% Clear (% of teaching FTE) 0 Misassignments Data Year: 2026-2027 Data Source: CA Dashboard	0 Misassignments 0% Vacancies
2.19	Access to standards aligned instructional materials	5 - Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation and Sustainability Data Year: 2024-2025 Data Source: Local Indicator Report Self-Reflection Tool		5 - Full Implementation and Sustainability Data Year: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	5 - Full Implementation & Sustainability
2.20	Degree of implementation of and student access to state	5 - Full Implementation & Sustainability	5 - Full Implementation & Sustainability		5 - Full Implementation & Sustainability	5 - Full Implementation & Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards, including ELD standards for all students, including English Learners	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: 2026-2027 Data Source: Local Indicator Report Self-Reflection Tool	

Goal Analysis [2024-25]

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 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.

2.1 Supplemental Instruction Staff & Curriculum
Implementation Status: 4 – Full Implementation
Math and reading intervention teachers provide targeted instruction to students identified through local benchmark data, using supplemental curriculum to support their learning. An additional need was to provide an independent study option and one-on-one support for students from rural areas who could not make it to campus every day.

Success
This approach has been consistent, and students in the intervention program continue to demonstrate improvement in both class grades and local benchmark assessments.

Challenge
No challenges have been identified, although staff are still exploring additional Math Intervention Curriculum options.

2 Professional Development

Implementation Status: 4 – Full Implementation

The implementation of IMAGO Social-Emotional Learning modules was successful. Staff participated in professional development, and the lessons are now being taught in all classrooms. School staff also participated in workshops hosted by the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC). These workshops focused on topics such as instruction, behavior intervention, career technical education, and dual enrollment, all tailored to the needs of alternative education students. There was no substantive difference in planned action compared to the actual implementation.

Success

School staff have access to a comprehensive library of Social-Emotional Learning (SEL) modules, which they can use for weekly lessons with students. Students have provided positive feedback about the new supplemental curriculum, indicating it's been well-received and effective.

Challenge

School staff are still working to determine the most effective pacing calendar to use with students. Since each group of students is unique and classrooms operate differently, finding the best approach takes careful consideration.

2.3 Supplemental Tutoring Services

Implementation Status: 3-Initial Implementation

Tutoring services were provided at both Alternative Education school sites during the spring semester, focusing on supporting identified students in math and English Language Arts (ELA). There was no substantive difference in planned action compared to the actual implementation.

Successes

Students have access to tutoring services in both math and English Language Arts (ELA), providing them with the opportunity to receive additional academic support. We aim for these services to help improve their skills and boost their performance in both subjects, ultimately enhancing their overall academic success..

Challenges

During the implementation phase, we observed that there may be a need for additional tutors on campus to better support students. With the current level of support, some students may not be receiving the attention they need, so increasing the number of tutors could help provide more targeted assistance and improve student outcomes.

2.4 Student Technology

Implementation Status: 4 – Full Implementation

All students are provided with either a laptop or Chromebook to support instruction in the classroom and ensure access to the curriculum. In addition, supplemental instructional technology and resources are being used in the classroom, which has proven to enhance student engagement and positively impact the school culture. There was no substantive difference in planned action compared to the actual implementation.

Successes

Students are actively using instructional technology and have access to the online curriculum and resources necessary for their success.

Challenges

Teachers need additional professional development to effectively integrate instructional technology into their classroom practices. This training would help them better utilize technology to enhance instruction and improve student engagement.

2.5 Support & Supplies

Implementation Status: 4 – Full Implementation

Funds were allocated to purchase instructional materials, classroom supplies and Positive Behavioral Interventions and Supports (PBIS) supplies. There was no substantive difference in planned action compared to the actual implementation.

Success

Creating a positive school culture is a key focus on campus for both students and staff. This includes the implementation of the new Behavior Intervention Plan, which is designed to promote positive behavior and support student success by addressing behavioral challenges and fostering a productive learning environment.

Challenge

No challenges were reported.

2.6 English Learner & Long-Term English Learner Support

Implementation Status: 4 – Full Implementation

There was supplemental support for EL and LTELs to provide additional support for academic achievement, fostering accelerated language acquisition and proficiency growth. There was no substantive difference in planned action compared to the actual implementation.

Success

Systems and data tracking programs based on the supplemental instructional support are being used to analyze student success by examining local assessment scores, ELPAC results, and Lexile levels. These tools help monitor student progress, identify areas for improvement, and tailor instruction to better meet individual learning needs.

Challenge

There is a need for additional professional development for teachers on the new supplemental reading curriculum. In addition, more training focused on English Language Development (ELD) is necessary to better support teachers in meeting the needs of English learners and enhancing their instructional practices.

2.7 Student Progress Monitoring & Library Supports

Implementation Status: 3 – Initial Implementation

A teacher librarian and library assistant are utilized to provide essential library services and support classroom instruction. Library services are key role in collaborating with teachers to integrate library resources into lessons, helping students develop research and information literacy skills. The library assistant was hired mid-year.

Success

Students have access to a wide range of library resources and teachers are delivering effective and engaging lessons. The school has implemented a successful book club where students come together to read and discuss a variety of books. This initiative encourages a love for reading, enhances critical thinking skills, and fosters a sense of community among students.

Challenge

There is difficulty in hiring a qualified Library Aid who is available for limited hours. It is recommended to convert this role into a full-time position.

3 MTSS Support Staff

Implementation Status: 4 – Full Implementation

Staff was hired for these two positions. There was no substantive difference in planned action compared to the actual implementation. Analyzing formative assessments was critical to this monitoring process, as it provided valuable insights into the learning needs of English learners, low-income students, and foster youth. By examining this data, the District identified areas where these students needed additional support and ensured that the goals outlined in the Local Control and Accountability Plan (LCAP) were met.

Success

These staff members are successfully supporting instruction and learning by overseeing the implementation and monitoring the effectiveness of the MTSS framework.

Challenge

There are currently no challenges.

2.9 Site-based Academic Support Staff

Implementation Status: 3 – Initial Implementation

The site leader focused on providing assistance with curriculum implementation, utilization of technology and support materials, and ensuring adherence to educational regulations and requirements. There was no substantive difference in planned action compared to the actual implementation.

Success

Ensuring that educational programs and staff effectively implement curriculum guidelines and standards. Ongoing support and professional development for teachers are key to maintaining this alignment and improving overall classroom effectiveness.

Challenge

Staff development is needed to improve the accuracy and consistency of data entry in the student information system, ensuring compliance with established practices and guidelines.

2.10 Fresno County Special Education Graduation & CCI

Implementation Status: 3 – Initial 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

There are currently no challenges.

2.11 CTE Supports

Implementation Status: 4 – Full Implementation

We provided 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). There was no substantive difference in planned action compared to the actual implementation.

Success

Students at Worsley are successfully completing Career and Technical Education (CTE) courses and earning industry-recognized welding certifications. These certifications provide students with valuable, real-world skills that enhance their employability, ensuring they are well-prepared for future job opportunities in the welding industry.

Challenge

The CTE program has not yet started at VHEA.

2.12 California Standards Aligned Curriculum

Implementation Status: 4 – Full Implementation

Online core curriculum was purchased for both Worsley and VHEA and utilized by staff and students. There was no substantive difference in planned action compared to the actual implementation.

Success

All students now have full access to grade-level state standards-aligned curriculum, including supports for both in-person, online and independent study students.

Challenge

There are currently no challenges.

2.13 Teachers and Staff

Implementation Status: 4 – Full Implementation

We have successfully hired a full staff for all core and elective subject areas, with no open positions remaining. There was no substantive difference in planned action compared to the actual implementation.

Success

All students have access to a comprehensive, core curriculum that is aligned with state standards, ensuring they receive the foundational knowledge required for academic success. In addition to the core subjects, students are offered a variety of elective courses, allowing them to explore their interests and develop skills in areas such as the arts, technology, and physical education. These electives not only enrich the educational experience but also help students meet their graduation requirements, preparing them for a well-rounded and successful future.

Challenge

There are currently no challenges to report.

2.14 Base Support for SWD

Implementation Status: 4 – Full Implementation

We have hired a full staff, and all positions are now filled. There was no substantive difference in planned action compared to the actual implementation.

Success

Special education students are receiving comprehensive support from the special education staff to meet their needs as outlined in their IEPs.

Challenge

There are currently no challenges, as all positions are fully staffed.

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

- 2.1 Supplemental Instruction Staff & Curriculum: Overspent- This action was overspent because an additional need was to provide an independent study option and one-on-one support for students from rural areas who could not make it to campus every day.
- 2.2 Professional Development: Underspent. The action was underspent due to a delay in contracted professional development services
- 2.3 Supplemental Tutoring Services: Underspent- This action was overbudgeted.
- 2.6 English Learner & Long-Term English Learner Support: Overspent- Decline in EL Population. EL staffing support was increased from the original plan based on student need, putting us over budget.
- 2.7 Student Progress Monitoring & Library Supports: Underspent- The action was underspent because our Library aid started mid-year. The action was underspent because our Library aid started mid-year. It wasn't easy finding a qualified Library Assistant.
- 2.12 California Standards Aligned Curriculum: No funds were spent; Lottery funds were used.
- 2.13 Teachers and Staff: Underspent-Teacher salaries differ, and some teachers were hired late in the school year. We have also had teachers being funded through multiple sources.
- 2.14 Base Support for SWD: Underspent-This goal and action have been fully implemented using multiple funding sources. Both VHEA and Worsley are fully staffed and students are were provided complete services and supports. Other funding sources were used
- There was no material difference between budgeted and estimated actual expenditures for the following actions: 2.3 Supplemental Tutoring Services, 2.4: Student Technology, 2.5: Support & Supplies, 2.8: MTSS Support Staff, 2.9:Site-based Academic Support Staff, 2.11: CTE Supports, 2.10 Fresno County Special Education Graduation & CCI

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 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 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): 2.2, 2.6, 2.13 *Percentage of students showing increase in Math unit benchmark assessments* All Students Decreased from 80% to 78%; Low-income Students decreased from 80% to 78% *Percentage of students showing increase in Writing unit benchmark assessments* All Students decreased from 57% to 55%; and Low-income Students decreased from 57% to 55%, *Percentage of students showing increase in Reading unit benchmark assessments* All Students decreased from 73% to 57% and Low-income Students decreased from 73% to 57% *70-day students earning a minimum of 5.5 credits per month* All Students decreased from 72% to 63%; Low Income decreased from 72% to 63%; Foster 9% (less than 11 students in 2023-2024)

Analysis Statement: Educational partner data shows the new master schedule for reading intervention, and the supplemental reading program is having an impact in the classroom. The REWARDS reading and writing intervention materials is specifically designed for adolescent struggling learners and our educational partners believe this will have a big impact on student learning.

Action(s): 2.2 Professional Development

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students) Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students

showing increase in Reading unit benchmark assessments (all students and low-income students) Percentage of 70-day students earning a minimum of 5.5 credits per month (all students and low-income students) Educational Partner Feedback

Analysis Statement: A 1% decrease for all students and low-income students on the math benchmark and an 19% increase on the writing benchmark for low-income and the all student groups. Percentage of 70-day students earning a minimum of 5.5 credits per month (all students and low-income students) Educational Partner Feedback, The data for math performance for both all students and low-income students suggests the action had limited effectiveness in supporting math growth. However, the 19% increase in writing benchmark scores for both groups reflects a strong positive impact of the action on writing proficiency. Professional development and targeted instructional coaching have played a key role in supporting instructional strategies aligned with benchmark expectations, particularly in writing. We will continue to calibrate professional development efforts in mathematics, ensuring that math-specific coaching, curriculum alignment, and data-driven instruction are prioritized.

Action(s): 2.3 Supplemental Tutoring Services & 2.4 Student Technology & 2.5 Support & Supplies & 2.7 Student Progress Monitoring & Library Supports & 2.8 MTSS Support Staff & 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): 2 – Somewhat Effective

Metric(s) & Student Group(s): Percentage of students showing an increase in Math unit benchmark assessments (all students and low-income students). Percentage of students showing an increase in Writing unit benchmark assessments (all students and low-income students) Percentage of students showing an increase in Reading unit benchmark assessments (all students and low-income students), Graduation Rate (all students, low-income students), and Education Partner Feedback (Worsley)

Analysis Statement: A 1% decrease for all students and low-income students on the math benchmark and an 19% increase on the writing benchmark for low-income and the all student groups. The graduation data indicate declines in overall performance for several student groups while showing improvements for Hispanic and low-income Hispanic students. Based on internal data and educational partners, these

actions directly address learning gaps and provide tailored support where declines are noted, essential for improving overall academic outcomes. We will continue to set measurable goals and continuously monitor progress to ensure that instructional strategies are adjusted promptly, optimizing learning experiences for all student groups.

Action(s): 2.6 English Learner & Long-Term English Learner Support

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): 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 is suppressed due to small number in student group. ELPAC Scores, Educational Partner Feedback Analysis Statement: Sites provided internal tracking of EL and LTEL data due to the low number enrolled; data is not publicly available for these groups. Sites are working to support each EL and LTEL student on an individual basis.

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: +2.9%, SED: +3.8%, SWD: +9.1 %, CCI- 0% Analysis Statement: By aligning the supplemental curriculum and providing targeted instructional supports such as additional paraeducator support and staff training, the initiative directly boosted academic engagement and progression for students with disabilities. Additionally, the use of an online data monitoring platform and dedicated funding for curriculum development ensured data-driven adjustments and continuous improvement, contributing to improved SWD graduation rates.

Action(s): 2.11 CTE Supports

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): 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

Analysis Statement: CCI -All Students: -0.6 % prepared, Foster Youth: 0% prepared, Hispanic: +.7% prepared, Homeless: 0% prepared, SED: -.6% prepared, Worsley, All Students: -1.1% prepared, Hispanic: +.2% prepared, SED: -1.1% prepared. The LEA continued to provide highly qualified CTE/ROP teachers to promote opportunities for student engagement and attendance in occupational learning. The LEA provided a supplemental curriculum to support CTE/ROP. The CTE program has not yet started at VHEA.

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.

1 Supplemental Instruction Staff & Curriculum - Add an Independent Study Teacher

2 Added PLC time and support and conferences.

3 Supplemental Tutoring Services. This action supports both sites. The funding amount was reduced; another funding source will be used continue this work.

5 Support, Supplies & Incentives: Has been updated to provide additional clarification

- 2.4. Action language was updated to provide additional clarity.
- 2.6 This action has been updated to provide greater clarification.
- 2.12 The high school graduation rate baseline has been updated.
- 2.13 Was updated to provide clarity.
- 2.15 LREBG: Summer School This is a new action to capture how FCSS will use LREBG funds based on the needs assessment findings.
- 2.18 The baseline has been updated to include teacher misassignment Dashboard data.

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	<p>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.</p> <p>Specifically, to address the following Reds on the 2023 Dashboard:</p> <p>LEA Level Graduation Rate: All Students Foster Youth Hispanic Homeless SED</p> <p>LEA Level CCI Indicator: All Students Foster Youth Hispanic Homeless SED</p> <p>DA eligibility for the CCI Indicator: Foster Youth Hispanic Homeless</p>	\$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>SED</p> <p>The LEA will provide the following: Intervention & Support Class Teachers Summer School, Intersession Opportunities Supplemental Curriculum and Resources Independent Study Teacher</p>		
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.	\$10,000.00	Yes
2.4	Student Technology	<p>The LEA will continue to purchase and upgrade educational technology for students to utilize.</p> <p>Digital Tools Hot-Spots Digital Resources Digital Citizenship/ Monitoring</p>	\$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	<p>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.</p> <p>The LEA will provide professional development to all certified and support staff, aligned with the California EL Roadmap, to support ELs and LTELs.</p> <p>Additional support and supplemental curriculum for all structured English immersion programs for ELs & LTELs will be provided.</p>	\$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.	\$240,000.00	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.	\$203,000.00	Yes
2.9	Site-based Academic Support Staff	Site-based administrator (1 FTE) will focus on providing assistance with curriculum implementation, utilization of technology and support materials, and ensuring adherence to educational regulations and requirements. Assisting teaching staff and program administrators in effectively implementing curriculum guidelines and standards. This involves providing guidance on instructional strategies, lesson planning, and curriculum alignment to ensure student learning objectives are met. Ensuring that educational programs and practices align with state and federal regulations and requirements. This involves staying informed about education policies, standards, and mandates and providing guidance to ensure compliance across all aspects of teaching and program administration.	\$206,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Fresno County Special Education Graduation & CCI	<p>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.</p> <p>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.</p> <p>To address the following Reds on the 2023 Dashboard: Fresno County Special Education Graduation Rate- All students, SED, SWD CCI-All Students, SWD</p> <p>We will take the following actions to address the reds on the dashboard, which include: The supplemental curriculum will support grade-level learning and establish classroom schedules that align with high school course content requirements. Purchasing an online platform to monitor data collection. Additional paraeducator support is provided for instruction and data collection. Providing staff training on the supplemental curriculum. Providing support for new teachers (Induction). Funding certificated and classified staff to develop, implement, and maintain a course of study and transcripts.</p>	\$165,091.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	CTE Supports	<p>FCSS was identified for Differentiated Assistance (DA) based on the CCI indicator for Foster Youth, Hispanic, Homeless, and social-economically disadvantaged students.</p> <p>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.</p> <p>Specifically, to address the following Reds on the 2023 Dashboard for the CCI Indicator:</p> <p>LEA Level Reds CCI Indicator: All Students Foster Youth Hispanic Homeless SED</p> <p>DA eligibility for the CCI & Grad Rate Indicator: Foster Youth Hispanic Homeless SED</p> <p>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.</p> <p>Strengthened Approach: Increasing collaboration time with ROP content specialists to support Pathway implementation for long-term students.</p>	\$118,000.00	Yes
2.12	California Standards Aligned Curriculum	The LEA will use state/locally approved California standards-aligned curriculum for core subjects, including the English Language Development curriculum and supplemental materials to support California standards integrated with English Language Development standards, in addition to	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$2,742,100.00	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
2.15	LREBG: Summer School	<p>LREBG Action: Summer School</p> <p>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.</p>	\$131,950.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Metric 2.3, 2.4, 2.5, 2.6, 2.7 LREBG Funds: Per year through 2027–28</p>		

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

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	Source: Local Indicator Report Self-Reflection Tool	Data Year: 2024-2025 Source: Local Indicator Report Self-Reflection Tool		Data Year: 2026-2027 Source: Local Indicator Report Self-Reflection Tool	
3.2	Parent Square Usage: percentage of parents/families that are contactable for push notifications	87% Data Year: 2023-2024 Source: Local Data	81% Data Year: 2024-2025 Source: Local Data		90% Data Year: 2026-2027 Source: Local Data	-6%

Goal Analysis [2024-25]

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.

3.1 Parent and Educational Partner Communication

Implementation Status: 4 – Full Implementation

The LEA provided school communications in the home language regarding independent study, in-person learning, and extended learning opportunities to parents of general and Special Education students and provided bilingual services for parent meetings, including IEPs. Our bilingual translation services are ongoing, with in-person support available and indirect communication options when needed. There was no substantive difference in planned action compared to the actual implementation.

Access
The LEA communicates effectively with families and the community.

Challenge

No challenges have been identified.

3.2 Parent and Educational Partner Outreach

Implementation Status:4 – Full Implementation

We have parent empowerment classes scheduled year-round, and we share class information during registration orientation. There was no substantive difference in planned action compared to the actual implementation.

Success

A large number of families participated.

Challenge

Encouraging parents from both sites to attend classes and utilize available support remains difficult.

3.3 Supplemental Bilingual Interpreting and Translation

Implementation Status:4 – Full Implementation

Translation and other bilingual services (above what is required in the education code) and outreach allowed parents and families of the English Learner population to be informed about and participate in meetings and school functions. This support facilitated their involvement in their children’s education and school decision-making by providing interpreting on phone calls, translating letters, and offering interpretation during sessions. There was no substantive difference in planned action compared to the actual implementation.

Success

She effectively communicates with families and the community.

Challenge

No challenges have been identified.

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 was no material difference between budgeted and estimated actual expenditures for the following actions:

3.1: Parent and Educational Partner Communication, 3.2:Parent and Educational Partner Outreach, 3.3: Supplemental Bilingual Interpreting and Translation

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 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

Analysis Statement: We assign dedicated staff to coordinate communication efforts and gather valuable input from families and community members. By using various methods, we share information about upcoming events, meetings, and decision-making opportunities. To ensure all families can participate, we also provide bilingual support and translation services. This means that most documents and letters are available in multiple languages, and interpreters are present at applicable meetings. These efforts help parents of English Learners and other educational partners feel welcomed and empowered to share their thoughts, ask questions, and be involved in shaping our schools.

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 were no changes made.

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.	\$52,400.00	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	\$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>support their children toward academic success on topics identified by parents as vital to them.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Parent Square Usage: percentage of parents/families that are contactable for push notifications</p>		
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

Action #	Title	Description	Total Funds	Contributing

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: 90% Data Year: 2026-2027 Source: Local Data - VHEA GLS Records	Students: +2% Source: Local Data - VHEA GLS Records

Goal Analysis [2024-25]

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
We successfully hired a Director for Alternative Education. There was no substantive difference in planned action compared to the actual implementation.
Success
Throughout the year, our program has consistently supported students transitioning in and out. A new system for enrollment and transition by creating the VHEA transition team.
Challenge
No challenges have been identified.

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

4.1 Expelled Student Support: This action was underspent, the Director salary shifted funding sources based on student need.

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): Effective
Metric(s) & Student Group(s):Percentage of expelled youth successfully meeting their individual terms of expulsion
Analysis Statement: VHEA was able to improve in supporting students in meeting their terms of expulsion. 23/24 we were at 85% and 24/25 we increased to 87% working our way to our year three goal of 90%

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).	\$111,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>A review and analysis of the rate of students meeting terms of expulsion and educational partner feedback from parents, collaborative agencies, and teachers demonstrate the need to increase the rate of successful completion of the terms of expulsion agreements for the expelled low-income student population through an increased transition, academic and social/emotional support to the expelled low-income student population, in order to increase the rates of their successfully completing their terms of expulsion. Their feedback and LEA experience further indicated that each student required individualized support, which is human resource-intensive. To address the needs of low-income expelled students, the LEA will provide personnel to oversee, monitor, and facilitate social/emotional and academic support and transition services. These increased services are designed to provide and promote a sense of connectedness to strengthen interpersonal relationships and academic and social-emotional skill development. Mental health clinicians provide social/emotional support during and after the school day and virtually. These services are individualized for low-income expelled students by addressing communication with districts, meeting individualized social/emotional needs, providing awareness of and access to community resources for low-income students and their families, and addressing learning opportunities. This action is designed to meet the needs most associated with low-income students. However, because we expect that all expelled students will benefit from the additional transition, academic, and social/emotional support, this action is provided on a school-wide basis. We expect this action to increase the percentage of low-income students completing their terms of expulsion.</p>		

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 Source: DataQuest	All Foster Students: 59.1% Data Year: 2023-24 Source: DataQuest Data Year: 2023-2024 Source: DataQuest: 4 Year Adjusted Cohort Graduation Rate		All Foster Students: Maintain or increase above 55% Data Year: 2025-26 Source: DataQuest	All Foster Students: +3.7% Source: DataQuest
5.2	Number of Fresno County Foster Youth who participate in supplemental enrichment activities	Foster Students Participated in the Following Enrichment Activities Leadership Program: 91 Winter: 91 Spring: 91 Data Year: 2023-2024 Source: Local Data - FCSS Foster Youth Director	Foster Students Participated in the Following Enrichment Activities Leadership Program: 84 foster/ 95 homeless Winter: Program: 84 foster/ 95 homeless Spring: Program: 84 foster/ 95 homeless Data Year: 2024-2025		Foster Students Participated in the Following Enrichment Activities Leadership Program: 100 Winter: 100 Spring: 100 Data Year: 2026-2027 Source: Local Data - FCSS Foster Youth Director	Leadership Program: -7 Winter: -7 Spring: -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Local Data - FCSS Foster Youth Director			
5.4	Number of Community/LEAs accessing the Mobile Application	Number of Community/LEAs accessing the Mobile Application: 120 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: Maintain 120 charter and LEA access Data Year: 2026-27 Data Source: Analytic Report	Number of Community/LEAs accessing the Mobile Application: +3,111

Goal Analysis [2024-25]

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 - Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services.

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:

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

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: The LEA maintained and promoted the iPlan mobile application to districts and collaborative agencies, foster youth and their families, and an online database and other support to districts that facilitated prompt transition of foster youth in addition to their educational records. The Leadership Program grew to serve more students in the 25-26 school year.

Overall Challenges: There were no significant challenges in the implementation.

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, 5.2 Foster Youth Support, 5.4 Technology, 5.5 Mobile Application - There were no material differences for these actions.
5.3 Leadership Program- Underspent .This action was overbudgeted.

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): 3 –Effective

Metric(s) & Student Group(s): Foster Youth

Analysis Statement: The percentage of Fresno County Foster Youth who graduate or complete a High School program increased by 3.7%. Foster Students continue to participate in enrichment activities. The number of Community/LEAs accessing the Mobile Application increased by +3,111.

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.

Metric 5.2: Number of Fresno County Foster Youth who participate in supplemental enrichment activities added homeless youth to the list.

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.

ctions

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. 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.	\$0.00	No
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.	\$81,500.00	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	\$40,500.00	No

Action #	Title	Description	Total Funds	Contributing
		collaboration. Students will develop leadership skills, character building, and social-emotional stability.		
5.4	Technology	<p>FCSS will provide Foster Youth students with the necessary technology and hotspots to access enrichment and educational resources.</p> <p>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.</p>	\$1,450.00	No
5.5	Mobile Application	Support and maintain the foster youth mobile application for Android and iOS.	\$1,550.00	No
5.6	Data Collection & Education Records & Support	<p>Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually. Using the database system, Foster Youth staff will support the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students.</p> <p>Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools.</p>	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 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		All Students: 60% Hispanic: 60% SED: 60% Data Year: 2025-2026 Data Source: Dashboard	All Students: +20.29% Hispanic: +27.59% SED: +18.6%
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		All Students: 19% Hispanic: 19% SED: 19% Data year: 2025-2026	All Students: +11.6% Hispanic: +11.6% SED: +12.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Dashboard	
6.3	Suspension Rate of 70-Day Students	<p>All Students: 50% Hispanic: 52% SED: 50%</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students: 40% Hispanic: 47% SED: 40%</p> <p>Data Year: 2024-20245</p> <p>Data Source: Local Data- AERIES Student Information System</p>		<p>All Students: 40% Hispanic: 42% SED: 40%</p> <p>Data Year: 2026-2027</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students: -10% Hispanic: -5% SED: -10%</p>
6.4	Chronic Absenteeism Rate of 70-Day Students	<p>All Students: 79% Data Year: 2023-2024</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students: 47% Data Year: 2024-2025</p> <p>Data Source: Local Data- AERIES Student Information System</p>		<p>All Students: 70% Data Year: 2026-2027</p> <p>Data Source: Local Data- AERIES Student Information System</p>	All Students: -32%
6.5	Sense of Connectedness	<p>All Students: 89% Hispanic: 92% SED: 89%</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students: 74.1% Hispanic: 64% SED: 74.1%</p> <p>Data Year: 2024-2025</p>		<p>All Students: 100% Hispanic: 100% SED: 100%</p> <p>Data Year: 2026-2027</p> <p>Data Source: Local Data- AERIES</p>	<p>All Students: -14.9% Hispanic: -36% SED: 74.1%</p>

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		Student Information System	
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		All Students: 65% Data Year: 2026-2027 Data Source: Local Data- AERIES Student Information System	All Students: +23%
6.7	Sense of Safety	All Students: 100% Hispanic: 100% SED: 100% Data Year: 2023-2024 Data Source: Local Data- AERIES Student Information System	All Students: 74.1% Hispanic: 41% SED: 74.1% Data Year: 2024-2025 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: -26% Hispanic:-59% SED: -26%

Goal Analysis [2024-25]

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.

6.1 Art Teacher

Implementation Status: 5- Full Implementation and Sustainability.

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

Success

Students have been regularly attending art classes and maintaining a positive attitude. No substantive difference in the planned action compared to actual implementation.

Challenge

There were no challenges.

6.2 Content Specialist

Implementation Status: 4- Full Implementation

We hired a content specialist to provide ongoing support to all teachers, developing strategies and sharing tools to foster continuous student success. No substantive differences in planned action compared to the actual implementation.

Success

Our content specialist supported both VHEA and AMW teachers by aligning instructional strategies, curriculum, and local assessments. This alignment ensures cohesive, high- quality instruction and improved outcomes from students.

Challenge

There were no challenges.

6.3 Guidance Learning Specialist

Implementation Status: 4 – Full Implementation

Our Guided Learning Specialist has provided ongoing support to students, staff and families, ensuring that the high priority areas on our dashboard are addressed. No substantive difference in planned action compared to the actual implementation.

Success

Many students have successfully navigated the alternative education program and met their expulsion requirements by maintaining regular school attendance and minimizing discipline issues.

Challenge

Some students still struggle with consistent school attendance and continue to face discipline concerns.

4 Community Assistant

Implementation Status: 4 – Full Implementation

Our community assistant makes daily calls and home visits to encourage consistent school attendance. No substantive difference in planned action compared to the actual implementation.

Success

Consistent outreach and positive relationship-building have increased student excitement about attending school.

Challenge

Some students still struggle with regular attendance, and severe incidents involving violence or threats of violence continue to result in suspensions.

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.

6.1 Art Teacher: Underspent

The original allocation was an estimate. This position is also under goal 7.3. We used the remaining Arts funds to cover this position. This goal and action is also addressed under 7.3 Multiple funding sources were used.

6.2 Content Specialist: Underspent

We overestimated. The position is split between the two sites 80/20. 20% is under 6.2 and the remainder of the funding is listed under goal 7.5.

6.3 Guidance Learning Specialist: Underspent

We overestimated. The position is split between the two sites 80/20. 20% is under 6.2 and the remainder of the funding is listed under goal 7.5.

6.4 Community Assistant: Underspent

We were only able to hire one community assistant. We hired a second campus assistant at a lower rate. This change was also made later at the start of the year.

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: 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 5%.

Action(s): 6.1 Art Teacher & 6.3 Guidance Learning Specialist &6.4 Community Assistant

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): Low-income and Hispanic students suspension and chronic absenteeism rates
Data Statement: Suspension rates for all students increased from 23.6% in 2022–2023 to 35.2% in 2023–2024, with Hispanic students increasing from 20.2% to 31.8% and SED students from 24.1% to 36.3%. s. Among 70-day students, suspension rates decreased from 50% in 2023–2024 to 40% in 2024–2025, with Hispanic students improving from 52% to 47% and SED students from 50% to 40%.The percentage of students identified as chronically absent rose from 73% to 93.3% for all students. Among Hispanic students, chronic absenteeism increased from 72.4% to 90%, and among SED students from 74.3% to 92.9%. Chronic absenteeism rates among 70-day students also showed significant improvement, dropping from 79% in 2023–2024 to 47% in 2024–2025.
Analysis Statement: Art opportunities gave these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we leveraged the arts to support students from low-income and Hispanic backgrounds. We expected that this would foster an increased sense of identity and empowerment, thereby motivating students to attend school.. The part-time Guidance Learning Specialist will implement proactive, positive discipline strategies and offer counseling support to reduce suspensions and promote a healthier school climate. Two newly hired community assistants will collaborate with families and community organizations to build attendance awareness, provide resources that address barriers to regular attendance, and offer enriching programs that support students and families, ultimately helping to improve these data trends.

Action(s): 6.2 Content Specialist
Effectiveness of Action(s): 3 –Effective
Metric(s) & Student Group(s): Access to standards aligned instructional materials -5 - Full Implementation and Sustainability
Analysis Statement: All students, including low-income and Hispanic students, benefitted from classroom teachers who effectively implemented best first-teaching practices. By providing guidance, additional resources, and ongoing support, the teachers created engaging and inclusive learning environments that met the diverse needs of all students.

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.

6.5 Dual Enrollment & CTE is a new action - We are expanding CTE & Dual Enrollment at VHEA. VHEA currently does not have a Dual Enrollment or CTE program.
6.6 After-School Programming for Student Engagement- Start an afterschool program for CTE

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.

Contributing Actions
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Action #	Title	Description	Total Funds	Contributing
6.1	Art Teacher	VHEA will provide a part-time Art teacher.	\$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		The comprehensive analysis of data for VHEA shows that arts as a means of support for all students. These low-income and Hispanic students face suspension and high chronic absenteeism rates. Art opportunities will give these students a positive outlet for self-expression, creativity, and emotional processing. Through arts-based therapeutic interventions and alternative learning opportunities, we will leverage the arts to support students from low-income and Hispanic backgrounds. We expect this will promote an increased sense of identity and empowerment to motivate students to attend school.		
6.2	Content Specialist	A part-time content specialist will support students' academic success by collaborating with classroom teachers. This person will support classroom teachers in implementing the best first-teaching practices effectively. By providing guidance, additional resources, and ongoing support, the teachers can create engaging and inclusive learning environments that meet the diverse needs of all students. In addition, the content specialist will work closely with a team to develop comprehensive curriculum and instruction strategies aligned with academic standards and student needs and provide the necessary associated professional development. This will better support and design engaging and rigorous learning experiences that foster student engagement, critical thinking, and academic achievement. The content specialist and any necessary materials and supplies will empower teachers with the knowledge, resources, and support they need to deliver high-quality instruction and foster student success.	\$35,000.00	No
6.3	Guidance Learning Specialist	<p>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.</p> <p>Specifically, to address the following Reds on the 2023 Dashboard: Suspension Rate: All Students, SED, Hispanic</p> <p>A part-time Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students' behavioral</p>	\$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>and social-emotional needs and any necessary associated materials and supplies.</p> <p>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.</p> <p>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.</p> <p>Data to measure effectiveness: Suspension Rate: All Students, SED, Hispanic</p>		
6.4	Community Assistant	<p>Parental and community engagement is critical to improving attendance. VHEA will hire two community assistants to:</p> <p>Develop communication strategies that build awareness of the importance of regular attendance.</p> <p>Provide resources and support for families facing barriers to getting their students to school.</p> <p>Involve community organizations in creating programs that support students and families, such as after-school programs or health services.</p>	\$155,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$108,690.00	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 media, and parent meetings to ensure families are aware of the opportunities available. Materials and supplies needed to run the program.	\$89,807.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>Over the next three years, Worsley Court School will reduce suspension rates among African American students by 4% and Hispanic students by 3%.</p> <p>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.</p>	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 24-25 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 alitative 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 spanic students at Worsley. Multiple factors contribute to our students' low graduation rate, including behavior, attendance, and access to ademic classes. Our data shows that when students are in the seats, they are earning credits; therefore, the need shows our approach ust 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: 7% Data Year: 2025-26 Data Source: Dataquest	All Students: -1.4%
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: 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 Data Source: CAASPP		All Students: 2% Data Year: 2025-26 Data Source: Dataquest	All Students: +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.4	Academic Performance Math	All Students: 77.1 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: 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: 8% prepared Hispanic: 7% SED: 8% Data Year: 2025-26 Data Source: Dashboard	All Students: -1.1% Hispanic: +.2% SED: -1.1%
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: 33% SED: 33% Hispanic: 30% Data Year: 2025-26 Data Source: Dashboard	All Students: -7.5% SED: -7.5% Hispanic: +2.4%
7.7	Suspension Rate	All Students: 8.1% African American: 11.4% Hispanic: 8.1%	All Students: 6.9% African American: 9.5% Hispanic: 6.2%		All Students: 5% African American: 7% Hispanic: 5%	All Students: -1.2% African American: -1.9% Hispanic: -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: 2023 Dashboard	Data Year: 2023-24 Data Source: 2024 Dashboard		Data Year: 2025-26 Data Source: Dashboard	
7.8	Percentage of eligible students earning CTE credits	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2023-2024 Source: Local Data-AERIES Student Information System	All Students: 100% SED Students: 100% EL Students: 100% Data Year: 2024-2025 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: data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: data was suppressed due to fewer than 11		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: +40% Low Income Students: +40% 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
			<p>students in the student group</p> <p>Data Year: 2024-2025</p> <p>Data Source: Local Data- AERIES Student Information System</p>			
7.10	Local Math Benchmark: percentage of students showing an increase in Mathematics proficiency between local pre- and post-tests	<p>All Students: 89%</p> <p>Low Income Students: 89%</p> <p>Foster Students: 86%</p> <p>EL Students: 100%</p> <p>Data Year: 2023-2024</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students: 84%</p> <p>Low Income Students: 84%</p> <p>Foster Students: Data was suppressed due to fewer than 11 students in the student group</p> <p>EL & LTEL Students: data was suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2024-2025</p> <p>Data Source: Local Data- AERIES Student Information System</p>		<p>All Students: 91%</p> <p>Low Income Students: 91%</p> <p>Foster Students: 89%</p> <p>EL Students: 100%</p> <p>Data Year: 2026-27</p> <p>Data Source: Local Data- AERIES Student Information System</p>	<p>All Students:-5%</p> <p>Low Income Students:-5%</p> <p>Foster Students: N/A</p> <p>EL Students: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-2025 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: 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: +17%
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: Data was suppressed due to fewer than 11 students in the student group EL & LTEL Students: Data was		All Students: 70% Low Income Students: 70% Foster Students: 70% EL Students: 70% Data Year: 2026-27	All Students:+11% Low Income Students:+11% 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
			<p>suppressed due to fewer than 11 students in the student group</p> <p>Data Year: 2024-2025</p> <p>Data Source: Local Data - AERIES Student Information System</p>		Data Source: Local Data - AERIES Student Information System	
7.13	Dashboard Graduation Rate	<p>All Students: 29.9% SED: 29.9% Hispanic: 25.5%</p> <p>Data Year: 2022-23</p> <p>Data Source: 2023 Dashboard</p>	<p>All Students: 22.4% SED: 22.4% Hispanic: 27.9%</p> <p>Data Year: 2023-24</p> <p>Data Source: 2024 Dashboard</p>		<p>All Students: 32% SED: 32% Hispanic: 28%</p> <p>Data Year: 2025-26</p> <p>Data Source: Dashboard</p>	<p>All Students: -7.5% SED: -7.5% Hispanic: +2.4%</p>
7.14	DASS Graduation Rate	<p>All Students: 63.2% SED: 63.2% Hispanic: 54.2%</p> <p>Data Year: 2022-23</p> <p>Data Source: 2023 Dashboard DASS Subreport</p>	<p>All Students: 74.1% SED: 74.1% Hispanic: 86.7%</p> <p>Data Year: 2023-24</p> <p>Data Source: 2024 Dashboard DASS Subreport</p>		<p>All Students: 65% SED: 65% Hispanic: 56%</p> <p>Data Year: 2025-26</p> <p>Data Source: 2023 Dashboard DASS Subreport</p>	<p>All Students: +10.9 SED: +10.9 Hispanic: +32.5</p>

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

Goal Analysis [2024-25]

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

7.1 Intervention TOSA
Implementation Status:4 – Full Implementation
Teacher on Special Assignment in charge of supporting students in Math and Reading Intervention was hired.
Success
Teacher on Special Assignment (TOSA) dedicated to supporting our intervention program. This role is instrumental in providing targeted assistance to students who require additional academic support, ensuring that instructional strategies align with best practices for intervention. Additionally, collaboration between the TOSA and classroom teachers has strengthened instructional practices, leading to more effective interventions and improved student outcomes.
Challenge
One ongoing challenge is the limited time available to work with students due to the duration of their stay at the facility. Because students may be enrolled for varying lengths of time, it can be difficult to consistently collect and analyze data that accurately reflects their progress. This limitation impacts the ability to track long-term growth and make data-informed adjustments to interventions. Developing strategies to maximize the time available and refine data collection methods will be crucial in addressing this challenge.

7.2 Behavior Intervention Supports
Implementation Status: 4 – Full Implementation
GLS was hired at Worsley to implement a comprehensive Behavior Intervention Plan (BIP), to strengthen behavior intervention efforts and support student success and to lead the implementation of a comprehensive Behavior Intervention Plan (BIP). This initiative is designed to provide structured support for students, promote positive behaviors, and create a more conducive learning environment.
Success

A key achievement of this initiative has been the thorough research and development of a new Behavior Intervention Plan. The staff collaborated to review best practices, analyze student behavior data, and design a plan that aligns with the needs of the school. The new BIP was implemented this school year, ensuring a structured and proactive approach to behavior support. This plan is expected to provide clear strategies for intervention, equip staff with effective tools for managing student behavior, and enhance overall school climate.

Challenge

Staff development is essential to strengthen our approach to behavior intervention and the implementation of Positive Behavioral Interventions and Supports (PBIS).

7.3 Arts Teacher

Implementation Status: 4 – Full Implementation

A full-time Art teacher has been hired, and a high school Art class is now available for students to fulfill their graduation requirements.

Success

Students now have access to an art class, which helps them fulfill their high school graduation requirements.

Challenge

No challenges have been identified.

7.4 Summer School/ Extended Learning

Implementation Status: 4 – Full Implementation

Worsley will offer a Summer 2025 session but not with EM funds.

Success

Students have the opportunity for credit completion.

Challenge

No challenges have been identified.

7.5 Content Specialist

Implementation Status: 4 – Full Implementation

A content specialist has been hired to strengthen academic success by providing targeted support to teachers throughout the instructional process.

Success

By offering coaching, professional development, and classroom support, the content specialist helps teachers refine their instructional practices, ultimately leading to improved student engagement and achievement.

Challenge

No challenges have been identified.

7.6 Guidance Learning Specialist

Implementation Status:

Guidance and Learning Specialist (GLS) has been hired to support students as they navigate key transitions in their educational journey.

Success

The GLS works closely with students, families, and staff to ensure a smooth transition out of the facility, returning to school or preparing for post-secondary opportunities.

Challenge

No challenges have been identified.

7.7 Dual Enrollment

Implementation Status: 3 – Initial Implementation

A dual enrollment class was offered on-site in counseling. We are working to expand our dual enrollment moving forward. The funds in this action were used to purchase additional welding material, supplies, and equipment to prepare students for a dual-enrollment welding opportunity for the 25-26 school year.

Success

Students earned college credit.

Challenge

Securing an FCC professor to teach during the first semester has been difficult. Contact Fresno City College to arrange a suitable instructor or confirm alternatives.

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 Intervention TOSA: Another funding source was used.

Another funding source was used. (Action was fully implemented)

7.2 Behavior Intervention Supports: Underspent

Initial allocation was overbudgeted for the 30% FTE (It is my assumption this is the case, the action and the %FTE did not change)

7.3 Arts Teacher: Underspent

Underspent-Initial allocation was overbudgeted for the 80% FTE (It is my assumption this is the case, the action and the %FTE did not change)

7.4 Summer School/ Extended Learning: A different funding source was used.

Initial allocation was underbudgeted for the 80% FTE (It is my assumption this is the case, the action and the %FTE did not change)

7.6 Guidance Learning Specialist: Underspent

Initial allocation was overbudgeted for the 50% FTE (It is my assumption this is the case, the action and the %FTE did not change)

7.7 Dual Enrollment: No difference in plan versus estimated actual.

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

Action(s): 7.1 Intervention TOSA

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s) & Student Group(s): Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)

Data Statement: Graduation rate data from the California School Dashboard highlights important trends and opportunities for growth. In 2023–24, Hispanic students demonstrated encouraging progress, with the graduation rate increasing from 25.5% in 2022–23 to 27.9%—a positive gain of over 2 percentage points. This upward trend signals the impact of targeted support and a promising direction for continued improvement. While the overall graduation rate for All Students and Socioeconomically Disadvantaged (SED) students declined slightly—from 29.9% to 22.4%—this data provides valuable insight for refining strategies and increasing support alignment. **The local Reading Benchmark data shows a notable increase in performance for both all students and low-income students, rising from 65% to 76% meeting the identified benchmark indicating a positive 11% increase trend in overall academic achievement.

Analysis Statement: Graduation rate data from the California School Dashboard shows progress for Hispanic students, with their rate increasing from 25.5% in 2022–23 to 27.9% in 2023–24, reflecting the impact of targeted support. However, the overall graduation rate for All Students and Socioeconomically Disadvantaged (SED) students declined from 29.9% to 22.4%, indicating a need to refine support strategies for these groups.

Local Reading Benchmark results show an 11 percentage point increase for both All Students and Low-Income Students, rising from 65% to 76%, signaling strong academic progress in literacy.

Action(s): 7.2 Behavior Intervention Supports

Effectiveness of Action(s): 3 –Effective.

Metric(s) & Student Group(s): Suspension Rate: All Students, African American students, Hispanic

Data Statement: Based on California School Dashboard data, the overall suspension rate for all students decreased from 8.1% in 2022–23 to 6.9% in 2023–24. This represents a 1.2 percentage point improvement. Disaggregated data show a notable decrease for African American students from 11.4% to 9.5%, and for Hispanic students from 8.1% to 6.2%. While the reduction is a positive trend, the rates for African American students remain disproportionately high and require continued focus and targeted intervention.

Analysis Statement: The LEA implemented the planned action by hiring a 50% FTE GLS to work on researching and implementing a new Behavior Intervention Plan at the site.

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: Based on California School Dashboard data, the LEA saw a decrease in overall suspension rates—dropping from 8.1% to 6.9%—with notable reductions for African American and Hispanic students, and a mixed trend in graduation rates, where Hispanic students proved by over 2 percentage points while rates for All and SED students declined.

Analysis Statement: Integrating arts as a targeted support strategy will build student engagement and belonging, which research links to reduced suspension rates and improved academic persistence. By offering culturally responsive and therapeutic arts opportunities, the LEA

aims to increase student motivation, attendance, and connectedness—key drivers of graduation and overall school success for African American, Hispanic, and low-income students.

Action(s): 7.4 Summer School/ Extended Learning & 7.5 Content Specialist

Effectiveness of Action(s): 3 –Effective

Metric(s) & Student Group(s): 7.9-Local Writing Benchmark: percentage of students showing an increase in Writing proficiency between local pre-and post-tests, 7.10 Local Math Benchmark: percentage of students showing an increase in Mathematics proficiency between local pre- and post-tests

Data Statement: The data shows significant growth in both writing and math proficiency between 2023–24 and 2026–27, with writing improving from 35% to 50% and math increasing from 89% to 91% for all students. However, writing growth lags notably behind math, indicating a potential area of instructional focus, especially for Foster and Low-Income student groups.

Analysis Statement: These actions contributed to the increase in proficiency by providing targeted, extended learning opportunities that addressed skill gaps in English, math, and English Language acquisition, particularly for students below grade level. By investing in additional instructional time, staffing, and resources, the district was able to support students' progress toward academic goals, as reflected in the growth in benchmark data. The Content Specialist provided support the PLC and Assessment process on campus.

Action(s): 7.6 Guidance Learning Specialist & Action(s): 7.7 Dual Enrollment

Effectiveness of Action(s):

Metric(s) & Student Group(s): CCI Indicator: All Students, SED, Hispanic

Data Statement: While the overall percentage of students prepared for college and career decreased slightly from 5.9% to 4.8%, the data shows a positive trend for Hispanic students, whose preparedness increased from 4.9% to 5.1%. This indicates promising growth within this student group and reflects the potential impact of targeted supports and dual enrollment opportunities.

Analysis Statement: The actions taken at Worsley proved effective in supporting student transitions from Juvenile Court and Community Schools. The presence of a 50% FTE Guidance Learning Specialist and increased access to dual enrollment opportunities contributed to gains in the College/Career Indicator and graduation rate for Hispanic students, we will continue to expand these services to ensure all students and SED students have increased access and support.

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.

7.7 Dual Enrollment: We are expanding this action include both dual enrollment and CTE. We are currently in the process of dual enrolling a 10th grade class.

‡ Summer School: Summer school was moved to LREBG for the 24-25 year. This action has been deleted for the 25-26 school year.

‡ Positive Behavior Study Skill Supports: This is a new action based on the needs assessment.

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	Intervention TOSA	<p>After looking at the red indicators on the dashboard for the graduation rate for all students, including low-income and Hispanic students, the LEA completed a needs assessment to examine the root cause of low performance.</p> <p>Specifically, to address the following Reds on the 2023 Dashboard: Graduation Rate: All Students, low-income, Hispanic</p> <p>An intervention TOSA at Worsley will provide specialized support using the evidence-based curriculum to tackle obstacles that hinder academic achievement. This teacher will be adept at identifying and addressing learning difficulties, offering personalized assistance tailored to each student's needs. By instilling confidence and motivation, the teacher will help all students, especially those from low-income and Hispanic backgrounds, actively participate in their learning and complete assignments. This targeted support will facilitate students' progress and enable them to earn credits towards graduation.</p> <p>Metric to measure effectiveness: Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)</p> <p>This Action & the funds are captured in site SPSA.</p>	\$0.00	No
7.2	Behavior Intervention Supports	<p>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.</p> <p>Specifically, to address the following Reds on the 2023 Dashboard:</p>	\$48,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Suspension Rate: All Students, African American students, Hispanic</p> <p>Worsley will provide contracted behavior intervention support.</p> <p>Contracted behavior intervention supports will support the efforts to address student behavior, especially among African American and Hispanic students at Worsley, in several ways:</p> <p>Implementing Culturally Responsive Practices Providing Individualized Support Offering Social-Emotional Learning (SEL) Programming Building Positive Relationships Collaborating with staff on campus</p> <p>Metric to measure effectiveness: Suspension Rate: All Students, African American students, Hispanic</p>		
7.3	Arts Teacher	<p>Worsley will provide a part-time Art teacher.</p> <p>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.</p>	\$57,500.00	No
7.4	Positive Behavior/ Study Skill Supports	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	\$297,559.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
7.5	Content Specialist	<p>Specifically, to address the following Reds on the 2023 Dashboard: Graduation Rate: All Students, low-income, Hispanic</p> <p>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.</p> <p>Metric to measure effectiveness: Graduation Rate: All Students, low-income, Hispanic (Dashboard & DASS subreport)</p>	\$138,000.00	No
7.6	Guidance Learning Specialist	A Guidance Learning Specialist holding a Pupil Personnel Services (PPS) credential is dedicated to supporting students as they navigate transitions between their school of residence, post-secondary education, or the workplace from the Juvenile Court and Community Schools (JCCS). The Transition Specialist will collaborate with students, their families, school staff, and community partners to develop individualized transition plans tailored to each student's unique needs, goals, and aspirations. These	\$79,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
7.7	Dual Enrollment & CTE	<p>Specifically, to address the following Reds on the 2023 Dashboard: CCI Indicator: All Students, SED, Hispanic</p> <p>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.</p>	\$60,503.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,336,976	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.215%	0.000%	\$0.00	4.215%

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	<p>Action: Probation Support</p> <p>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.</p> <p>After conducting a needs assessment, FCSS recognizes that a crucial factor in addressing</p>	<p>We will provide staff who can build meaningful relationships to help students become their best selves to support their sense of connectedness to school.</p> <p>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</p>	<p>Suspension Rate of 70-day students (low-income, all students)</p> <p>Chronic Absenteeism Rate of 70-day students (low-income, all students)</p> <p>Educational Partner Input at VHEA</p>

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
	<p>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.</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>power, showing respect, and expanding their sense of possibilities.</p> <p>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.</p>	
1.2	<p>Action: Safety and Transportation</p> <p>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.</p> <p>The needs assessment showed that demonstrating a commitment to safety can build trust with students, families, and the</p>	<p>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.</p> <p>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 that when security staff is present to facilitate restorative justice strategies, there is a greater</p>	<p>Chronic Absenteeism Rate of 70-day Students (low-income students & all students)</p> <p>Sense of School Safety (low-income students & all students)</p> <p>Educational Partner Input at VHEA</p>

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
	<p>broader community, making them more likely to engage with and support the school's programs.</p> <p>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.</p> <p>In addition, data and educational partner feedback indicated that low-income students often lack family transportation or funds to access public transportation.</p> <p>Scope: Schoolwide</p>	<p>sense of safety, security, and engagement for low-income students. The security staff 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.</p> <p>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.</p> <p>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.</p>	
1.3	<p>Action: Wellness Supports</p> <p>Need: A review and analysis of the metrics above reveal the need to decrease the chronic absenteeism rates of all 70-day low-income</p>	<p>This action will allow the LEA to take a proactive approach, allowing staff to engage with students and families as soon as an issue is identified and create a plan to support students' regular school attendance. The TIP program includes collaboration with school staff to identify students and families of greatest need and individualized home visits designed to identify and provide</p>	<p>Chronic Absenteeism Rate of 70-day students (low-income)</p> <p>Unknown Transfer Rate of 70-day students (low-income)</p>

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
	<p>students and increase the sense of school connectedness for all low-income students.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>referrals to community resources for students and family members.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Sense of School Connectedness (low-income)</p> <p>Educational Partner Input at VHEA</p>
1.4	<p>Action: Behavior Support Oversight</p> <p>Need: Upon breaking down the Suspension Rate data for low-income students into ethnic subgroups, including low-income Hispanic and low-income African American students, low-income students with disabilities (SWD), Foster Youth, and socioeconomically</p>	<p>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 addition, cultural competency training will be provided to ensure that staff understand and respect their students' diverse backgrounds, which</p>	<p>LEA Level Reds Suspension Rate: All Students African American Low- Income African American Foster Youth Hispanic Low-Income Hispanic SED</p>

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
	<p>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.</p> <p>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.</p> <p>82.9% of Hispanics, 80.4% of SWD, and 91.7% of African American students are low-income.</p> <p>Scope: LEA-wide</p>	<p>can improve relationships and reduce misunderstandings that may lead to disciplinary actions.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>SWD Low-Income SWD</p> <p>Education partner feedback and input</p>

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
		groups, but because all African American, Hispanic, and SWD students will benefit, this action is being provided on an LEA-wide basis.	
2.1	<p>Action: Supplemental Instruction Staff & Curriculum</p> <p>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.</p> <p>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.</p> <p>Education partner feedback and the needs assessment revealed that to increase graduation rates; our staff must diligently examine credits and progress more thoroughly in conjunction with each site's Guidance Learning Specialists. In addition, low-income and foster youth students need additional time, ways to access learning, and support to ensure academic progress by extending</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>LEA Level Graduation Rate Indicator: All Students Foster Youth Hispanic Hispanic low-income Homeless SED</p> <p>LEA Level CCI Indicator: All Students Foster Youth Homeless SED Hispanic</p> <p>DASS Graduation Rate Data</p> <p>Percentage of 70-day students earning a minimum of 5.5 credits per month (all students, low-income, Foster Youth)</p> <p>Education Partner Input</p>

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
	<p>concepts and skill development through intervention opportunities that allow for credit recovery.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	
2.2	<p>Action: Professional Development & PLC</p> <p>Need: A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-income students. In addition, while the percentage of 70-day Low-Income students earning 5.5 credits per month increased, the low graduation rates indicate the need to maintain focus on this metric.</p>	<p>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 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.</p>	<p>Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in</p>

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
	<p>A needs assessment and educational feedback revealed that teachers and support staff need additional training to support highly mobile students.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Reading unit benchmark assessments (all students and low-income students)</p> <p>Percentage of 70-day students earning a minimum of 5.5 credits per month (all students and low-income students)</p> <p>Educational Partner Feedback</p>
2.3	<p>Action: Supplemental Tutoring Services</p> <p>Need: A review and analysis of the metrics above reveal the need to increase the Reading, Writing, and Math achievement rates of low-</p>	<p>To meet the unique needs of low-income students, tutoring is individualized to meet the unique needs of the highly mobile designated student groups. This includes building rapport and trust with each student and providing individual and small group services targeted to areas of prior instructional gaps experienced by low-income students. These services allow students to improve academic</p>	<p>Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in</p>

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
	<p>income students. Low-income students declined in their graduation rate.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Writing unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students)</p> <p>Graduation Rate (all students, low-income students)</p> <p>Education Partner Feedback (Worsley)</p>
2.4	<p>Action: Student Technology</p> <p>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.</p> <p>A local needs assessment identified the need to provide the identified students with additional digital learning tools and resources and track students' behavior and academic progress.</p>	<p>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, incorporates different learning styles, and improves collaboration skills, with technology and supporting equipment such as hot spots,</p>	<p>Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Reading unit benchmark</p>

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
	<p>Educational Partner feedback indicates that students need access to digital tools and resources both at school and at home.</p> <p>Scope: LEA-wide</p>	<p>unavailable for low-income students outside of school.</p> <p>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.</p> <p>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.</p>	<p>assessments (all students and low-income students)</p> <p>Educational Partner feedback</p>
2.7	<p>Action: Student Progress Monitoring & Library Supports</p> <p>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.</p> <p>Teacher and staff educational partner feedback indicated that the identified student groups are often unaware of their academic progress or credit deficiencies from prior educational placement disruptions. A needs assessment also identified a need to provide low-income students with greater access to library resources, including increasing</p>	<p>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.</p> <p>The librarian and library assistant will support the identified students in selecting and using research materials and technology based on their individual needs. The librarian and library assistant works with students and teachers to facilitate access to information in various formats, instructs students and teachers on acquiring, evaluating, and using the information and technology needed in this</p>	<p>Percentage of students showing increase in Math unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Writing unit benchmark assessments (all students and low-income students)</p> <p>Percentage of students showing increase in Reading unit benchmark assessments (all students and low-income students)</p>

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
	<p>students' abilities to research information and access 21st-century skills.</p> <p>Scope: LEA-wide</p>	<p>process, and introduces students to literature and other academic resources.</p> <p>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.</p>	Educational Partner feedback
2.8	<p>Action: MTSS Support Staff</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>The collected data will be shared with site leaders and relevant staff members to facilitate discussions on effective strategies. These strategies may include strengthening the District's multi-tiered system of support, which outlines how schools provide targeted assistance to students. By implementing this framework, schools can</p>	<p>Percentage of students showing an increase in Reading unit benchmark assessments (all students, EL, FY, and low-income)</p> <p>Percentage of students showing an increase in Writing unit benchmark assessments (all students, EL, FY, and low-income)</p> <p>Percentage of students showing an increase in Math unit benchmark assessments (all students, EL, FY, and low-income)</p>

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
		<p>identify struggling students early on and intervene promptly to address their needs.</p> <p>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.</p>	
2.11	<p>Action: CTE Supports</p> <p>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.</p> <p>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.</p> <p>Student, teacher, and parent educational partners also consistently share the importance they place upon CTE coursework, job training, and career preparedness, both in</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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)</p> <p>LEA Level CCI Indicator: All Students Foster Youth Hispanic Homeless SED</p> <p>Educator Partners Input</p>

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
	<p>the LEA's experience and through parent and student educational partner feedback.</p> <p>82.9% of Hispanic students are low-income.</p> <p>Scope: LEA-wide</p>		

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	<p>Action: English Learner & Long-Term English Learner Support</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>Percentage of EL & LTEL students showing an increase in Math unit benchmark assessments</p> <p>Percentage of EL & LTEL students showing an increase in Reading unit benchmark assessments</p> <p>Percentage of EL& LTEL students showing an increase in Writing unit benchmark assessments</p> <p>ELPAC Scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>discourse—so that students can engage more fully in academic content.</p> <p>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.</p> <p>This action will address the unique needs of Long-Term English Learners (LTELs) by providing targeted, bilingual instructional support to accelerate language proficiency and close academic gaps in critical areas like reading, math, and writing. Additionally, aligning professional development with the California EL Roadmap will ensure that the teachers in our court and community schools will be equipped to create better inclusive, culturally responsive classrooms that engage LTEL students and bring in the necessary community members to ensure a community-focused approach for LTELs.</p>	Educational Partner Feedback
3.3	<p>Action: Supplemental Bilingual Interpreting and Translation</p> <p>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</p>	Translation and other bilingual services (above what is required in the education code) and outreach will allow parents and families of the English Learner population to be informed of and participate in meetings and school functions that will facilitate their involvement in their children's education and school decision-making, interpreting on phone calls and translated letters and interpreting during sessions.	The LEA will monitor the degree to which the LEA has sought out parent input & promote parental communication, participation, and involvement in programs and school decision-making for unduplicated students and students with exceptional needs

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$31,716,071	1,336,976	4.215%	0.000%	4.215%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,406,450.00	\$1,643,709.00	\$0.00	\$301,091.00	\$7,351,250.00	\$5,481,850.00	\$1,869,400.00

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 Educational Academy	3 years	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.2	Safety and Transportation	Low Income	Yes	School wide	Low Income	Specific Schools: Violet Heintz Educational Academy	3 years	\$0.00	\$341,000.00	\$341,000.00				\$341,000.00	
1	1.3	Wellness Supports	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Violet Heintz Educational Academy	3 years	\$45,000.00	\$115,650.00	\$160,650.00				\$160,650.00	
1	1.4	Behavior Support Oversight	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$111,200.00	\$0.00	\$111,200.00				\$111,200.00	
1	1.5	Facilities & Operational Costs	All	No			All Schools	3 years	\$84,100.00	\$161,000.00	\$245,100.00				\$245,100.00	
2	2.1	Supplemental Instruction Staff & Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$528,000.00	\$47,000.00	\$575,000.00				\$575,000.00	
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				\$177,000.00	
2	2.3	Supplemental Tutoring Services	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Alice M. Worsley	3 years	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							& 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				\$200,000.00	
2	2.5	Support, Supplies & Incentives	All	No			All Schools	3 years	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
2	2.6	English Learner & Long-Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$41,000.00	\$0.00	\$41,000.00				\$41,000.00	
2	2.7	Student Progress Monitoring & Library Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$240,000.00	\$0.00	\$240,000.00				\$240,000.00	
2	2.8	MTSS Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$203,000.00	\$0.00	\$203,000.00				\$203,000.00	
2	2.9	Site-based Academic Support Staff	All	No			All Schools	3 years	\$206,500.00	\$0.00		\$206,500.00			\$206,500.00	
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				\$165,091.00	\$165,091.00	
2	2.11	CTE Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$116,000.00	\$2,000.00	\$47,000.00	\$71,000.00			\$118,000.00	
2	2.12	California Standards Aligned Curriculum	All	No			All Schools	3 years	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
2	2.13	Administration, Teachers and Staff	All	No			All Schools	3 years	\$2,584,000.00	\$158,100.00	\$2,742,100.00				\$2,742,100.00	
2	2.14	Base Support for SWD	Students with Disabilities	No				3 years	\$32,000.00	\$0.00	\$32,000.00				\$32,000.00	
2	2.15	LREBG: Summer School	All	No			All Schools		\$131,950.00	\$0.00		\$131,950.00			\$131,950.00	
3	3.1	Parent and Educational Partner Communication	All	No			All Schools	3 years	\$50,400.00	\$2,000.00	\$52,400.00				\$52,400.00	

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
3	3.2	Parent and Educational Partner Outreach	All	No			All Schools	3 years	\$0.00	\$17,000.00	\$6,000.00			\$11,000.00	\$17,000.00	
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				\$50,500.00	
4	4.1	Expelled Student Support	All	No			Specific Schools: Violet Heintz Education Academy	3 years	\$111,200.00	\$0.00		\$111,200.00			\$111,200.00	
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	
5	5.2	Foster Youth Support	Foster Youth	No			This is a countywide action	3 years	\$81,500.00	\$0.00				\$81,500.00	\$81,500.00	
5	5.3	Leadership Program	Foster Youth	No			This is a countywide action	3 years	\$0.00	\$40,500.00				\$40,500.00	\$40,500.00	
5	5.4	Technology	Foster Youth	No			This is a countywide action	3 years	\$0.00	\$1,450.00				\$1,450.00	\$1,450.00	
5	5.5	Mobile Application	Foster Youth	No			This is a countywide action	3 years	\$0.00	\$1,550.00				\$1,550.00	\$1,550.00	
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	
6	6.1	Art Teacher	All all students, low-income, Hispanic	No			Specific Schools: VHEA	3 years	\$8,500.00	\$0.00		\$8,500.00			\$8,500.00	
6	6.2	Content Specialist	All	No			Specific Schools: VHEA	3 years	\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
6	6.3	Guidance Learning Specialist	All All Students, SED,	No			All Schools	3 years	\$0.00	\$32,000.00		\$32,000.00			\$32,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Hispanic													
6	6.4	Community Assistant	All	No			Specific Schools: VHEA	3 years	\$155,500.00	\$0.00		\$155,500.00			\$155,500.00	
6	6.5	Dual Enrollment & CTE	All	No					\$0.00	\$108,690.00		\$108,690.00			\$108,690.00	
6	6.6	After-School Programming for Student Engagement	All	No					\$40,000.00	\$49,807.00		\$89,807.00			\$89,807.00	
7	7.1	Intervention TOSA	All All Students, low-income, Hispanic	No			Specific Schools: Worsley	3 years	\$0.00	\$0.00				\$0.00	\$0.00	
7	7.2	Behavior Intervention Supports	All All Students, African American students, Hispanic	No				3 years	\$0.00	\$48,000.00		\$48,000.00			\$48,000.00	
7	7.3	Arts Teacher	All	No			Specific Schools: Worsley	3 years	\$57,500.00	\$0.00		\$57,500.00			\$57,500.00	
7	7.4	Positive Behavior/ Study Skill Supports	All	No				3 years	\$200,000.00	\$97,559.00		\$297,559.00			\$297,559.00	
7	7.5	Content Specialist	All	No			Specific Schools: Worsley	3 years	\$138,000.00	\$0.00		\$138,000.00			\$138,000.00	
7	7.6	Guidance Learning Specialist	All	No			Specific Schools: Worsley	3 years	\$79,500.00	\$0.00		\$79,500.00			\$79,500.00	
7	7.7	Dual Enrollment & CTE	All All Students, SED, Hispanic	No			Specific Schools: Worsley	3 years	\$7,500.00	\$53,003.00	\$7,500.00	\$53,003.00			\$60,503.00	

2025-26 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	1,336,976	4.215%	0.000%	4.215%	\$2,196,350.00	0.000%	6.925 %	Total:	\$2,196,350.00
								LEA-wide Total:	\$1,723,850.00
								Limited Total:	\$91,500.00
								Schoolwide Total:	\$381,000.00

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	
1	1.2	Safety and Transportation	Yes	Schoolwide	Low Income	Specific Schools: Violet Heintz Education Academy	\$341,000.00	
1	1.3	Wellness Supports	Yes	LEA-wide	Low Income	Specific Schools: Violet Heintz Education Academy	\$160,650.00	
1	1.4	Behavior Support Oversight	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$111,200.00	
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$575,000.00	
2	2.2	Professional Development & PLC	Yes	LEA-wide	Low Income	All Schools	\$177,000.00	
2	2.3	Supplemental Tutoring Services	Yes	LEA-wide	Low Income	Specific Schools: Alice M. Worsley &	\$10,000.00	

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 (%)
						VHEA		
2	2.4	Student Technology	Yes	LEA-wide	Low Income	All Schools	\$200,000.00	
2	2.6	English Learner & Long-Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$41,000.00	
2	2.7	Student Progress Monitoring & Library Supports	Yes	LEA-wide	Low Income	All Schools	\$240,000.00	
2	2.8	MTSS Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,000.00	
2	2.11	CTE Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$47,000.00	
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,598,919.00	\$6,911,048.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Probation Support	Yes	\$45,000.00	\$37,500
1	1.2	Safety and Transportation	Yes	\$94,000.00	\$324,500
1	1.3	Wellness Supports	Yes	\$73,702.00	\$170,100
1	1.4	Behavior Support Oversight	Yes	\$25,000.00	\$111,825
1	1.5	Facilities	No	\$226,868.00	\$238,000
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	\$334,956.00	\$516,000
2	2.2	Professional Development	Yes	\$200,000.00	\$133,000
2	2.3	Supplemental Tutoring Services	Yes	\$250,000.00	\$222,000
2	2.4	Student Technology	Yes	\$200,000.00	\$195,000
2	2.5	Support & Supplies	No	\$125,000.00	\$115,000
2	2.6	English Learner & Long-Term English Learner Support	Yes	\$115,000.00	\$40,385

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	2.7	Student Progress Monitoring & Library Supports	Yes	\$249,000.00	\$194,000
2	2.8	MTSS Support Staff	Yes	\$200,000.00	\$201,800
2	2.9	Site-based Academic Support Staff	No	\$208,000.00	\$205,900
2	2.10	Fresno County Special Education Graduation & CCI	No	\$165,091.00	\$161,600
2	2.11	CTE Supports	Yes	\$128,789.00	\$116,150
2	2.12	California Standards Aligned Curriculum	No	\$90,000.00	\$0
2	2.13	Teachers and Staff	No	\$3,163,993.00	\$2,950,300
2	2.14	Base Support for SWD	No	\$131,000.00	\$31,700
3	3.1	Parent and Educational Partner Communication	No	\$58,678.00	\$52,000
3	3.2	Parent and Educational Partner Outreach	No	\$20,000.00	\$16,000
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	\$54,000.00	\$50,305
4	4.1	Expelled Student Support	No	\$201,218.00	\$111,825
5	5.1	Coordination of Services for Foster Youth for Court and Community Schools	No	\$0.00	\$0

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	5.2	Foster Youth Support	No	\$78,800.00	\$78,855
5	5.3	Leadership Program	No	\$54,950.00	\$40,500
5	5.4	Technology	No	\$1,000.00	\$1,445
5	5.5	Mobile Application	No	\$10,250.00	\$10,000
5	5.6	Data Collection & Education Records & Support	No	\$0.00	\$0
6	6.1	Art Teacher	No	\$29,583.00	\$8,150
6	6.2	Content Specialist	No	\$52,000.00	\$34,200
6	6.3	Guidance Learning Specialist	No	\$52,000.00	\$28,800
6	6.4	Community Assistant	No	\$200,000.00	\$147,800
7	7.1	Intervention TOSA	No	\$147,052.00	\$0
7	7.2	Behavior Intervention Supports	No	\$64,441.00	45,100
7	7.3	Arts Teacher	No	\$96,000.00	\$56,500
7	7.4	Summer School/ Extended Learning	No	\$200,000.00	\$0

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	7.5	Content Specialist	No	\$99,445.00	\$136,650
7	7.6	Guidance Learning Specialist	No	\$101,100.00	\$75,155
7	7.7	Dual Enrollment	No	\$53,003.00	\$53,003

2024-25 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)
\$1,303,075	\$1,847,658.00	\$2,242,615.00	(\$394,957.00)	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	\$45,000.00	\$37,500		
1	1.2	Safety and Transportation	Yes	\$94,000.00	\$324,500		
1	1.3	Wellness Supports	Yes	\$73,702.00	\$170,100		
1	1.4	Behavior Support Oversight	Yes	\$25,000.00	\$111,825		
2	2.1	Supplemental Instruction Staff & Curriculum	Yes	\$334,956.00	\$516,000		
2	2.2	Professional Development	Yes	\$200,000.00	\$133,000		
2	2.3	Supplemental Tutoring Services	Yes	\$250,000.00	\$222,000		
2	2.4	Student Technology	Yes	\$200,000.00	\$195,000		
2	2.6	English Learner & Long-Term English Learner Support	Yes	\$115,000.00	\$40,385		
2	2.7	Student Progress Monitoring & Library Supports	Yes	\$211,000.00	\$194,000		
2	2.8	MTSS Support Staff	Yes	\$200,000.00	\$201,800		
2	2.11	CTE Supports	Yes	\$45,000.00	\$46,200		
3	3.3	Supplemental Bilingual Interpreting and Translation	Yes	\$54,000.00	\$50,305		

2024-25 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	\$1,303,075	0%	4.208%	\$2,242,615.00	0.000%	7.243%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- 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, Statutes 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 2025-26, 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 2025-26, 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 also 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.

Time of Goal

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

LCFF 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.

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

2 Identify the Priorities addressed by this goal.

3

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:

1	metric #
2	• Enter the metric number.
3	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:

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- 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 Schools 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:

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- 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**

ACTION

TOPIC	Updated FCSS Local Control Accountability Plan (LCAP) Federal Addendum, School Year 2025-26
ISSUE	Approval of the Updated FCSS Local Control Accountability Plan (LCAP) Federal Addendum
BACKGROUND	<p>The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.</p> <p>The LCAP Federal Addendum Template was completed, approved by the FCSS Board in June, 2019, and approved by the California Department of Education (CDE) and State Board of Education (SBE) to allow FCSS to continue to apply for ESSA funding in the Consolidated Application. Revisions or updates to a CDE and SBE-approved LCAP Federal Addendum may be made at the local level, consistent with specific Title requirements, and do not need to be submitted within the CDE's LCAP Federal Addendum system. However, it is the responsibility of the LEA to adhere to the revision and update requirements specific to each Title, as applicable. An updated LCAP Federal Addendum is to be resubmitted for local Board approval.</p>
PRESENTER	Laurie Lloyd, Associate Director Educational Innovation and Support (559) 774-6401
RESOURCE	Corey Greenlaw, Assistant Superintendent Educational Innovation and Support (559) 265-4046
RECOMMENDATION:	The Administration recommends the Board join the County Superintendent of Schools to approve the Updated FCSS Local Control Accountability Plan (LCAP) Federal Addendum

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2025-26

Date of Board Approval

State Board: 6/17/2025

LEA Name

Fresno County Superintendent of Schools

CDS Code:

10 10108 1030337

Link to the LCAP:

(optional)

<https://www.fcoe.org/files/documents/fresnocountysuperintendentofschoools2022-2023lcaps.pdf>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A

Title I, Part D

Title II, Part A

Title III, Part A

Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Fresno County Superintendent of Schools aligns state, federal, and local funding to the priorities and goals outlined in the LCAP. The LEA's LCAP goals are to improve student engagement, improve school climate, ensure academic achievement, support family engagement, and provide services for expelled and foster youth. The FCSS LCAP goals and actions align with the student groups, strategies, and supports of the Single Plan for Student Achievement with the LEA's LCAP Goals. Goals and actions are reflective of state and local assessment data, including local student, staff, and parent/community partner climate perception data. Alternative Education students are in the custodial care of the local juvenile probation department, expelled from their home districts, or receive juvenile probation supervision. Addressing the emotional and behavioral needs of our student population, including low-income, English Learners, Foster Youth, and Special Education students, remains a high priority. FCSS continues to seek out input from critical education partners on an annual basis and conducts a thorough needs assessment to determine areas of need and provide necessary resources to increase student performance on annual measurable outcomes. Parent and community partners' involvement, including parents of low-income English Learners, Foster Youth, and Special Education students, includes engagement in student academic and behavioral success. The school's efforts to effectively engage with parents and the community include opportunities to participate in various engagement opportunities. Bilingual services and parenting classes will continue to provide additional outreach opportunities for relevant parent engagement. The LEA reviewed actions in the LCAP and identified areas of student need that may benefit from supplemental and enhanced services utilizing federal funds.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

FCSS Special Education:

Most Title I funds are allocated to sites and programmed by the School Site Council in conjunction with site leadership based on a comprehensive needs assessment conducted annually. A district-wide focus on using Title I funds has been establishing a strong intervention program for underperforming students. In addition to supplemental intervention, each site uses site Title I allocations to supplement their parent engagement and education and their staff professional development. FCSS centralizes a set aside of Title I funds for district-wide initiatives that increase support for LCAP goals. The Special Education Department provides resources to support the emotional, academic, and behavioral needs of our students throughout the school year. Funds are also used to enhance professional learning, supplement curriculum for student access, enhance parent engagement opportunities, and reduce inequities and barriers to student learning and participation.

FCSS Alternative Education:

The program continues to align the use of federal funds with activities funded by state and local funds. This is done during the development and monitoring of the LEA's LCAP and Single Plan for Student Achievement. On-going and collaborative meetings across FCSS occur regularly to monitor and implement the LCAP and Single Plan for Student Achievement. School sites have modeled their School Plans for Student Achievement after District LCAP goals to support this alignment. Program efforts taken to ensure federal funds will be utilized to supplement and enhance services to all students, including low-income, English Learners, Foster Youth, and Special Education, include collaboration with FCSS fiscal, legal, compliance, and administrative representatives. The resulting guidance from the collaboration includes reference to federal guidelines and interpretation of the best use of supplementing and enhancing student services with federal funds. Through the development of the School Plan for Student Achievement, sites collaborated with their school site councils and educational partner groups to develop a plan that supports students and their parents in reaching the goals outlined in the District Local Control Accountability Plan.

The goals and actions have been aligned to supplement direct student services with tutoring, mentoring, and counseling in the areas of academic, transition, and career readiness and school psychologist counseling services. In addition,

actions have been enhanced to include staff professional development for the implementation of positive behavior intervention and supports, trauma-informed practices, culturally responsive practices, and social-emotional awareness and learning.

FCSS Foster Youth Services:

The use of Title I, Part A funds to support Foster Youth is determined based on an annual needs assessment and evaluation. Federal funds will be utilized to supplement and enhance services provided to all students. Education partner engagement opportunities are available through ongoing collaboration between the LEA school sites and the districts within the county to best support all Fresno County foster youth. Advisory committees and other planning events and meetings, as well as surveys, are collected on an annual basis to gather feedback and information from all necessary educational partner groups.

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

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

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. The specialist will also lead in the planning, preparation, and analysis of Foster Youth needs and provide ongoing communications of foster youth students' needs between agencies, including LEAs, Child Welfare, Juvenile Probation, and court systems.

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.

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

FCSS will support and maintain the foster youth mobile application for Android and iOS.

Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually. Using the database system, Foster Youth staff will support the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students (Non-federal funds).

Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools (Non-federal funds).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA utilized Free and Reduced Meal participation from the 2024-2025 school year for the 2025-2026 Consolidated Application.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

The program identifies and addresses inequities within our student populations and teacher certifications using various data sources. Credential status is reported through our Human Resources Department and used to determine which teachers and related service providers will receive additional coaching and support. Survey data includes reporting years of service to better understand how experience may impact student achievement. Classroom walkthroughs help capture academic and engagement data specific to each classroom and program. Information is then used to develop professional learning opportunities for staff in targeted areas. Maintaining a high-quality program requires analysis of service delivery and resources to ensure that staff are supported at all levels of their career, including teacher recruitment, onboarding, employee retention, and offboarding, which is achieved through ongoing collaboration between FCSS Special Education Department, Human Resources Department, and FCSS Teacher Development Department. Specific programs that build teacher knowledge, reinforce effective strategies, and establish a community of support include the Peer Assistance and Coaching Program, the Induction Program, ongoing professional learning opportunities offered through our IMPACT Team, and regular classroom walkthroughs and discussions. We also started the Badge Project, which financially incentivizes direct service providers in our Special Education Department to complete online training and demonstrate competencies in various areas.

Ineffective Teachers

Teachers with the following limited permits are automatically enrolled in the FCSS Peer Assistance and Coaching Program and may receive direct coaching and ongoing support until they receive their preliminary credential: Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, Teaching Permits for Statutory Leave (TPSL). FCSS programs that provide teacher support utilize evidence-based practices such as cycles of inquiry, reflection, and

peer coaching and collaboration. Coaches are experienced and highly skilled educators who provide mentoring and support to new and experienced teachers and participants. Coaches also receive training and information on research-based professional development that fosters their coaching skills and instructional leadership. Teachers identify 2-4 personal goals aligned with teaching standards and meet weekly with their coach to monitor and track progress. Participating teachers receive a stipend, which can be used to purchase classroom materials or attend conferences or other professional development opportunities. Teachers that are misassigned, or do not possess a permit in their area of service, are able to participate in available certification programs to bridge their credential. In addition, a notice is sent home to families.

Out-of-Field Teachers

Teachers with the following limited permits are also automatically enrolled in the FCSS Peer Assistance and Coaching Program and receive direct coaching and ongoing support: General Education Limited Assignment Permit (GELAP), Special Education Limited Assignment Permit (SELAP), Short-Term Waivers, Emergency English Learner Permits, and other local assignment options.

Inexperienced Teachers

The FCSS Peer Assistance and Coaching Program and FCSS Induction Program are available for teachers to receive ongoing support during the critical first years in the classroom. Induction is a program that provides a pathway for teachers seeking to clear their credential.

Minority Students

The FCSS Special Education student population includes 89.1% of students that are identified as a minority: American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-income Students

Over 80% of students in our FCSS Special Education program are represented as socioeconomically disadvantaged on the California Dashboard. However, all students qualify for free or reduced-priced meals.

FCSS Alternative Education:

While this section is not applicable because we have two schools (a Community School and a Court School) that are not directly comparable in terms of the students they serve and have different purposes overall, Alternative Education notes that the following actions were put in place to address issues of equity.

Ineffective Teachers

Not applicable to Alternative Education.

Inexperienced Teachers

The FCSS desires to recruit and employ the most highly qualified individuals to improve student achievement and the efficiency of county office operations through effective recruitment procedures based on sound personnel practices. Fair, open, and transparent recruitment, interview, and selection processes are universally applied.

Teachers hired to work in Alternative Education met the credentialing requirements outlined and governed by the California Commission on Teacher Credentialing (CTC). In addition, nearly all CCS teachers meet the current requirements for educator assignment monitoring under the Every Student Succeeds Act (ESSA), as teachers may be assigned based on state certification and licensure criteria. Teachers are legally assigned as the assignment has been based upon issuing a CA license or certificate allowing teachers to teach outside their certification area.

The FCSS offers a continuum of support to all teachers who do not hold preliminary or full credentials through the Teacher Induction Department, Peer Assistance and Coaching (PAC) Program. This program provides an instructional coach to each identified teacher and a stipend for classroom needs. Participation by newly hired teachers in FCSS is highly encouraged.

The Human Resources Department, in cooperation with program administration, provides individualized, detailed, position — and department-specific orientation to newly hired teachers. They also participate in New Employee training outlining the organizational culture and scope of work for the office of the FCSS.

In addition to actions and services in the FCSS LCAP for Priority 1- Basic Services, professional development for best practices in the areas of positive behavior intervention and supports, trauma-informed practices, culturally responsive practices, and social-emotional awareness is provided to school staff, including newly hired and veteran teachers. The focus areas for professional development were jointly identified through input from school site council meetings, District

English Advisory Committee meetings, Parent-Teacher Association meetings, LCAP forums, and other school meetings that included representation of community partners, parents, and staff.

Out-of-Field Teachers

Not applicable to Alternative Education.

Minority Students

The student population includes 90% of students identified as a minority: American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-income Students

97% of students are low-income.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

FCSS Special Education:

The program will continue to involve educational and family groups in the development and approval of the CSI plan for The Special Education Schools. This takes place during School Site Council and English Language Advisory Council meetings as applicable. We review data from the comprehensive needs assessment and develop goals, action steps, and a funding plan in partnership.

The LEA family engagement policy, compact notice, and notification are reviewed, amended, and approved annually during School Site Council with parent and educational partner feedback. Parents receive a copy via parent notification mailers, email, and through SSC, ELAC, and other school meetings. The compact outlines how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement. It describes ways the school and families will partner to help children meet high standards. In addition, it outlines legally required items, addresses accessibility, and includes items suggested by parents.

Parent engagement policies will be developed through the School Site Council meetings with educational partner input from parents. Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum, and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. In addition, parents/guardians are provided with this information during annual IEP meetings.

Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. School personnel are reminded of the importance of parent involvement and engagement during School Site Council meetings and ongoing conversations during staff meetings and/or trainings. Previous topics included involving parents in the IEP process and engaging non-English speaking parents. In addition to staff-focused support, FCSS also encourages school personnel to attend parent information events and activities throughout the year.

FCSS encourages partnerships with community-based parent involvement programs, including those provided by collaborative agencies. These include family resource centers available in their community, like Exceptional Parents Unlimited, the FCSS Parent Services Center, and the Community Advisory Committee offered through FCSS SELPA, which focuses on parent education and support. The Community Advisory Committee is made up of parents, special and general education teachers, administrators, community members, and students with disabilities. The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the diversity of the community and the uniqueness of each parent served. Exceptional Parents Unlimited works to strengthen and empower children and families facing extraordinary medical, developmental, and parenting challenges.

The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the diversity of the community and the uniqueness of each parent served. Exceptional Parents Unlimited works to strengthen and empower children and families facing extraordinary medical, developmental, and parenting challenges.

The FCSS Special Education department utilizes multiple means of communication to ensure information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language they can understand. These efforts include email, text, paper-based, phone calls, and through parent communication digital applications.

The FCSS Special Education Department actively seeks out ways to improve home-school collaboration and increase opportunities for involvement through the School Site Council and the annual School Climate Survey, which includes questions specific to parent-requested support and engagement ideas.

In order to provide opportunities for the informed participation of parents and family members, bilingual staff members and ASL interpreters are available as needed. Translated reports and IEPs are available upon request. All standard communications are provided in both English and Spanish via multiple modalities (e.g. text, email, phone, app).

The LEA will align parent involvement, as described and required in this section, with the LCAP educational partner engagement process by streamlining the two processes into a single coherent system of parent and family engagement

activities that reflect and represent both the LCAP and SPSA requirements in order to promote a more comprehensible, unified, and coherent system for parents to more easily and meaningfully engage in their child's educational process.

The Special Education schools will continue to provide school communications to parents of Special Education students in their home language. It will also offer bilingual staff and translation services for SSC, ELAC, PTA, and other parent meetings, including IEP and 504 meetings.

FCSS Alternative Education:

In addition to the Fresno County Special Education program, Alice M. Worsley and Violet Heintz Educational Academy schools are also identified for Comprehensive Support and Improvement (CSI). The LEA will continue to engage parents and community partners in developing and approving the CSI plans for the LEAs in CSI. The LEA supports sites in identifying which educational partners are not only essential for the joint development of school planning but which are specifically identified in respective guidelines 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 incorporates 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.

FCSS is committed to and highly values quality parent and family engagement. Committees, such as the Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Associations, and general parent/family-school meetings provide flexibly scheduled opportunities for parents and community partners to contribute information and skills as well as opportunities to participate in school-level planning through the School Plan for Student Achievement (SPSA) process, the Local Control and Accountability Plan, and the joint development of policies such as the district's Parent and Family Engagement Policy.

FCSS supports parents with navigating resources and understanding documents such as testing information, report cards, transcripts, and student score reports. Parents are provided hard/electronic copies of Parent Handbooks, Annual Notifications, and Community-based resource information as needed. Resources centralized for easy parent access on the school website include Policies for parents/students, Testing Info, SARCs, Counseling Services, Annual Notifications, Parent rights and responsibilities, and Annual Notice of Uniform Complaint Procedures. The jointly developed Parent Engagement Policy and Parent-Student-School Compact are also included in the FCSS Alternative Education Annual Parent Notification Handbook. The Handbook is either provided to parents at orientation or mailed to parents of newly enrolled students every two weeks, depending on the site.

Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can 1) access state standards; 2) how state assessments are used to drive instruction, curriculum, and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain the progress reports sent home and how to use those reports to support instruction for their child. Parents will be provided with communication aligned with the curriculum to support instruction in the home environment. To the extent possible, the LEA will continue to provide school communications to parents of general and Special Education students in their home language and provide bilingual staff and translation services for SSC, ELAC, PTA, and other parent meetings, including IEP and 504 meetings. The LEA will also continue to contract with the FCSS Parent Services department to participate in orientation meetings and facilitate parent/family workshops as requested by parents/families. Parent input received from flexibly scheduled meetings has included maintaining in-person meetings with remote options and childcare to allow for increased parental involvement, both options available.

The LEA aligns parent involvement, as described and required in this section, with the LCAP educational partner engagement process by streamlining the two processes into a single coherent system. Family engagement activities that reflect and represent the LCAP and SPSA requirements will promote a more comprehensible, unified, and understandable system for parents to engage more easily and meaningfully in their child's educational process. In addition, the program will continue to provide professional development focusing on asset-based pedagogy and practices for all school staff, including cultural relevance and responsiveness, to assist us in strengthening ties between parents and our schools.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alice M. Worsley, Violet Heintz Educational Academy, and the Fresno County Special Education program are the three FCSS schools identified for Comprehensive Support and Improvement (CSI). The LEA will continue to engage parents and community partners in developing and approving the CSI plans for the FCSS sites identified for CSI. The LEA supports sites in identifying which educational partners are essential to reach out to and how to gather input and 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 LEA will continue to involve educational and family groups in developing and approving the CSI plans. This occurs during School Site Council and English Language Advisory Council meetings. The LEA provides opportunities for collaborative data review, support for evaluation, and completing a comprehensive needs assessment, development goals, and action steps.

FCSS is committed to and highly values quality parent and family engagement. Committees, such as the Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), and School Site Council (SSC), provide opportunities for parents to contribute information and skills as well as an opportunity to participate in school-level planning through the School Plan for Student Achievement (SPSA) process, the Local Control and Accountability Plan, and the development of policies such as the district's Parent

and Family Engagement Policy. The LEA family engagement policy, compact notice, and notification are reviewed, amended, and approved annually during School Site Council with parent and educational partner feedback. Parents receive copies via parent notification mailers, email, SSC, ELAC, and other school meetings. The compact outlines how parents/guardians, the entire school staff, and students are responsible for improved student academic achievement. It describes ways the school and families will partner to help children meet high standards. In addition, it outlines legally required items, addresses accessibility, and includes items suggested by parents.

FCSS supports parents with navigating resources and understanding documents such as testing information, report cards, transcripts, and student score reports. Parents are provided hard/electronic copies of Parent Handbooks, Annual Notifications, and Community-based resource information as needed. Resources centralized for easy parent access on the school website include Policies for parents/students, Testing Info, SARCs, Counseling Services, Annual Notifications, Parent rights and responsibilities, and Annual Notice of Uniform Complaint Procedures. Parent engagement policies will be developed through the School Site Council meetings with educational partner input from parents. Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum, and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. In addition, parents/guardians are provided with this information during annual IEP meetings.

Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can 1) access state standards; 2) how state assessments are used to drive instruction, curriculum, and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain the progress reports sent home and how to use those reports to support instruction for their child. Parents will be provided with communication aligned with the curriculum to support instruction in the home environment. To the extent possible, the LEA will continue to provide school communications to parents of general and Special Education students in their home language and provide bilingual staff and translation services for SSC, ELAC, PTA, and other parent meetings, including IEP and 504 meetings. The LEA will also continue to contract with the FCSS Parent Services department to participate in orientation meetings and facilitate parent advocacy classes as parents request.

Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. School personnel are reminded of the importance of parent involvement and engagement during the School Site Council and ongoing conversations during staff meetings and training. In addition to staff-focused support, FCSS encourages school personnel to attend parent information events and activities throughout the year.

FCSS encourages partnerships with community-based parent involvement programs, including those provided by collaborative agencies. These include family resource centers available in their community, like Exceptional Parents Unlimited, the FCSS Parent Services Center, and the Community Advisory Committee offered through FCSS SELPA, which focuses on parent education and support. The Community Advisory Committee comprises parents, special and general education teachers, administrators, community members, and students with disabilities. The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the community's diversity and the uniqueness of each parent served. Exceptional Parents Unlimited strengthens and empowers children and families facing extraordinary medical, developmental, and parenting challenges.

FCSS actively seeks ways to improve home-school collaboration and increase opportunities for involvement through the School Site Council and the annual School Climate Survey, which includes questions specific to parent-requested support and engagement ideas.

FCSS utilizes multiple means of communication to ensure information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language they can understand. These efforts include email, text, paper-based, phone calls, and through parent communication digital applications. To provide opportunities for the informed participation of parents and family members, bilingual staff members and ASL interpreters are available as needed. All standard communications are provided in both English and Spanish via multiple modalities (e.g., text, email, phone, app).

The LEA aligns parent involvement, as described and required in this section, with the LCAP educational partner engagement process by streamlining the two processes into a single coherent system. Family engagement activities that reflect and represent the LCAP and SPSA requirements will promote a more coherent, unified, and cohesive system for parents to engage more easily and meaningfully in their child's educational process.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

FCSS Special Education:

The Special Education department operates as a "schoolwide" program. FCSS Special Education Department provides specialized academic instruction to students that are not able to be served in their local districts. For students with extensive support needs (e.g. moderate to profound intellectual/developmental disabilities), curriculum and courses are aligned with California State Standards with accommodations and modifications, as necessary. Students in our programs for social-emotional support needs or that are Deaf or Hard-of-Hearing, participate in general education coursework. Other related services (e.g. speech, occupational therapy, medical services, psychological services) are embedded throughout the school day and individualized per student need. Due to the complex needs of our students, school personnel receive ongoing training in the areas of academics, behavioral intervention strategies, communication, and other areas identified through the comprehensive needs assessment. Classroom walkthroughs are used to identify areas of strength in our classrooms and to build professional learning for teachers, paraeducators, related service providers, and administrators around areas of identified needs.

FCSS Alternative Education:

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

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

All school sites participate in a Schoolwide Program. Support is provided to the schools through collaborative efforts from different departments within the FCSS organization. The LEA's Alternative Education programs utilize contracted services with the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts, and Instructional Technology and Support departments to enhance the rigor and relevance of the instructional program. This includes support for the curriculum selection process, including adopting and implementing best practices, providing cross-curricular instructional support among school staff, developing benchmarks and instructional units, and modeling and coaching. In addition, students who are not making progress toward meeting academic standards are provided tutoring and additional instruction that may be held after the regular school day and on Saturdays.

Additional professional development opportunities are provided to support core academics, including an emphasis on writing and literacy, PBIS-related practices, trauma-informed practices, culturally relevant and responsive pedagogy, and instructional technology to enhance teaching and learning. The program is evaluated through classroom walkthroughs by the administration, staff, student, parent, and community partner surveys, academic, behavior, and attendance data, and state and local assessment data analyses. Evaluation occurs during the annual LCAP community engagement forums, Title I Annual Meetings-Surveys, leadership and administration meetings, and at regularly scheduled site professional learning communities.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS does not operate a Targeted Assistance Program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

Students and youth are identified as homeless or foster youth through annual residency status questionnaires that will help staff to identify when there is the possibility of qualification under this status. One of our administrators serves as the Special Education homeless liaison and communicates with the FCSS Foster Youth Services department to obtain services and guide best practices. Eligible students are given priority in processing referrals to ensure immediate enrollment and implementation of their IEP. Students will be enrolled immediately, without delay. Health Services staff will provide support in getting records or immunization as needed while the student is enrolled.

FCSS Alternative Education:

The Alternative Education schools collaborate with the FCSS Foster & Homeless Youth Education Services. FCSS is committed to providing additional transition support among community resources and advocacy agencies, and schools. The partnership ensures oversight of the continued identification and monitoring of current or potentially new homeless students, as well as the facilitation of in-school resources such as academic counseling, social-emotional counseling, and field trips. Additional actions and services are provided based on areas students may need to promote attendance and access to curriculum, including career education, access to instructional supports, and supplemental programs. Foster & Homeless Youth Education Services partners with the sites and the Foster & Homeless Youth Education Services site liaisons to ensure coordination of services and provide referrals to community-based resources for health, food, transportation, and other identified agencies that will promote student success.

These additional supports include highly individualized transition support when foster youth change schools, one-on-one college and career planning through monthly meetings with staff, assistance with financial aid and college applications, and increased exposure to college and career programs such as visits to local colleges. The LEA will also allow foster students to join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile foster youth in identifying and accessing financial aid, housing, higher education services, and other community resources. These include Focus Forward, social and behavioral health services, and probation.

FCSS Foster Youth Services:

The Foster & Homeless Youth Education Department will support the LEA by providing 1 FTE staff to support enrichment opportunities to students experiencing housing instability. Students can join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile homeless youth. FCSS will provide students with the necessary technology and hotspots for enrichment and educational resources. FCSS will support and maintain the iPlan Education Resource Guide mobile application for Android and iOS.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

FCSS Special Education:

Transitions occur at several points during a special education student's educational career, including the transition from Part C to Part B (infant to preschool), elementary to middle school, middle school to high school, and high school to either adult transition or college or career. Transition activities may incorporate any of the following: campus tour, meeting school personnel, materials to support student understanding of the transition process, and a transition IEP to discuss how to best support the student across home and school environments pre- and post-transition.

For students in high school with an IEP, transition planning begins prior to students turning sixteen years of age and requires an initial assessment and transition plan, as well as one each subsequent year. Coordination of the individual transition plan (ITP) involves school staff, student participation, parent involvement, and community partners that will continue to support and empower students after they graduate or age out of the FCSS special education program. The ITP addresses student goals and supports needed in the areas of education/training, employment, and independent living. College and career-focused coursework may include content in the following: career exploration, work-based learning, workplace readiness, self-advocacy instruction, and post-secondary education counseling. Students are also introduced to, or referred to, other outside agencies and educational institutions, as appropriate, for career, education, and independent living support.

FCSS Alternative Education:

Alternative Education schools possess robust transition program services. These include individualized meetings with students as related to school credits earned to date, needed coursework, and resulting course scheduling. New students and families are provided a one-on-one, in-person orientation to the school in English or Spanish, followed by reading and math assessment sessions. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus participate in a transition meeting with the student's family, Worsley and the district of residence staff, and members of community partner groups. Community partners include Fresno County Probation, Mental Health Systems, and various agency representatives essential for a successful transition.

The Violet Heintz Education Academy holds similar transition meetings with family, school, educational partner, and district of residency staff. An essential element of the Transition Plan is the student's educational placement within the most appropriate community education program. Transitioning students receive individual support from the school psychologist, who coaches and provides them with an iPlan resource binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid. Transitions occur during a special education student's educational career, including transitioning from Part C to Part B (infant to preschool), elementary to middle school, middle school to high school, and high school to adult transition, college, or career. Additionally, transition assessments are conducted before students turn sixteen and transition plans are completed. The transition plan is coordinated through regional center representatives' attendance at the IEP and through coordination with community resources such as Exceptional Parents Unlimited (EPU), The California Autism Center, and other advocacy organizations. Transition plans focus on parent connections, employment, work experience, and community engagement.

Adult students receive further transition support from DSPS and regional centers when they leave the program at 22. Transitioning Alternative Education students receive individual support from the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid. In addition, Fresno City College provides outreach to students at Alice M. Worsley through meetings with a counselor. The Violet Heintz Education Postsecondary opportunities are shared by the guidance learning specialists, who work closely with college representatives and plan for college matriculation, registration, and orientation opportunities.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This description is included in the above prompt.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

Title I, Part A is used to fund and implement all goals and action steps established in the School Plan for Student Achievement, with attention given to recognized inequities in service delivery as well as identified barriers to student achievement.

In consideration of school library programs, many FCSS special education classrooms are located on district campuses and therefore benefit from print and digital resources at their sites. For FCSS classrooms not held on a district campus, individual classrooms have access to technology, including assistive technology supports, which allow students to access and engage with core content.

FCSS Alternative Education:

The LEA will continue to assess students' academic levels upon entry into the schools and benchmark assessments throughout the school year in writing, reading, and math. Students will have the opportunity to be enrolled in applicable A-G coursework via online programs that meet their areas of need and support academic growth. The Alice M. Worsley School at the Juvenile Justice Campus staffs and maintains two libraries for students to access literature, develop literacy skills, and improve academic achievement. A teacher librarian collaborates and plans with school personnel for educational support in a literacy-rich environment based on local and state assessment data.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS's Alternative Education schools are the LEA's only Title I, Part D funds recipients. Therefore, all Title I, Part D prompt responses will reflect Alternative Education schools only.

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.

The Alternative Education programs have been accredited by the Western Association of Schools and Colleges (WASC) for over 26 years. The Student Learning Outcomes, following the school accreditation process and educational partner feedback, was revised in May 2014 and 2019, in addition to during the 2021-22 FPM review process, and was confirmed as remaining relevant:

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

Alternative Education includes two distinct populations of students: The Alice M. Worsley Court School provides comprehensive educational services for students under the custodial care of the Fresno County Probation Department at the Juvenile Justice Campus. The school is in session year-round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts. The Violet Heintz Education Academy (VHEA) is Fresno County's educational program for expelled and probation/court-referred students. The school provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students receive an educational program tailored to their academic learning level and behavioral needs. Students are typically enrolled for one to two semesters to transition back to their school of origin, college, and/or career.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA maintains formal agreements with the Fresno County Probation Department, which operates the Fresno County Juvenile Justice Campus (JJC). The LEA provides educational services through the Alice M. Worsley School at the JJC. Collaboration and coordination processes between the Fresno County Superintendent of Schools and the Fresno County Probation Department at the Juvenile Justice Campus (JJC) are established to ensure communication and coordination between educators and probation staff.

Communication is facilitated through:

Daily access by key school personnel to the JJC add and drop list of youth in custody

School and Facility Administrators' standing meetings

Facility, "JJC", Management Meetings

School, Parents, Students, & Mental Health Systems' Evening Meetings

Individualized Education Plan (IEP) and/or 504 Plan meetings and information sharing

Weekly distribution of IEP student information

School psychologists in regular communication with JJC personnel

Intervention and/or Staffing Meetings

Probation and Worsley School Staff Data Sharing Meetings

Positive Behavior Intervention & Supports (PBIS)-related practices

School transition support services and transition meetings with a probation officer, students, parents, and collaborating agencies

Safety Committee Meetings

Quarterly participation in school staff meetings for safety training and review of campus procedures

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The program's students are either under the custodial care of the probation department or foster and group home programs, expelled from the mainstream school districts of Fresno County, or assigned probationary status. FCSS believes in supporting the individual emotional and behavioral needs, including mitigating gaps in prior instruction and overall opportunity loss, of this highly transitory student population. All academic courses are aligned to the California State Standards. Elective courses allow students to participate in credit recovery options online and in textbooks and designated English Language Development and career readiness opportunities. Teachers and other instructional staff receive ongoing professional development in best practices. Student data and interventions are provided to ensure students' progression in the school sites. Classroom technology to enhance learning is of key importance in providing necessary opportunities for students to be successful in a technology-rich environment. Alice M. Worsley School communicates with the custodial agency through planning meetings and monthly collaborations regarding academic data, behavioral data, and needed support.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition services include individualized meetings with students as related to school credits, course scheduling, and progress monitoring. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus participate in a transition meeting with the student's family, Worsley and the district of residence staff, and members of community partners. Community partners include probation, mental health clinicians/representatives, and other essential members to support a successful transition. FCSS and Fresno County Probation's Joint Student Transition Planning MOU delineates the collaborative services for students and their families and includes coordinated services with school districts to provide for a timely and smooth transition for students transferring out of juvenile court schools and into public schools (improve communication regarding dates of release, better coordinate immediate school placement and enrollment, and ensure Probation officers have the information needed to support the return of students from juvenile court schools to public schools. The MOU also establishes a formal collaborative process in which school district superintendents and/or their designees are invited to participate in an Education Services Sub-Committee to allow for immediate transfer of education records, create uniform systems for calculating and awarding course credit, and allow for immediate enrollment of students transferring from juvenile court schools.

An essential element of the related Transition Plan is the student's educational placement within the most appropriate community education program. Transitioning students receive individual support from the school psychologist, who coaches and provides them with an iPlan resource binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

After the transition, Worsley staff utilize Calpads and contact the student's home and mainstream school to confirm a successful transition. If the student has not enrolled in their mainstream school of residency, Worsley staff attempt contact multiple times to encourage and provide support as needed to complete the transition. The Fresno County Court School PTA has actively supported student success for over 30 years and is represented by community partners, including but not limited to the Office of the Fresno County Superintendent of Schools, the Fresno County Probation Department, the Fresno County Sheriff's Department, the State Center Community College District, the Fresno Police Department personnel, and has included parents. The Alice M. Worsley Foundation is another resource available for students to support and enhance innovative practices to benefit students.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

97% of the LEA's Alternative Education students are unduplicated: 97% are Low-Income, 13% are Foster Youth, and 18% are English Learners. Approximately 75% of students are enrolled for fewer than 70 school days or roughly three calendar months. The student population turns over by 45% each month, 89% each semester, and 99% each school year; students enter and exit daily. Interventions are, therefore, new and innovative each year and designed to focus on the current year's student population; they are also based on the LEA's experience and success with past student populations.

Alternative Education students are in the custodial care of the local probation department, expelled from their home districts, or assigned probationary status. The program's students have a higher likelihood of experiencing an adverse childhood experience that may include violence, abuse, neglect, substance abuse, mental health concerns, and/or having an immediate family member imprisoned. As the aforementioned experiences present significant barriers to a young person's overall wellness, the LEA will supplement and enhance services that address the students' emotional, behavioral, and academic needs to provide them with full access to high-quality classroom instruction. These supplemental and aligned services include school psychologists for emotional support; teachers on special assignment for academic and coaching support for classroom instruction; academic tutors for individualized instruction; and alignment and collaboration with Probation, mental health, and other services within and beyond the Fresno Juvenile Justice Campus.

The LEA contracts with county probation staff to provide home visitation, counseling, and supervision to support students. Student access to contact with probation supports and home communication and collaboration facilitate positive student choices that promote a sense of school connectedness. Staff continues to focus on engaging in Restorative Practices and supporting increased positive interactions with adults on campus. Probation staff continues to help students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to partner with mental health agencies, mentoring programs, and probation staff. In addition, students will continue to have access to psychological counseling and other services. Alice M. Worsley School students attend regularly scheduled meetings with collaborative partners to address learning outcomes, transition, and more. Individual counseling and mentoring services are routinely provided and more frequently as needed. The Fresno County Superintendent of Schools' Foster Youth Services department includes further information regarding community resources and assists students and families by serving as liaisons facilitating communication, and initiating services with outside agencies. These include the Fresno County Economic Opportunities Commission, substance abuse treatment services, the Department of Rehabilitation, adult education groups, the State Center Community College District, Planned Parenthood, and Barrios Unidos.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to provide Regional Opportunity Program (ROP) and Career Technical Education (CTE) courses in Welding and Environmental Horticulture Science. Our Court Schools PTA continues to sponsor welding certifications for our students in collaboration with the American Welding Society. In addition, students can earn OSHA 10 basic safety and health information for entry-level work in construction and general industry and e-Food Handler certifications in food safety and sanitation.

Alternative Education students interested in attending college receive a wide range of support. Guidance Learning Specialists and Teachers on Special Assignment facilitate orientation and transition services, offering students assistance with college placement testing, class registration, the financial aid application process (FAFSA), and more.

The facilitation of services includes scheduling and planning with college relations specialists from the State Center Community College District for direct services to Court School students. Additionally, the Court Schools are one of the 23 State Center Adult Education Consortium (SCAEC) members. The school Guidance Learning Specialist collaborates with the SCAEC transition specialists for regularly scheduled visits to campus for college and career planning opportunities. Young people in our care who are at least 18 years of age and who have a high school diploma are provided college enrollment matriculation opportunities. Graduates on the secure campus also have the opportunity to take online college courses.

Lastly, FCSS and the State Center Community College District (SCCCD) maintain an MOU that provides access and necessary support and resources for Alternative Education students to enroll in dual enrollment courses, including community college transferable courses and CSU/UC transferable courses. These opportunities are provided online and in person at our school site by an SCCC instructor.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family member engagement for Alice M. Worsley School students will include parents and families participating in the PTA, School Site Council, English Language Advisory Committee, IEP and 504 meetings, Parent and Family Information Night Meetings and Title I Parent Information meetings. Through these meetings and collaborative opportunities, the school will facilitate open communication and will gather feedback on a wide range of issues, from school policies to classroom activities. These meetings will offer additional opportunities for parents and family members to voice their opinions, ask questions, and engage in dialogue with school administrators and staff. The input collected from these meetings will help guide the school's priorities and will support initiatives that enhance the overall educational experience for students. The program will continue to provide bilingual staff and translation services for all meetings, including individual educational achievement and overall school progress data.

The school will continue to hold flexibly scheduled meetings and actively seek parent participation. The school will continue to provide school communications to parents in an understandable and uniform format, to the extent practicable, in a language that the parents can understand. The LEA will reserve federal funds for additional functions available for the schools to increase parent communications through existing avenues of their student information system. The additional functions may include text, email, and parent log-in access to enhance school-to-parent communication and engagement.

During the transition and other meetings with parents, staff will collaborate with Probation and mental health support staff to support successful transitions. They will also assist with linking resources to students and families needed for the overall wellness of the family unit. In addition, the Fresno County Superintendent of Schools Parent Services department will continue to offer parent education classes in technology, student academic support at home, and other topics in support of family members.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to provide a Welding Technology course and an Environmental Horticulture course for students. Alice M. Worsley School will provide students with these robust CTE programs that align with state CTE and ROP State Standards and will prepare students for successful careers. These courses are designed to equip students with skills, knowledge and hands-on experience necessary for career readiness and access to opportunities for employment, education, training and support services to enter the labor market. These courses are offered in collaboration with the Probation department and its programs at the Juvenile Justice Campus.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to work with probation officers to assist in meeting the needs of students transitioning from the Alice M. Worsley School at the Juvenile Justice Campus. Probation officers attend the transition meetings mentioned in the above prompts, in addition to student IEPs and Section 504 meetings, and are members of the School Site Council, English Language Advisory Council, and PTA. LEA and probation staff share data regarding students' academic and behavioral progress and make facility and school decisions daily, with larger collaborative groups meeting monthly. Probation counselors are in all classrooms at Worsley School.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students receive a credit analysis and individualized learning plan upon orientation and assessment. All pertinent staff, including teaching staff, support staff and probation staff are notified of all programs, circumstances and student needs including student IEP's and and 504 plans. Records may be shared at the student enrollment/transition meetings with necessary school and probation staff. Correctional facility staff escorts students to assigned classes based on student needs, including English learners and special education students. In addition, correctional facility personnel are also assigned to all classrooms. School and probation personnel communicate daily regarding students' educational plans and progress. School and probation administration and management meet monthly for updates and progress regarding students' educational services and needs.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This is not applicable to Alternative Education

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

FCSS Special Education:

The department works collaboratively with the Fresno County Superintendent of Schools Teacher Induction program and Peer Assistance Coaching Program (PAC) to offer coaching and mentoring to teachers and related service providers newly entering the field, as well as educators that transition to a new program setting. The FCSS Teacher Induction program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching after receiving a preliminary credential. PAC offers a minimum of one year of support, which includes the development of individualized goals, tracking and monitoring progress, and may include collaboration with university support providers for teachers and related service providers that do not hold a preliminary credential (e.g. interns, waivers/STPS/PIPS/SELAPS/GELAPS).

In addition, the Special Education Department at FCSS has a robust course catalog for teachers and related service providers to receive targeted professional development, available in person and online. Target areas are identified in the comprehensive needs assessment, classroom walkthrough data, as well as teacher-identified interests.

Individuals starting their administrative careers may participate in the FCSS CASC program. FCSS's Clear Administrative Services Credential Program is an approved pathway by the CCTC and offers job-embedded, site-based, individualized coaching. This is a two-year program that includes one-on-one coaching with a skilled administrator, an Individualized Learning Plan (ILP), professional and personalized learning opportunities, and a culminating portfolio representing two years of leadership development based upon the California Professional Standards for Educational Leaders (CPSEL). In addition, principals, and other administrators, receive high-quality professional learning opportunities throughout their careers through various conferences, training, and resources. Principals also meet regularly as a team to collaborate and offer leadership support to each other, as well as attend individual ongoing staffings with their direct supervisors. Principals are regularly evaluated for growth and performance. As part of leadership development, they also participate in the Speed of Trust workshop.

All school leaders are expected to participate in ongoing professional learning, leadership meetings, and other offerings from the Fresno County Superintendent of Schools.

For new administrators, the Fresno County Superintendent of Schools provides a Clear Administrative Services Credential Program (CASC). CASC is a two-year program designed to provide candidates with real-world experiences and learning through face-to-face coaching and professional development opportunities. This program helps ensure administrators are exposed to research-based content knowledge, leadership skills, and strategies to support teachers and other staff members.

Overall program growth is measured by various data points such as student data, survey responses, and classroom walkthrough data.

Professional development will address a need for improvement that may impact the program and or student success. The evaluation of professional growth will be further examined through student and family surveys, direct feedback through committees and student achievement data from state and local assessments. This will provide important data to enable the LEA to measure the effectiveness of professional development opportunities.

All data and input from all educational partners is used to determine future professional development needs.

The previously identified systems of support offer ongoing coaching and mentoring to encourage growth within our profession. There are many opportunities to connect with colleagues, learn from experts, and engage in pedagogical discourse.

Professional growth is evaluated through qualitative surveys, individual feedback, and observational data. In addition, each of the above-mentioned programs of support for teachers, principals, and other leaders has an internal system for progress monitoring and program improvement.

FCSS Alternative Education:

FCSS is committed to providing evidence-based professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contracted with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; cross-curricular teaching; textbook adoption; writing benchmarks, data analysis and data-driven instruction for both certified and classified employees.

Professional development for Alternative Education staff is provided by the Office of the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments, and outside professional development as appropriate. This includes staff training in using instructional technology, Trauma Informed Care, culturally responsive instruction, core academic instruction, literacy and writing, English Language Development, and much more.

In addition, the LEA provides teacher development support, including Peer Assistance and Coaching and Teacher Induction. It also notifies teachers of their credential status and renewal requirements, as well as other appropriate training. Administrators' beginning years are supported by the Clear Administrative Service Credential program, where administrators obtain their clear credentials through coaching and relevant professional development. Alternative Education schools work collaboratively with the Fresno County Superintendent of Schools Teacher Induction program to accomplish this. The FCSS Teacher Induction program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year. FCSS Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s).

Middle and later years of service will be supported through professional learning as deemed appropriate through evaluations and observations. Alternative Education schools utilize local and state student performance data, behavior and attendance data, and student, parent, staff, and community partner surveys to inform professional development needs. This data is analyzed as a department and at the sites for input, reflection, collective agreements, and planning. As a program serving the needs of at-risk students, areas of need include systems and practices to reduce suspensions, increase attendance, and enhance academic progress.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

The department works to ensure that sites that receive Title II, Part A funds are provided with research-based professional development, coaching, and/or mentoring. Sites participate in targeted, customized professional development built around their specific needs based on the California Accountability Dashboard, along with local benchmarks and other local data. Special Education uses of Title II, Part A funds include teacher induction stipends. The induction process includes support services to newly employed teachers provided by experienced colleagues to facilitate success in the teaching profession. This will facilitate new teachers improving practice, learning professional responsibilities, and enhancing the learning of their students with unique needs. Professional development decisions will continue to be based on classroom walkthroughs, feedback from districts within the SELPA, and information that is needed for compliance and monitoring. Staff and educational partners will continue to be involved in the review of the LEA's Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings.

Determining funding allocation that prioritizes CSI and/or TSI schools is based on needs identified in the California Accountability Dashboard, as well as the comprehensive needs assessment and parent engagement. CSI Schools participate in research-based professional development to promote effective supports for student learning.

The Special Education department supports sites through multiple methods to help them determine the best evidence-based interventions based on their specific site needs. This includes resources, information, and guidance on evidence-based interventions.

FCSS Alternative Education:

Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through ongoing collaboration between different departments within FCSS. There is a clear need shown in the California Dashboard and related local data to address academic achievement levels for foster youth, English learners, and low-income students. Foster youth, English learners, and low-income students are identified student groups for state-identified school differentiated assistance and CSI school designations.

FCSS will ensure that sites targeted for comprehensive support will be provided with research-based professional development. Sites will participate in targeted, customized professional development built around their specific needs based on the California Accountability Dashboard and local benchmarks. Contract with the FCSS Curriculum and Instruction, Visual and Performing Arts, and Instructional Technology and Support departments. Coaching from these departments includes work with students, teachers, and administration in classroom instruction, behavior modification and support, and instructional technology.

The professional services will include enhancing engaging instructional units with rigor and relevance, enhancing reliability and validity of existing benchmark assessments, facilitating regular data-informed instruction, and continuous cycles of inquiry as supported and monitored by the school administration. Professional development will be provided to teachers, paraeducators, leadership, and administration to enhance social-emotional learning practices, culturally responsive instruction, and trauma-informed practices. In addition, mentoring services, including aggression replacement therapy, will be provided for students through a contracted service provider.

Alternative Education schools will continue to evaluate the effectiveness of Title II, Part A funding through monthly meetings of the program's leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. In addition, the annual LCAP process includes numerous educational partner meetings to review outcomes and update the Plan.

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

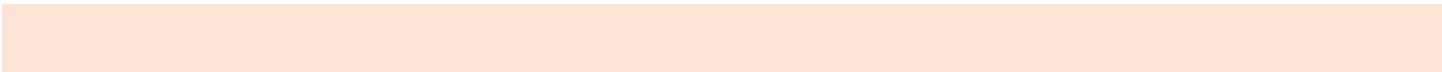
FCSS Special Education:

Paraprofessionals, principals, and other specialized instructional support staff are part of the consultation and evaluation process through surveys, staff meetings, and feedback during School Site Council meetings. Data is reviewed throughout the year to provide clarity and guidance for both fiscal and programmatic decisions to best support students who the Special Education Department serves. Data is used to determine that students' needs are at the center of every decision, including providing specific targeted professional development based on student needs. Staff and educational partners will continue to review the LEA's Title II, Part A funded activities at the monthly site and program meetings, including School Site Council and other collaborative meetings. Professional development decisions will continue to be based on classroom walkthroughs, feedback from districts within the SELPA, and information that is needed for compliance and monitoring. Staff and educational partners will continue to be involved in the review of the LEA's Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings.

FCSS Alternative Education:

Alternative Education's primary sources for program evaluation are the California Accountability Framework (CA Dashboard, Performance Indicator Review, State Assessments, Local Assessments, Local Indicators, and Community Surveys). Data is continually examined to evaluate the effectiveness of services identified by school leadership, administration, and district administration/support providers. Continuous improvement of data analysis will focus on strengthening data-driven instruction and overall systems at the sites to support consistent practices. Data from staff, student, and community partner surveys reflecting the implementation of identified services and practices will also inform school planning. This data is used to determine adjustments and provide targeted professional development at the appropriate time to ensure the impact on student success. The analysis of this data results in student-centered continuous learning cycles and a shared understanding of the goals for student achievement and success for all students.

The LEA will continue to utilize data collected during the annual LCAP process, which includes feedback from all staff, students, and community partners to inform professional development planning. The LEA and Alternative Education staff will review the district and site-level dashboard for additional metrics that reflect the effectiveness of professional learning throughout the year. Staff and educational partners will continue to be involved in reviewing the LEA's Title II, Part A funded activities at the monthly site and program meetings, including School Site Council and other collaborative meetings in the Special Education programs.



TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

All Title III funds are supplemental to all other funding sources and designated to the support of English learner students, which may include resource materials and supplemental instructional materials. To ensure workshops and trainings provide a positive and lasting impact on teachers, professional learning related to English learners is of sufficient intensity and duration woven into other core topics throughout the year (e.g. addressing EL in the IEP, parent engagement and English learners, teaching core subjects to English learners). FCSS Special Education Department continues to provide professional development that is research-based and rooted in data around effective instructional practices for English Learners. Professional development activities to support Special Education English Learners include training and coaching that is specific to the assessment of English Learner Status (VCCALPS) and the IEP, how to write developmentally appropriate language goals, strategies to support learning, and where to access EL-specific resources. In addition, teachers, either new to their position or their assignment, are assigned an induction coach. The coaches mentor these teachers in instruction and assessment for English Learners. The Induction Coach provides ongoing support and training throughout the year to ensure sufficient intensity and duration, which ensures a positive and lasting impact on the instruction and assessment provided by the teacher. Data is gathered during walkthrough visits by the administration and teacher self-assessments to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the walk-through results, prioritize the needs assessment, and determine a plan of action based on that data.

Professional development is for all teachers and district representatives that host classrooms within their school sites addresses equity and access questions. An inclusion checklist is discussed with teachers, district, and county administration to identify areas where collaborative approaches will further develop inclusive practices within our students' learning environments. Teachers and administrators have developed grade-level meetings to determine the curriculum's design and structure to ensure access to all students. These meetings also entail the development of goals to ensure that all teachers are held accountable for the delivery of quality instruction.

Ongoing data is gathered during walkthrough visits by administration and self-assessments by teachers in order to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the results of the walk-throughs, prioritize the needs assessment and determine a plan of action based on that data.

FCSS Alternative Education:

The program utilizes Title III funds to support state language instruction educational programs to assist English learners' achievement goals. We aim to increase English learner students' English proficiency and core academic content knowledge. School staff participates in professional learning that integrates English Language Development strategies across the curriculum. Teachers on special assignments and principals participate in the FCSS English Learner Network meetings throughout the school year, where accountability systems and essential practices are shared with the school

community and implemented at the sites. Professional development will be provided to teachers in the area of English Language Development. The first opportunity will be to provide professional development on the English Language Proficiency Assessment California (ELPAC). This training is required annually to ensure the appropriate use of the assessment and valid data for decision-making when considering the reclassification of English Learners. This training will also include continued professional development in accordance with California English Language Development (ELD) Standards.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This prompt is not applicable to FCSS' SPED, Alternative Education, or Foster Youth Services programs.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

Title III funds are provided to ensure that English learner (EL) students attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet. Overcoming this challenge requires home-school collaboration and communication. FCSS Special Education informs parents how they can be active participants in assisting their children to learn English and achieve at high levels in core academic subjects. In addition, the Special Education schools reach out to parents on a routine basis and engage parents in the decision-making process for how parents and the school system can partner to support students. Through District DELAC, parents play a major role in determining how we move forward.

Language instruction is one of the most important components of our classrooms and instruction, given that the majority of our students are either non-verbal or limited in language coupled with identification as an English Learner. The designated curriculum supports English Development and language development through the use of verbal and visual supports that our students require to access core content. This curriculum is supplemental and weaves the state standards into all lessons.

For students that have direct speech services on their IEP, developmentally appropriate language goals are developed and monitored throughout the year. Each year during the annual IEP, new goals are developed based on present levels of language development and language fluency.

Title III funds are used to purchase supplemental instructional materials, fund supplemental staff, and improve access through technology.

FCSS Alternative Education:

Educational Partners will continue to review the LEA's Title III, Part A funded activities at the monthly site and program meetings, including School Site Council and other collaborative meetings. Analyzed data includes classroom visitations, staff, and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. In addition, the LEA's annual LCAP process includes numerous educational partner meetings to review outcomes in the Dashboard and local data and update the Plan, including Title III, Part A funded activities.

Integrated and Designated English Language Development is provided for Alternative Education English Learners. Upon enrollment, when receiving English Learner student assessment data, the school registrar informs applicable school personnel for initiating the administration of the English Language proficiency assessment and/or placement into a designated support class where appropriate based on student need. All student assessment data and language proficiency information are shared with teachers and school staff through the student information system.

School staff reviews academic and language progress for identified students at leadership meetings and professional learning communities, and the principals share the applicable English Learner data at School Site Councils and/or English Language Advisory Committees. School leadership, in collaboration with teachers, identifies additional levels of support for English Learners and assigns tutoring services during the school day, which may include after-school support. In addition, the District English Language Advisory Committee reviews the processes and practices to ensure equitable educational opportunities for English Learner students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

The department continues to monitor English Learner achievement data in both state and local assessments. The Special Education Department will ensure that sites are provided with the resources that are needed to support EL students in achieving English Proficiency and meeting state standards. One of our administrators serves on the English Language Advisory Council (ELAC), monitors language acquisition and academic status of students, provides professional learning for staff, and attends School Site Council meetings to provide input from the District English Language Advisory Council (DELAC), which includes parents of English learners. In addition, the annual Comprehensive Needs Assessment thoroughly investigates all areas of needed academic support and inequities with specific attention provided to English learner achievement. EL Students also have IEP goals that address individual language needs.

A supplemental curriculum for English learners with disabilities supports the development of communication skills for both students with language disabilities and those who are English Learners. The repetition and frequent exposure to vocabulary, phonics, sentence structure, and expression provide a good foundation on which to build English Language Development.

If EL students are not meeting the site and district's language acquisition and academic, behavior, and attendance metrics, the Special Education Department will review the decisions made in regards to instruction and coaching.

FCSS Alternative Education:

The program's students can participate in extracurricular ELD opportunities to build content knowledge and fill academic gaps. Students also have the opportunity to participate in Saturday Academies, Intersession, and Summer Learning, where they interact with various content standards to increase their academic skills.

The LEA will ensure that all schools support EL students in achieving English Proficiency and meeting state standards. This will be achieved through the LEA's accountability measures, which include evaluating each site's Single Plan for Student Achievement and that each plan's goals include academic, behavior, and attendance supports for English Learners.

Parent engagement is critical to improving outcomes for English Learners. FCSS schools routinely reach out to parents and engage them in decision-making about how parents and the school system can partner to support students. Parents play a significant role in this process through District DELAC and LCAP workshops.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS transfers Title IV funds to Title I, as allowed, to support the high numbers of children from low-income families to help ensure that all children meet challenging state academic standards.

FCSS Special Education:

Well-rounded educational opportunities and supports are provided to students in our Special Education Program. Required Title IV provisions are addressed through the following actions and activities.

Based on a needs assessment, a vital component for students to improve learning and close the achievement gap is exposure to real-world learning experiences and workforce preparation, which support growth in the state College and Career Indicators. An Individual Transition Plan is an effective way to support students with life goals while building their support system for when they leave the FCSS Special Education program. As part of the process, we partner with several agencies to support youth in our programs. Transition-age students are referred to the Department of Rehabilitation and receive Pre-Employment Transition Services, which includes self-advocacy instruction, post-secondary education counseling, career exploration, workplace readiness, and a paid work-based learning experience. Students that choose not to utilize DOR services may access a comparable program funded through WorkAbility I (CDE program). Most of our students are consumers of Regional Center services, so FCSS also collaborates with student service coordinators to help students transition to postsecondary life. Family resource providers, like Exceptional Parents Unlimited, are another great partner to ensure students and their families receive the support and resources they need to achieve increased independence and academic success.

Music and arts education is provided in our Special Education classes. An ASL choir is a supplemental activity that students may participate in.

To support safe and healthy students the Special Education Department provides additional support for our students with disabilities by increasing direct behavior and communication support to address regression. Evidence-based intervention strategies utilized in our classes are effective practices to build contextually appropriate behaviors and reduce maladaptive behaviors. Behavior intervention support providers offer trainings, coaching and modeling, and direct services to students with significant behavior support needs. Students served by FCSS Special Education also have

access to All 4 Youth behavioral health services. All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0-22 years old experiencing difficulties that affect them at school and at home. In addition, students with disability-related communication needs receive assistive technology devices to increase access to their environment and engagement with the curriculum and as a tool to reduce behaviors related to challenges expressing needs and wants. ABA therapy, which is provided for students as needed, is an effective and successful practice to reduce problem behavior and increase student skills. Services may be delivered by FCSS staff or contracted. We will continue to fulfill requirements under the California Healthy Youth Act (CHYA) in providing comprehensive sexual health education, which is provided at least once during middle school and once during high school for all students. However, due to challenges with comprehension and mastery of content, as well as increased risk of assault for individuals with disabilities, we provide instruction annually. Funds are used for consultation with field experts, purchase of supplemental curriculum, and modifications to curriculum to meet the needs of students with intellectual disabilities, Deaf or hard of hearing, or who have emotional disturbance. All modifications to the curriculum continue to fulfill the requirements of the CHYA.

Consistent and effective use of technology is promoted in all classrooms. Many students in our special education programs depend on technology to access information, as well as assistive technology to communicate. Increased technology in the classroom has been vital to increasing skill development. Each classroom has interactive touchscreen systems for students to participate in computer-based activities. There are additional computers for students to learn basic computer skills. Some of our programs offer core instruction through an online program, CyberHigh, so access to fast wifi and dependable technology is critical for their learning. Also, all FCSS Special Education staff have access to free online books in English and Spanish through the Library department. Additional technology can improve student learning, enhance literacy, boost attentiveness, and increase comprehension by providing an interactive environment as well as multiple modalities to support diverse learners. Supplemental to technology itself, we recognize that in order for students to be successful at school, they need to have access to technology at home. FCSS Special Education offers support and training to parents on how to access different programs and maintain digital communication with teachers to improve student outcomes.

The Special Education department uses internal data and state data in order to gauge student progress. Ongoing monitoring and evaluation and effectiveness of the above activities is done regularly throughout the school year. Analysis of how these programs and activities affect student performance continues to drive how the Special Education Department supports or makes changes within the current initiatives. In addition, the annual SPSA evaluation and comprehensive needs assessment are tools to monitor areas of growth and identify areas of need as part of a cyclical process of program improvement.

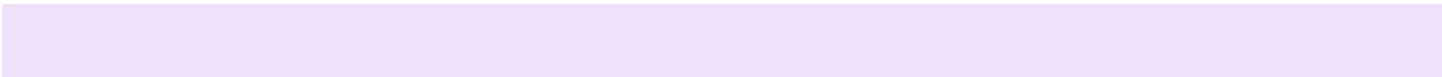
FCSS Alternative Education:

The department partners with the State Center Community College District to allow for dual enrollment opportunities for our students. A non-profit, site-based agency, Focus Forward, collaborates with the school staff and utilizes their Pipeline to College funding to assist students in their college matriculation, coursework study time, and mentoring needed for first-time college students. The school's Guidance Learning Specialist and principal also collaborate with other community partners such as Rising Scholars and Project Rebound for regularly scheduled visits to campus to provide more awareness and exposure to post-secondary education mindsets.

Alternative Education schools will continue to utilize Title IV, Part A funds to support the California Healthy Youth Act requirements and implementation of the education. Funding will also provide for the continued and enhanced implementation of Digital Citizenship, including Media Balance & Well-Being, Privacy and Security, Digital Footprint & Identity, Relationships and Communication, Cyberbullying, Digital Drama & Hate Speech, and News & Media Literacy.

The next opportunity is through the Induction process in which high-performing educators are matched with teachers who are either new to the field of education or new to their particular assignment. This ensures that these teachers consider the particular needs of English Learners in their classroom and with their curriculum. Support providers will meet with the inductee regularly to help them plan curriculum and instruction, analyze test data to drive instruction, and offer opportunities for them to observe others who are considered high-performing or effective in the classroom.

The LEA has continued to review and reflect upon data regarding the Title IV, Part A programs and activities in the areas of well-rounded education, safe and healthy students, and the effective use of technology. This review and reflection occur during regularly scheduled site-level School Site Council meetings, Parent Teacher Association Meetings, Professional Learning Communities, and English Language Advisory Council meetings. At the LEA level, the review and reflection occur during the LCAP review and engagement process, including educational partner, staff, and student collaboration. The LEA determined that Title IV, Part A funds would be best utilized by supporting these existing programs and activities.



ACTION

TOPIC	FCSS 2025-2026 School Plans for Student Achievement (SPSA) County Operated Programs for Special Education sites
ISSUE	Approval of the FCSS 2025-2026 School Plan for Student Achievement (SPSA) County Operated Programs for Special Education sites
BACKGROUND	<p>The School Plans for Student Achievement (SPSA) are plans of actions to raise the academic performance of all students. California Education Code sections 41507, 415725, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.</p> <p>Each school site will present their individual plan for review and approval to the Fresno County Board of Education.</p>
PRESENTER	Corey Greenlaw, Ed.D., Assistant Superintendent Educational Innovation & Support 559.265.4046
RESOURCE	Christina Borges, Executive Director Student Services Division (559) 497-3901



Fresno County Superintendent of Schools

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fresno County Special Education	10-10108-6069488	May 14, 2025	June 17, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Fresno County Special Education for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Graduation Rate - Three year average of the four-and five-year high school graduation rate is below 68%.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Fresno County Special Education for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Graduation Rate - Three year average of the four-and five-year high school graduation rate is below 68%.

To improve student achievement and meet the requirements of ESSA, the Special Education Department of the Fresno County Superintendent of Schools will:

1. Seek input from parents, students, staff, and other community members regarding accolades and targeted areas for improvement.
2. Develop goals based on review of data from multiple sources.
3. Review goals with the School Site Council and consider input.
4. Implement selected goals.
5. Monitor and revise goals, including completion of classroom observations.
6. Complete a comprehensive needs assessment.
7. Evaluate the effectiveness of current plan.

Educational Partner Involvement

How, when, and with whom did Fresno County Special Education consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The prior year's SPSA is reviewed by the school administration and School Site Council to determine if goals were met and to determine the current present levels of school and student achievement. School administration determines the proposed goals based on the current data analysis of the school dashboard along with the feedback received from surveys and classroom walkthroughs. School administration presents the data to the School Site Council, solicits input, and offers proposed goals for the next year. Once the goals are agreed upon, the School Site Council approves the SPSA, which then goes to the Board.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

FCSS Special Education is currently in CSI for graduation rate. Through our Comprehensive Needs Assessment, we identified the following resource inequities for students in our Extensive Support Needs program, which will be addressed through the 2025-2026 SPSA:

- To improve graduation outcomes, we will increase the number of coaching and training provided to administrators, certificated staff, and classified staff, increase the number of students with a transcript of coursework aligned with the new course of study, and improve the CA Dashboard scores for both English Language Arts and Mathematics, and increase the number of classes with designated and integrated ELD time on the class schedule.

We will take the following actions to address these inequities, which include:

- purchasing laptops/technology for delivery of online curriculum to support course of study and evidence-based instruction.
- purchasing and utilizing supplemental instructional materials (e.g. TeachTown, SANDI, Sybolstix, News2You, Learning Without Tears)

- funding classified staff to provide instruction and ongoing data tracking, modify materials, and monitoring supplemental curriculum.
- providing training and/or coaching to administrators, certificated staff, and classified staff in required course content areas, classroom management/behaviors, and course of study requirements.
- providing additional classified staff to establish and maintain transcripts for students in our ESN program accessing the new course of study.
- providing additional authorized hours for modifying supplemental instructional materials.
- providing support for new teachers (Induction).
- adding designated and integrated ELD time to class schedules.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following areas have a "Red" or "Orange" designation in their performance category and have goals and activities for the 2025-2026 SPSA:

- Graduation Rate
- College and Career
- English Language Arts
- Mathematics
- English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No students groups were two or more performance levels below the "All Student" performance in any indicator.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We have identified the areas of need based on other student local data:

- attendance records
- transcripts
- attendance records
- school climate surveys
- college/career indicator data
- IEP data
- EL data

Identified areas of need:

- academic achievement
- chronic absenteeism
- parent engagement
- social emotional learning, behavior, and safety

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fresno County Special Education. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.51%	0.52%	0.53%	3	3	3
African American	3.42%	4.01%	2.45%	20	23	14
Asian	7.86%	6.97%	6.65%	46	40	38
Filipino	0.17%	0.35%	0.53%	1	2	3
Hispanic/Latino	74.87%	75.09%	78.46%	438	431	448
Pacific Islander	0.17%	0.52%	0.35%	1	3	2
White	10.94%	9.93%	8.93%	64	57	51
Two or More Races	1.88%	2.26%	1.93%	11	13	11
Not Reported	0.17%	0.35%	0.18%	1	2	
Total Enrollment				585	574	571

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	26	38	34
Grade 1	46	24	32
Grade 2	42	51	30
Grade3	35	45	49
Grade 4	52	34	42
Grade 5	35	45	37
Grade 6	39	30	37
Grade 7	32	34	27
Grade 8	30	34	35
Grade 9	33	40	29
Grade 10	31	33	43
Grade 11	39	33	30
Grade 12	145	133	134
Total Enrollment	585	574	571

Conclusions based on this data:

1. The number of total enrollment decreased by fourteen students between 2021-2022 and 2023-2024.
2. Hispanic/Latino population of students is our largest demographic.
3. Grade 12, which includes students in the Adult Transition Program, remains the largest grade served.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	106	111	109	18.1%	19.3%	19.1%
Fluent English Proficient (FEP)	154	139	141	26.3%	24.2%	24.7%
Reclassified Fluent English Proficient (RFEP)	14	12	12	7.6%	9.3%	9.1%

Conclusions based on this data:

1. The EL population decreased from 2022-23 to 2023-24.
2. There was a slight increase in students who scored FEP after initial ELPAC testing from 2022-2023 to 2023-2024.
3. Maintained approximately the same percentage rate of reclassification from 2022-2023 to 2023-2024.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10	13	12	9	13	12	9	13	12	90.0	100.0	100
Grade 4	15	12	10	15	12	10	15	12	10	100.0	100.0	100
Grade 5	10	10	11	10	10	11	10	10	11	100.0	100.0	100
Grade 6	14	8	10	14	7	10	13	7	10	100.0	87.5	100
Grade 7	10	10	8	9	10	8	9	10	8	90.0	100.0	100
Grade 8	11	9	11	11	8	11	11	8	11	100.0	88.9	100
Grade 11	11	10	9	10	10	8	10	10	8	90.9	100.0	88.9
All Grades	81	72	71	78	70	70	77	70	70	96.3	97.2	98.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2283.	2319.	*	0.00	8.33	*	0.00	0.00	*	7.69	8.33	*	92.31	83.33
Grade 4	2309.	2271.	*	0.00	0.00	*	6.67	0.00	*	6.67	0.00	*	86.67	100.0	*
Grade 5	*	*	2339.	*	*	0.00	*	*	9.09	*	*	0.00	*	*	90.91
Grade 6	2357.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2389.	*	2378.	0.00	*	0.00	9.09	*	9.09	0.00	*	9.09	90.91	*	81.82
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	1.30	0.00	1.43	5.19	7.14	7.14	6.49	11.43	7.14	87.01	81.43	84.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.90	4.29	2.86	29.87	40.00	42.86	66.23	55.71	54.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.30	1.43	4.29	19.48	20.00	15.71	79.22	78.57	80.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.30	2.86	2.86	51.95	51.43	47.14	46.75	45.71	50.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	1.43	1.43	44.16	32.86	31.43	55.84	65.71	67.14

Conclusions based on this data:

1. All students served by FCSS Special Education are students with disabilities. Most of the students served are eligible to take the alternative achievement test called the "CAA." The results above do not include the CAA. The tables above show the small number of students (70) who took the SBAC assessment. Due to this low number, data is not available for all cells and is marked with an asterisk.
2. The number of students taking the SBAC has been stable from 2022-2024. Most of the students that take the SBAC are enrolled in our TIES (emotional disability) and HANDS (Deaf and Hard of Hearing) programs.
3. In 2022-2023, 0% of all students who took the SBAC, earned a score of "Exceeded Standard" in "Overall Achievement." In 2023-2024, 1.34% earned a score of "Exceeded Standard."

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10	13	12	9	13	12	9	13	12	90.0	100.0	100
Grade 4	15	12	10	15	12	10	15	12	10	100.0	100.0	100
Grade 5	10	10	11	10	10	11	10	10	11	100.0	100.0	100
Grade 6	14	8	10	14	7	10	14	7	10	100.0	87.5	100
Grade 7	10	10	8	9	10	8	9	10	8	90.0	100.0	100
Grade 8	11	9	11	11	8	11	11	8	11	100.0	88.9	100
Grade 11	11	10	9	10	9	8	10	9	8	90.9	90.0	88.9
All Grades	81	72	71	78	69	70	78	69	70	96.3	95.8	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	2262.	2301.	*	0.00	0.00	*	7.69	16.67	*	0.00	0.00	*	92.31	83.33
Grade 4	2311.	2285.	*	0.00	0.00	*	0.00	0.00	*	6.67	0.00	*	93.33	100.0	*
Grade 5	*	*	2369.	*	*	0.00	*	*	9.09	*	*	0.00	*	*	90.91
Grade 6	2312.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2303.	*	2347.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	1.43	0.00	1.45	5.71	5.13	2.90	2.86	94.87	95.65	90.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	2.86	1.28	7.25	7.14	98.72	92.75	90.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.28	0.00	1.43	14.10	18.84	18.57	84.62	81.16	80.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	1.45	1.43	41.03	39.13	44.29	58.97	59.42	54.29

Conclusions based on this data:

1. All students served by FCSS special education are students with disabilities. Most of the students served are eligible to take the alternative achievement test called the CAA. The results above do not include the CAA. The tables above show the small number of students (70) who took the SBAC assessment. Due to this low number, data is not available for all cells and is marked with an asterisk.

2. The percentage of students taking the Mathematics section of the SBAC increased by 2.8% from 2022-2023 to 2023-2024.
3. The percentage of students "Exceeding Standards" in overall math increased to 1.43% in 2023-2024, up from 0% over the previous two years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	10	5
1	*	*	*	*	*	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades										10	22	20

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00	0.00	*	4.76	5.00	*	28.57	25.00	*	66.67	70.00	*	21	20

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00	5.00	*	9.52	0.00	*	23.81	25.00	*	66.67	70.00	*	21	20

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	13	*	*
1	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	14	*	*
2	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	12	*	*
3	0.00	*	*	0.00	*	*	7.69	*	*	92.31	*	*	13	*	*
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00	0.00	*	0.00	5.00	*	23.81	25.00	*	76.19	70.00	*	21	20

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00	5.00	*	42.86	45.00	*	57.14	50.00	*	21	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	4.76	5.56	*	23.81	27.78	*	71.43	66.67	*	21	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00	0.00	*	14.29	25.00	*	85.71	75.00	*	21	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00	0.00	*	30.00	38.89	*	70.00	61.11	*	20	18

Conclusions based on this data:

1. Twenty students took the Summative ELPAC during the 2023-2024 school year. Due to the low number of participants, scores are not available and are marked with an asterisk.
2. For "Overall Language," students scoring in a level three increased by .24%.
3. Students made progress in the performance level "Somewhat/Moderately" in all areas except "Oral Language."

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population		
Total Enrollment	Socioeconomically Disadvantaged	English Learners
571	85.8%	19.1%
Total Number of Students enrolled in Fresno County Special Education.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.
		Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	19.1%
Foster Youth	6	1.1%
Homeless	14	2.5%
Socioeconomically Disadvantaged	490	85.8%
Students with Disabilities	571	100%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.5%
American Indian	3	0.5%
Asian	38	6.7%
Filipino	3	0.5%
Hispanic	448	78.5%
Two or More Races	11	1.9%
Pacific Islander	2	0.4%
White	51	8.9%

Conclusions based on this data:

- 19.1% of the students served by Fresno County Special Education are English Learners.

2. 85.8% of students served by Fresno County Special Education are socio-economically disadvantaged.
3. 3.6% of students are in foster care or homeless.

School and Student Performance Data

Overall Performance








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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Red</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	
<div>English Learner Progress</div> <div><p>Orange</p></div>		
<div>College/Career</div> <div><p>Red</p></div>		

Conclusions based on this data:

- 1. The suspension rate for Fresno County Special Education falls in the green category and was also designated as "Low" in the prior year.
- 2. Chronic absenteeism is in the yellow category, which is the same as the previous year.
- 3. Graduation rates are low, due in part to the large number of students served with extensive support needs who previously completed coursework to earn a Certificate of Completion.

School and Student Performance Data

Academic Performance English Language Arts

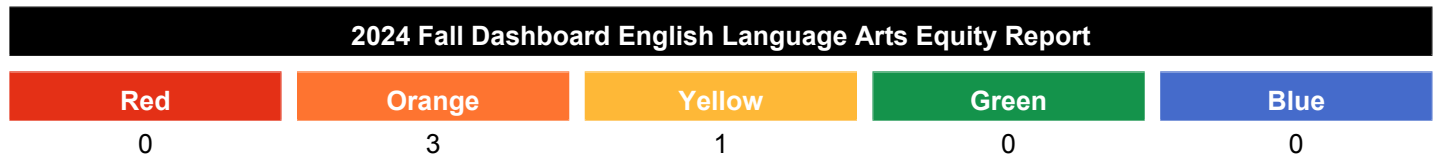
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>73.2 points below standard</div> <div>Increased 4.9 points</div> <div>214 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>49.7 points below standard</div> <div>Increased 16.3 points</div> <div>54 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>74.8 points below standard</div> <div>Increased 3.8 points</div> <div>191 Students</div>

Students with Disabilities  Orange 73.2 points below standard Increased 4.9 points 214 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 57.8 points below standard Increased 29.3 points 16 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 74.4 points below standard Increased 6.3 points 173 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 88.7 points below standard Increased 28.8 points 19 Students

Conclusions based on this data:

1. All reported student groups are 73.2 points below standard on English Language Arts indicators. The Dashboard data includes results of both the SBAC and CAA.
2. Our current English Learner students improved 16.3 percentage points in English Language Arts.
3. Hispanic students improved by 6.3 points in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

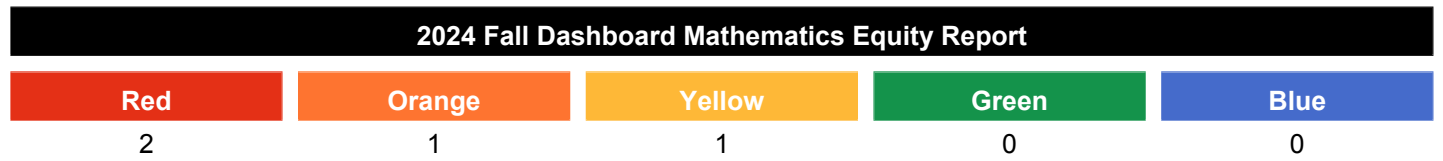
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>97.9 points below standard</div> <div>Increased 4.3 points</div> <div>208 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>68.1 points below standard</div> <div>Increased 7.4 points</div> <div>55 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>98.8 points below standard</div> <div>Maintained 2.0 points</div> <div>184 Students</div>

Students with Disabilities  Orange 97.9 points below standard Increased 4.3 points 208 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 71.9 points below standard Increased 33.4 points 17 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 98.0 points below standard Maintained 0.6 points 166 Students
Two or More Races  No Performance Color Less than 11 Students 3 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 129.1 points below standard Increased 36.1 points 19 Students

Conclusions based on this data:

1. All students improved 4.3 points in mathematics. Dashboard information includes scores from the CAA and SBAC assessments.
2. Hispanic students maintained math scores by .6 points.
3. English learners improved math scores by 7.4 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
32.9% making progress.	33.3% making progress.
Number Students: 73 Students	Number Students: 15 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.7%	16.4%	0%	1.4%

Conclusions based on this data:

- 32.9% of English Learner students made progress. (73 students)
- 33.3% of Long-term English Learners made progress. (15 students)
- 16.4% of students maintained their ELPI levels 1-3H.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

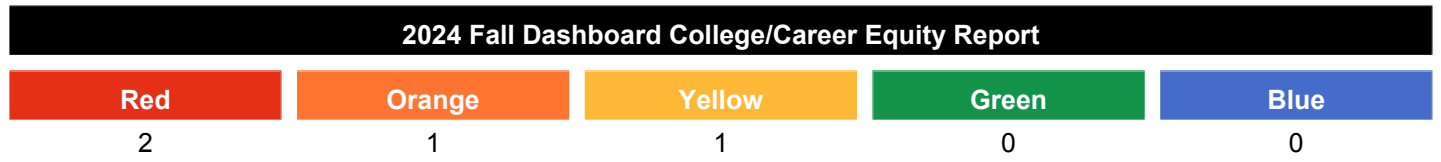
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>0 Prepared</div> <div>Maintained 0</div> <div>34 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>0 Prepared</div> <div>Maintained 0</div> <div>31 Students</div>

Students with Disabilities  Red 0 Prepared Maintained 0 34 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 4 Students	Filipino  No Performance Color Less than 11 Students 0 1 Student	Hispanic  No Performance Color 0 Prepared Maintained 0 23 Students
Two or More Races  No Performance Color Less than 11 Students 0 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 0 4 Students

Conclusions based on this data:

- 0 students met criteria for College and Career Indicators.
- College and Career Indicator data were reported for thirty-four students.
- Five students scored yellow to red on the College/Career Equity Report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

49.9% Chronically Absent

Declined 11

367 Students

English Learners



Orange

53.7% Chronically Absent

Declined 14.3

108 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Socioeconomically Disadvantaged












Yellow

51.7% Chronically Absent

Declined 9.6

329 Students

Students with Disabilities  Yellow 49.9% Chronically Absent Declined 11 367 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 26.9% Chronically Absent Declined 30.8 26 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 53.3% Chronically Absent Declined 10.9 291 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 41.9% Chronically Absent Declined 2.9 31 Students

Conclusions based on this data:

- 49.9% of students were chronically Absent, which is an improvement from the previous year by 11%.
- English Learners experienced the highest percentage of chronic absenteeism at 53.7%.
- Chronic Absenteeism declined for the following populations: all students, English Learners, socioeconomically disadvantaged, students with disabilities, and Asian, Hispanic, and White students.

School and Student Performance Data

Academic Engagement Graduation Rate

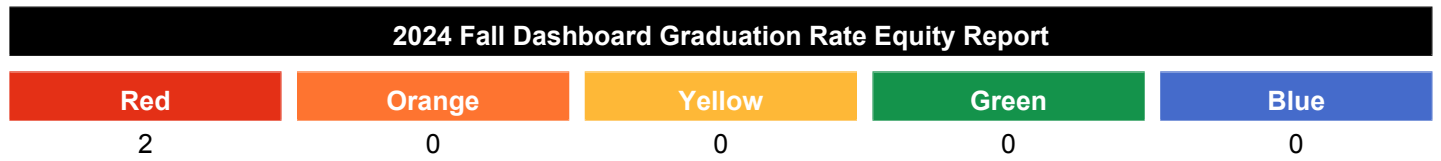
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>25.7% graduated</div> <div>Increased 1.5%</div> <div>35 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>25% graduated</div> <div>Increased 1.7%</div> <div>32 Students</div>

Students with Disabilities  Red 25.7% graduated Increased 1.5% 35 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  No Performance Color 16.7% graduated Declined 3.3% 24 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

1. The majority of students served by the Office of Fresno County Superintendent of Schools have extensive support needs and previously received a certificate of completion instead of a diploma. This year was the first year students were eligible for the pathway to an alternate diploma.
2. 25.7 of eligible students graduated, an increase of 1.5%.
3. 25% of students that graduated are socioeconomically disadvantaged.

School and Student Performance Data

Conditions & Climate Suspension Rate

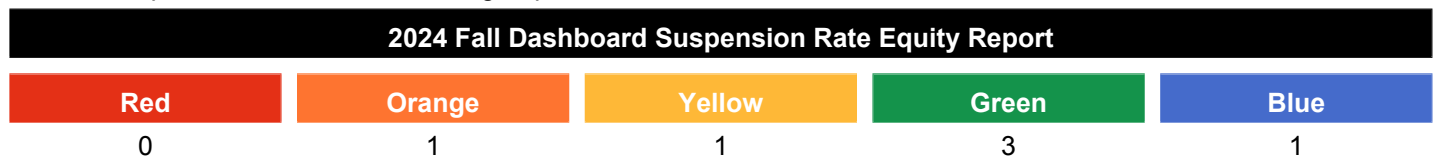
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.4% suspended at least one day Maintained 0.1% 632 Students	English Learners Blue 0% suspended at least one day Declined 2.5% 122 Students	Long-Term English Learners No Performance Color 0% suspended at least one day Declined 10% 20 Students
Foster Youth No Performance Color 7.1% suspended at least one day Declined 11% 14 Students	Homeless No Performance Color 0% suspended at least one day 17 Students	Socioeconomically Disadvantaged Green 2.2% suspended at least one day Maintained 0.2% 543 Students

Students with Disabilities  Green 2.4% suspended at least one day Maintained 0.1% 631 Students	African American  No Performance Color 5.6% suspended at least one day Declined 6.4% 18 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 2.4% suspended at least one day Maintained 0.1% 42 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 1.8% suspended at least one day Increased 0.3% 491 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 5% suspended at least one day Increased 2% 60 Students

Conclusions based on this data:

1. The overall suspension rate is Low (2.4%).
2. The suspension rate for the following subcategories decreased during the 2023-2024 school year: English Learners (2.5%), Long-term English Learners (10%), foster students (11%), and African-American students (6.4%).
3. The suspension rate increased for White students (2%) and Hispanic student (.3%).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

By the end of the 2025-2026 school year, we will work to improve future outcomes for all students served in our programs to help prepare them to be college and career ready as evidenced by the annual measurable goals provided, which include increasing training and coaching opportunities for staff, increasing the number of students with a transcript of coursework aligned with the new course of study, improving the CA Dashboard scores for both English Language Arts and Mathematics, and increasing the number of classes that have designated and integrated ELD time on the class schedule.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Outcomes & Student Achievement

Identified Need

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

We are currently a Comprehensive Support and Improvement School for our graduation rate. The majority of our students have extensive support needs and previously did not have a course of study that aligned with general education content standards and course requirements. In order to make improvements in the California Dashboard for ELA and mathematics and for all students to be ready for high school coursework, we need to ensure students at all grade levels have access to evidence-based instructional materials that aligns with general education coursework. We are in year two of our new course of study and are still developing our materials for new subjects. Teachers of all grades have been receiving training utilizing our new supplemental curriculum, but there are still needs and concerns regarding how to modify content to meet the needs of students with the greatest support needs. We have also identified a need for supports and instruction for English Language Learners to be able to access content.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transcripts	100% of 9th graders in the ESN program have a transcript of coursework aligned with the new course of study	100% of 9th and 10th graders in the ESN program will have a transcript of coursework aligned with the new course of study
Scheduled training sessions	13 training/coaching sessions in TeachTown	5 additional training/coaching sessions in TT or other supplemental curriculum
ELA score on the CA Dashboard	Increase of 4.9 points	Increase of 5 points
Mathematics score on the CA Dashboard	Increase of 4.3 points	Increase of 5 points
Classroom schedules	8 of 12 high school classes have designated and integrated time on class schedules	80% of middle school and high school classes will have designated and integrated time on class schedules

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Use laptops/technology for delivery of online supplemental curriculum to support course of study and evidence-based instruction	All students	134,122 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Classroom laptops/chromebooks
1.2	Purchase and utilize supplemental instructional materials (e.g. TeachTown, SANDI, Symbolstix, News2You, Learning without Tears)	All students	185,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures TeachTown (and other supplemental curriculum)
1.3	Classified staff to provide instruction and ongoing data tracking, modify materials, and monitor supplemental curriculum	All students with Extensive Support Needs	180,102 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support and additional authorized hours 149,278 Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits for staff performing SPSA related activities 5,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies needed to modify instructional materials for supplemental curriculum
1.4	Administrators, certificated staff, and classified staff will receive training and/or coaching in curriculum, required content areas, classroom management/behaviors, and course of study requirements	All students	10,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher induction fees 30,740 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator additional authorized hours (see actions 1.4, 3.3, 4.1) 69,747 Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits for staff performing SPSA related activities (certificated,

			classified) (see actions 1.4, 3.3, 4.1) 50,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Training and coaching for supplemental curriculum and course of study for certificated and classified staff 10,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Training for administrators (including alternate pathway to a diploma) 5,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Mileage for staff to attend mandatory trainings (e.g. summer training)
1.5	Additional classified staff to establish and maintain transcripts for students in our ESN program accessing the new course of study	High school students with Extensive Support Needs	54,912 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Bilingual Registrar 37,915 Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits for staff performing SPSA related activities
1.6	Add designated and integrated ELD instructional time to class schedules in middle school and high school	Middle school and high school students	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries unfunded priority

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The 2024-2025 goal focused on implementing a new, grade-aligned course of study for high school students in our ESN program for improved postsecondary outcomes.

We achieved the following actions and outcomes:

Implementation - Full Implementation

All action steps were met. Supplemental curriculum was purchased, four additional curriculum kits were purchased to support the subject area of mathematics, trainings were provided to certificated and classified staff to support student academic achievement in the topics of TeachTown curriculum, Pre-employment transition services, college and career indicators, the Seconds to Survive training, motivational interviewing, MOVE training, ELPAC, as well as 5 topics specific for paraeducators. Additionally, designated English language development time was added to high school classrooms (will be completed by end of the school year), and additional authorized hours were funded to develop materials and independent study packets for students.

Effectiveness - Mostly Effective

Metric 1 - Not effective

We intended to have 10% of students receive credit towards "Approaching Prepared" on College and Career Indicators. Although we made significant growth in providing supports to students, the majority of students receiving services attended our adult transition program, which we learned did not qualify for recognition.

Metric 2 - Effective

Our target was to have 80% of students in a high school extensive supports needs program complete a year of coursework aligned with a general education course of study. A course of study was developed and 100% of students in the ninth grade completed qualifying coursework.

Metric 3 - Somewhat Effective

As of 3/31/25, none of the twelve students eligible reached the new reclassification criteria #1 which states an overall performance level of 4 for ELPAC and 3 for Alternate ELPAC must be obtained to be eligible for reclassification, even if student has met the other three (#2, #3, #4) locally determined criteria. All twelve met criteria 2, 3, and 4 for reclassification.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following funding adjustments were made:

- TeachTown costs were less than expected and remaining funds were reallocated to other funding priorities.
- Additional mathematics curriculum was purchased, as intended, to support student learning (four kits purchased, one per Extensive Support Needs program).
- Induction support was mostly funded out of Title II and partially funded out of Title I. Costs were less than expected and remaining dollars were applied to other funding priorities.
- TeachTown coaching services were to support teachers in large group training, as well as in small group support, were slightly less than expected and remaining funds were applied to other funding priorities.
- Additional authorized hours for classified and certificated staff were available to develop materials and allow for staff training. Fewer dollars than expected were utilized. Remaining funds were applied to other funding priorities.
- Funds for additional paraeducators were reduced to allow for the cost of benefits.
- A bilingual registrar was funded. Costs were less than expected and additional funds were reallocated to other funding sources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continued strategies and activities can be found in the 2025-2026 goals #1 and #2. Goal #1 will focus on course of study and goal #2 will focus on College and Career Indicators.

Changes to strategies and activities for the 2025-2026 school year can be found in goal #1 and goal #2:

- purchasing additional supplemental curriculum and materials to support the course of study (goal #1)
- increasing training opportunities for staff (classified, certificated, and management) (goal #1)
- purchasing technology (laptops/Chromebooks) to increase access to curriculum for students (goal #1)
- adding designated and integrated ELD time to both high school and middle school schedules (goal #1)
- expanding transcripts to include ninth and tenth graders (goal #1)
- increasing access to pre-employment transition coursework to high school students that aligns with College and Career Indicators (goal #2)

- increasing the number of referrals to community organizations (e.g. DOR, RICV, EPU, Workforce Connection, etc.) (goal #2)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Academic Achievement

By the end of the 2025-2026 school year, we will improve outcomes for high school students served in our programs as evidenced by the annual measurable goals provided, which includes increasing the number of students receiving Classroom-Based Work Exploration and Transition Work-Based Experience, and increasing agency linkages and referrals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Outcomes and Achievement

Identified Need

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

We increased the pre-employment transition services provided to our students but we were targeting our adult students which didn't impact the College and Career Indicator report on the CA Dashboard. We will continue to serve these students, but recognize a need to expand services to students in our high school classes in all of our programs. Most of our students in our ESN classes will not meet the qualifications for the College Indicator, but they can achieve status as prepared or approaching prepared for the Career Indicator under the category of Transition Classroom or Work-Based Learning Experiences (available only to students with IEPs who earn a Special Education Certificate of Completion). All students eligible to graduate with a diploma received a diploma during the 2024-2025 school year, but since they are a small percentage of our overall student population, we rate very low for graduation rate and for the College and Career Indicators. Only two of ten students receiving a diploma plan on attending college. In order to improve future opportunities, we need to support students with understanding their college options by taking a tour and/or researching online. This may happen in our TIES/HANDS programs, but rarely for students in our ESN program. Although we have students that have post-secondary education counseling available to them through a partnership with the Department of Rehabilitation, we have not had students fully access this service and we don't have record of who has completed this activity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students completing coursework	21 junior and senior students participated in career exploration and workplace readiness lessons (Classroom-Based Work Exploration)	40 junior and senior students
Time reports	19 junior and senior students participated in paid work experience (Transition Work-Based Experience)	30 junior and senior students
Referrals made	138 agency linkages for students/families to at least one community organization (e.g. DOR, RICV, EPU, Workforce Connection, etc.)	150 students/families linked to at least one community organization

Participation list	0 students have met with the Department of Rehabilitation to learn about college/post-secondary options	15 students will meet with the Department of Rehabilitation to learn about college/post-secondary options

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Utilize supplemental instructional materials and assessments to deliver lessons in career exploration and workplace readiness	Transition-age students	10,000 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional supplies, supplemental curriculum and assessments

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent and Student Engagement

By the end of the 2025-2026 school year, by addressing language, communication, location, and childcare barriers, we will increase parent engagement and inclusion as evidenced in the outcomes provided, which includes increasing the number and variety of parent engagement activities offered, increasing accessibility to online parent engagement activities, and increasing the number of parents that complete the School Climate Survey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement, Student Engagement

Identified Need

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

Members of the School Site Council have expressed an interest in additional opportunities for parent participation at school. Parent School Climate Surveys reflect an increased need for a broader range of opportunities, including different days and times, different modalities (online, in-person, or recorded), a range of topics, and types of engagement (e.g. informational training nights, social support groups for families, resources shared home). Some parents reported that they didn't know when events were being held, so even though parents have access to a communication app, we need to reach out to families using different methods, such as, paper-based, online apps, and surveys to improve awareness. Some parents reported that technology limits access to participation. This last year we purchased Chromebooks for a lending library for families and this year we need to establish a plan for using the equipment. Additionally, due to student support needs, challenges with childcare, and distance from home to school, it is difficult for parents to attend and participate in events. It is important to ensure families feel that, not only are they invited and included in school events, but that it is possible for them to attend.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement notifications/flyers	21 parent engagement activities offered	30 parent engagement activities offered
Parent survey	83.6% of parents reported they can attend parent engagement activities online (previously via School Climate Survey)	Increase by 5 percentage points
School Climate Survey results	143 parents completed the School Climate Survey	175 parents will complete the School Climate Survey

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Inform parents of Parent Engagement Activities and the School Climate Survey using a variety of	All students	1,200

	methods (email, app, paper-based, in-person) and offer a variety of parent engagement activities considering different times/days of the week, in-person and virtual options, and a range of activities (information, social engagement, etc.)		Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Alchemer (online survey platform) 3,400 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Square for communication 785 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Cost of materials, supplies, and operations for parent engagement activities
3.2	Develop a parent engagement committee and plan parent engagement activities	All students	0 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional presenters hired for parent events (unfunded priority)
3.3	Classified staff to provide supplemental interpreting, translating, and child care services for parent engagement activities (online, in-person, or recorded sessions)	All students	0 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator additional authorized hours (see action 1.4) 0 Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits for staff participating in SPSA activities (certificated and classified) (see action 1.4) 3,000 Title I Part A: Allocation 4000-4999: Books And Supplies Headsets for interpreting
3.4	Develop a plan for the Chromebook lending library for families in need	All students (families without access to technology)	0 Title I Part A: Allocation 5900: Communications Technology for parent engagement (Unfunded Priority)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The 2024-2025 goal focused on addressing language, communication, location, and childcare barriers in order to increase parent engagement.

We achieved the following actions and outcomes:

Implementation - Full Implementation

All action steps were met. The following items and purchases were made: Parent Square application for communication; materials to support parent engagement activities; staff received additional authorized hours to provide interpreting, translating, childcare, and training support; Chromebooks were purchased for a lending library; headsets were purchased for interpreting.

Effectiveness - Effective

Metric 1 - Effective

At the time of this report, we have exceeded our goal of 200 parents attending parent engagement activities. We are still collecting sign-in sheets from activities at the end of the school year. We were not able to capture the number of parents that attended some of the online events. Parent engagement activities included: Back to School/Title I event, the Family Transition Network webinar series (6 sessions), Student Earned Income Exclusion training, School Site Council Parent Information Nights (2), Community Advisory Committee meeting, Monte Vista Resource Fair, Open House, School Site Council meetings, monthly parent engagement activities for three preschool programs, holiday dances and events, ASL classes, and graduation.

Metric 2 - Effective

The number of parents that reported that they have access to a laptop or computer at home to participate in online activities increased to 83.6%, exceeding our goal of 65%.

Metric 3 - Effective

The number of parents that completed the School Climate Survey increased. We changed our format to include both online and paper-based responses per School Site Council recommendation and surpassed our goal of 100 parents participating.

Metric 4 - Effective

We exceeded our goal of parents responding to the School Climate Survey that they agree or strongly agree that they are "actively involved in activities at their child's school." Our goal was for 80% of parents to agree and 85% answered favorably.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following funding adjustments were made:

- Due to a majority of parent engagement activities being offered online, costs to support additional authorized hours for classified and certificated staff to provide interpreting, translating, childcare, and parent training were less than expected. Remaining funds were reallocated to other funding priorities per School Site Council agreement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continued strategies and activities can be found in the 2025-2026 goal #3.

Changes to strategies and activities for the 2025-2026 school year can be found in goal #3:

- focus will be on the number and variety of parent engagement activities offered instead of the number of parents attending (per School Site Council recommendation)
- developing a parent engagement committee to help plan activities

- establishing a lending library for families to access the Chromebooks purchased during the 2024-2025 school year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning/Behavior

By the end of the 2025-2026 school year, we will improve feelings of overall safety by supporting students and staff as evidenced by the following goals provided, which includes increasing the number of absence vacancies filled, increasing the number of staff that complete Non-Violent Crisis Intervention, monitoring behavior intervention plans to respond to any challenges in meeting goals, and increasing the percentage of staff that feel supported when it comes to physical behaviors at school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Engagement, School Climate

Identified Need

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

Although we are seeing improvement, fifteen percent of staff who completed the School Climate Survey still feel that classroom safety is a concern. Some students present with challenging behaviors that are difficult for staff to manage and staff require additional training and support. Although we targeted social emotional learning, behavior, and safety during the 2024-2025 school year, we were still met with obstacles, such as sub shortages to fill classes so staff could attend trainings, available times and days that staff were able to attend trainings, newer teachers with less experience supporting students with aggressive behaviors, and an overall increase of students that required intensive behavior intervention plans. We also funded behavior technicians during the 24-25 school year for our TIES and CIRCLE classes and see a continued need for expert support with training, monitoring behaviors, and oversight of behavior intervention plans. In reviewing IEP data, we saw the greatest increase in behavior intervention plans for students in our Extensive Support Needs program, which currently isn't receiving support from the hired behavior technicians. Our plan is to increase the number of school psychologist days in this program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance roster	97 staff members (teachers, paras, SLPs, etc) have completed Non-Violent Crisis Intervention (NCI) Training	150 staff members will have completed NCI training
IEP quarterly benchmarks for BIP behavior goals	151 BIP IEP behavior goals - 0% tracked for the SPSSA	60% of BIP IEP behavior goals tracked show improvement
Percent of staff reporting "strongly disagree/disagree" to the statement (School Climate Survey): I feel supported when it comes to physical behaviors in my classroom.	15% of staff reported "strongly disagree/disagree" to the statement: I feel supported when it comes to physical behaviors in my classroom.	Decrease by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Offer additional NCI training during summer, increase number of training opportunities during the school year, and provide additional pay for classified staff to attend outside of their workday, if needed	All students	3,662 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries School Psychologists additional authorized hours (training) 0 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified additional authorized hours (see action 1.4) 41,694 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated additional authorized hours 0 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for employees participating in SPSA activities - certificated and classified (see action 1.4) 0 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures mileage to staff training (unfunded) 819 Title I Part A: Allocation 3000-3999: Employee Benefits School psychologist benefits
4.2	Add two days of school psychologist time for the Extensive Support Needs program to provide training and support to staff	Students in our Extensive Support Needs program	65,734 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries School Psychologists
4.3	Provide two behavior technicians to the TIES and CIRCLE programs to provide training and support to staff	Students in our CIRCLE and TIES programs	116,875 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Behavior Intervention Technicians 76,097 Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The 2024-2025 goal focused on improving safety in the classroom and on campus.

We achieved the following actions and outcomes:

Implementation - Full Implementation

All action steps were met. The following actions and purchases were made: training was offered on different evidence-based practices, as well as Non-violent Crisis Intervention training; classified staff implemented new campus procedures and safety practices; and an action plan was developed to increase the substitute pool.

Effectiveness - Mostly Effective

Metric 1 - Effective

We met our goal of having 60% of our teachers trained in Non-violent Crisis Intervention.

Metric 2 - Somewhat Effective

We increased the percentage of absences filled with a substitute to 54%, but did not meet our goal of 60%. Actions included banners on campus and working with our Human Resources Department to develop new flyers for recruitment.

Metric 3 - Not Effective

Due to reporting difficulties, we were not able to calculate the percentage of behavior goals that were met as indicated by the goal. We did report an increase in the number of IEPs with "behavior impedes learning" marked and also an increase in the overall number of students on a behavior intervention plan.

Metric 4 - Effective

Over 92% of school staff feel that "campus check-in procedures for visitors are well-established and maintained." This exceeds our goal by 2%. Efforts included establishing new check-in procedures at each of our three center-based schools. Additionally, cameras were installed on campuses.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following funding adjustments were made:

- Funding for Non-violent Crisis Intervention training was not needed due to another funding source. The allocation was redistributed to other funding priorities.
- One of our behavior technicians left in the middle of the year, and we weren't able to rehire until later in the year. Any funds that were allocated for this purpose were applied to other funding priorities.
- The cost for marketing materials for substitute recruitment was postponed so that we could finalize a new flyer for the 2025-2026 school year. Funds were reallocated to other funding priorities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continued strategies and activities can be found in the 2025-2026 goal #4.

Changes to strategies and activities for the 2025-2026 school year can be found in goal #4:

- increasing the number of staff completing Non-violent Crisis Intervention training by adding training dates and offering additional authorized hours for staff
- monitoring progress on quarterly benchmarks for behavior intervention plan goals

- adding school psychologist time to provide training and support staff

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Chronic Absenteeism

By the end of the 2025-2026 school year, chronic absenteeism will continue to decrease as evidence in the goals provided, which includes decreasing the percentage of students that have unexcused absences and decreasing the percent of students that are chronically absent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Engagement

Identified Need

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

Although we made improvements with lowering absenteeism (from 55% to 49%), we continue to have a high number of reported absences and those labeled as unexcused. Based on the progress made so far, it is important that we maintain our efforts, which include parent education, truancy letters, and making attendance reporting easier for families (resource with contact information). Parents may not understand the impact chronic absenteeism has on student achievement and may benefit from learning strategies to improve attendance, like scheduling therapy sessions outside of the school day to increase attendance. We also have over thirty-five percent of students that have unexcused absences, which has gone up from the previous year. Ensuring parents know how to report, when to report, what to report, and steps they can take to keep their child in the classroom are critical to student outcomes. Our students also face unique challenges that affect attendance. For example, we have many students with complex health needs that may be out sick part of the year, or students that don't have a wheelchair for school, or students are dependent on school transportation as their only means of getting to school due to distance from campus, access to personal vehicles, and conflicts with parent work schedules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance record	35% unexcused absences	Reduce by 5%
Attendance record	49% chronically absent	Reduce by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Additional classified staff to facilitate and implement the action plan to reduce chronic absenteeism, which includes improvements to our data input process and procedures and direct support to school program assistants with training in AERIES, truancy, and attendance reports	All students	0 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Supplemental Bilingual Registrar

			0 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for employees participating in SPSA activities
5.2	Magnets and informational materials to be sent home to families regarding reporting absences	All students	500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Informational materials: flyers, magnets, etc.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The 2024-2025 goal focused on decreasing chronic absenteeism.

We achieved the following actions and outcomes:

Implementation - Full Implementation

All action steps were met. The following items and purchases were made: an additional classified staff was funded to implement the action plan to reduce chronic absenteeism; training and informational materials to improve accuracy of reporting attendance were provided to families.

Effectiveness - Mostly Effective

Metric 1 - Effective

Our efforts to improve accuracy with reporting attendance are evident in exceeding our goal of 25% of students reporting unexcused absences down to 15.1%.

Metric 1 - Mostly Effective

Our efforts to improve chronic absenteeism demonstrated an improvement from 54.9% to 49%. Our goal was 45%. We will continue to work on this goal. Efforts included increasing parent communication: parent information sent home, parent letters sent home regarding chronic absenteeism, parents notified through Parent Square, use of a phone line to report absences, and direct calls to parents.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following funding adjustments were made:

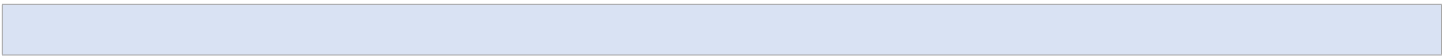
- Costs for the bilingual registrar were less than expected. Additional funds were reallocated to other funding priorities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continued strategies and activities can be found in the 2025-2026 goal #5.

Changes to strategies and activities for the 2025-2026 school year can be found in goal #5:

- providing families with attendance reporting materials and magnets with contact information to improve the process.



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$1,245,582
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,245,582.00
Total Federal Funds Provided to the School from the LEA for CSI	\$384,122

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$384,122.00
Title I Part A: Allocation	\$856,075.00
Title I Part A: Parent Involvement	\$5,385.00

Subtotal of additional federal funds included for this school: \$1,245,582.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$1,245,582.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	384,122.00
Title I Part A: Allocation	856,075.00
Title I Part A: Parent Involvement	5,385.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	111,090.00
2000-2999: Classified Personnel Salaries	382,629.00
3000-3999: Employee Benefits	333,856.00
4000-4999: Books And Supplies	152,122.00
5000-5999: Services And Other Operating Expenditures	205,885.00
5800: Professional/Consulting Services And Operating Expenditures	60,000.00
5900: Communications	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	139,122.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	185,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	60,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	111,090.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	382,629.00

3000-3999: Employee Benefits	Title I Part A: Allocation	333,856.00
4000-4999: Books And Supplies	Title I Part A: Allocation	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	0.00
5900: Communications	Title I Part A: Allocation	0.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,385.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	921,816.00
Goal 2	10,000.00
Goal 3	8,385.00
Goal 4	304,881.00
Goal 5	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Liza Stack	Principal
Erik Nyberg	Principal
Rebecca Allen	Classroom Teacher
Julie Dunn	Classroom Teacher
Cynthia Ramirez	Classroom Teacher
Bracken Smith	Other School Staff
Monique Solis	Parent or Community Member
Maria Magdalena	Parent or Community Member
Daisy Padilla	Parent or Community Member
Angela Smith	Parent or Community Member
Stephanie Ramirez	Parent or Community Member
Destinee Marroquin	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/2025.

Attested:



Principal, Erik Nyberg on 5/14/2025



SSC Chairperson, Liza Stack on 5/14/2025

ACTION

TOPIC	Proposition 28: Arts and Music in Schools
ISSUE	FCSS is required to report to the board expenditures for the previous year of Proposition 28 funds and submit that report to the CDE annually.
BACKGROUND	<p>The Arts and Music in Schools-Funding Guarantee and Accountability Act provides additional ongoing funding for Arts Education in Schools. Arts Education Program includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs, for instruction in: dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, and craft arts, creative expression including graphic arts and design, computer coding, animation, music composition and ensembles, and script writing, costume design, film, and video.</p> <p>LEAs are required to annually submit & post on the LEA website a report that details the types of art programs funded, program staff (the number of full-time equivalent teachers, classified personnel, and teaching aides), the number of students served, and the number of school sites providing art education programs using the initiative's funds.</p>
PRESENTER	<p>Corey Greenlaw, Ed.D., Assistant Superintendent Educational Innovation & Support 559.265.4046</p> <p>Laurie Lloyd, Associate Director Educational Innovation & Support 559.744.6401</p>

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024–25

Name:

County-District-School (CDS) Code:

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

The Fresno County Superintendent of Schools (FCSS) received a waiver for the 2023–24 Proposition 28 funds, allowing the carryover and use of funds in the 2024–25 school year. In 2024–25, FCSS began implementation of Proposition 28 by investing in the expansion of arts and music education across internal programs and school sites. Funds were used to hire arts and music teachers, purchase essential supplies and materials, and provide professional development aligned to the visual and performing arts standards. These investments support the development of high-quality, sustainable arts programs that reflect the needs of students and align with the intent of Proposition 28.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds	<input type="text" value=".76"/>
3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds	<input type="text" value="0"/>
4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds	<input type="text" value="0"/>
5. Number of students served with AMS funds	<input type="text" value="685"/>
6. Number of school sites providing arts education programs with AMS funds	<input type="text" value="3"/>

Date of Approval by Governing Board/Body

Annual Report Data URL (direct PDF link to document on local educational agency website)

ACTION

TOPIC:	Consider Approval of Sale Option Agreement for Scout Island North
ISSUE:	Consider approval of the Sale Option Agreement for Scout Island North between the Fresno County Board of Education ("Board") and the San Joaquin River Parkway and Conservation Trust, Inc. ("Trust")
BACKGROUND:	<p>The Board owns approximately 67 acres of property (APNs 049-093-06, 049-093-08, 049-093-10) on the San Joaquin River commonly called Scout Island North (Property).</p> <p>On March 20, 2025, the Board took action to accept an offer letter from the Trust outlining the terms and conditions of the proposed transaction, including two six-month option periods, and setting the purchase price at \$1.2 million. The letter provides for a period of 90 days for the parties to negotiate and enter into a formal Sale Option Agreement.</p> <p>The formal Sale Option Agreement, in accordance with the March 2025 letter, is presented for the Board's consideration.</p>
PRESENTER:	Jeff Becker, Executive Director, Facilities & Operations (559) 497-3721
RESOURCE:	Jeff Becker, Executive Director, Facilities & Operations (559) 497-3721
RECOMMENDATION:	The Administration recommends that the Board approve the Sale Option Agreement for Scout Island North and authorize the County Superintendent of Schools to take any and all actions necessary or proper to implement the Agreement.

**SALE OPTION AGREEMENT
(SCOUT ISLAND NORTH)**

This Sale Option Agreement (this “Agreement”), dated _____, 2025 is made by and between **FRESNO COUNTY BOARD OF EDUCATION**, a public agency (“Seller”) and **THE SAN JOAQUIN RIVER PARKWAY AND CONSERVATION TRUST, INC.**, a California non-profit corporation (“Buyer”), which is an accredited land trust working to create the San Joaquin River Parkway in partnership with state agencies like the San Joaquin River Conservancy. Buyer and Seller together may be referred to below as the “Parties”, with respect to the following:

RECITALS

A. The addresses and telephone numbers of the parties to this Agreement are as follows. Telephone numbers are included for information only.

SELLER:

FRESNO COUNTY BOARD OF
EDUCATION, a public agency
1111 Van Ness Avenue
Fresno, CA 93721
Tel: (559) 497-3721
Email: jbecker@fcoe.org

Copies of any notice to Seller should also be sent to:

Fresno County Superintendent of Schools,
Legal Services Department
1111 Van Ness Avenue
Fresno, CA 93720
Attn: General Counsel
Tel: (559) 265-3003
Email: legalservices@fcoe.org

BUYER:

San Joaquin River Parkway and
Conservation Trust, Inc.
11605 Old Friant Road
Fresno, CA 93730
Attn: Sharon Weaver
Tel: (559) 248-8480
Email: sweaver@riverparkway.org

Copies of any notice to SJRPCT should also be sent to:

Fennemore LLP
8080 North Palm Avenue, Third Floor
Fresno, CA 93711-5797
Attn: Christopher A. Brown, Esq.
Tel: (559) 432-4500
Email: cbrown@fennemorelaw.com

B. Seller is the owner of certain real property located in Madera County, containing approximately ± 67 acres, referred to as APNs 049-093-06, 049-093-08 and 049-030-10, as more particularly described in Exhibit “A” attached hereto and incorporated herein by this

reference, which real property, together with any and all improvements, fixtures, crop, water, oil, gas, hydrocarbons and minerals located thereon (to the extent owned by the Seller or Seller has an interest therein) and any and all rights appurtenant thereto including but not limited to all rights, privileges, easements appurtenant to the property (to the extent owned by Seller or Seller has an interest therein), including, without limitation, all minerals, oil, gas and other hydrocarbon substances on and under the property (to the extent owned by the Seller or Seller has an interest therein), as well as all development rights, air rights, water, and water rights relating to the Property, and any other easements, rights-of-way or appurtenances used in connection with the beneficial use and enjoyment of the property (to the extent owned by the Seller or Seller has an interest therein), shall be referred to in this Agreement as the "Property."

THE PARTIES AGREE AS FOLLOWS:

1. **Option.** Seller grants to Buyer an exclusive and irrevocable option to purchase the Property (the "Option") on the terms and conditions contained in this Agreement.

(a) **Initial Option Term.** In consideration for the Option, Buyer shall pay Twenty Thousand Dollars (\$20,000.00) and deposit same into the Escrow Account with the Title Company together with other good and valuable consideration (the "Initial Consideration"), which shall be credited against Purchase Price at close of escrow. The term of the Option shall commence upon the date this Agreement is last executed by the parties hereto (the "Effective Date") and terminate at 5:30 p.m. California time six (6) months from the option commencement date (the "Initial Term"). Not later than five (5) business days after Buyer receives a fully-executed original of this Agreement (which receipt Buyer shall immediately acknowledge and report to Seller), Buyer will pay the Initial Consideration to Seller. The Initial Consideration shall be non-refundable, unless this Agreement is terminated by Seller through no fault of the Buyer, as contemplated in subparagraph 1.(c) below.

(b) **Extended Option Term.** Notwithstanding the foregoing, Buyer may elect to extend the Initial Term for an additional six (6) months (the "Extended Term"), which term shall terminate at 5:30 p.m. California time six (6) months from the expiration of the Initial Term. Buyer shall extend the Initial Term by giving Seller written notice of Buyer's election to extend at least ten (10) days prior to the expiration of the Initial Term, and Buyer's payment of Ten Thousand Dollars (\$10,000.00) into the same Escrow Account with the Title Company as additional Option Consideration to Seller. Said Ten Thousand Dollars (\$10,000.00), together with the Initial Consideration, shall be collectively referred to as the "Option Consideration" hereinafter. Not later than five (5) business days after Buyer delivers said notice to extend the Initial Term, Buyer shall deposit said Ten Thousand Dollars (\$10,000.00) with Seller via the same escrow account as the Initial Consideration. The additional Option Consideration shall also be non-refundable, unless this Agreement is terminated by Seller through no fault of the Buyer, as contemplated in subparagraph 1.(c) below.

(c) **Return of Option Payments.** All Option Consideration shall be promptly returned to Buyer if: (1) the sale of the Property is not consummated under this Agreement because of Seller's failure, refusal or inability to perform any of Seller's obligations under this Agreement; (2) Buyer elects to terminate this Agreement because any of Seller's Representations, Warranties or Covenants (as defined below) cease to be true prior to close of

escrow in accordance with Section 11 of this Agreement; (3) Buyer elects to terminate this Agreement because Seller is unable or refuses to remove “objectionable exceptions” to title in accordance with Section 5 of this Agreement; (4) Buyer elects not to close by reason of damage to, or condemnation of, the Property in accordance with Sections 15 and 16 of this Agreement; (5) the condition set forth in Section 9 is not satisfied; (6) Buyer elects to terminate this Agreement in accordance with the terms of Section 14 because of unacceptable environmental conditions on the Property; or (7) as contemplated in Section 19 of this Agreement. No refund of the Option Consideration shall occur except in the above-described circumstances.

2. **Exercise.** In the event Buyer elects to exercise the Option, it shall do so by notifying Seller of said election in writing, which notice shall be deemed timely made if it is given in a manner provided for in Section 20, and within the time period(s) set forth in Section 1.

3. **Escrow and Closing.** Upon exercise of the Option or at any earlier time as may be convenient, Buyer shall open an escrow with Chicago Title Company (the “Escrow Holder”) located at 7330 N. Palm Ave., Fresno, California 93711 for the purpose of closing the purchase and sale of the Property. Escrow shall close upon the expiration of the Option Term as set forth above.

4. **Purchase Terms.**

(a) **Price.** The purchase price is One Million Two Hundred Thousand Dollars (\$1,200,000.00) (“Purchase Price”). In the event Buyer exercises the Option, Seller shall sell to Buyer, and Buyer shall pay to Seller, the Purchase Price for the Property.

(b) **Method of Payment.** The Purchase Price shall be payable in cash, federal wire transfer or a cashier’s check issued by a California bank in the amount of the Purchase Price, at close of escrow after crediting the Option Consideration paid pursuant to Section 1 to the Purchase Price, plus an additional amount sufficient to pay the closing costs. Seller shall deposit the Purchase Price payment or cause it to be deposited into the Escrow Account with the Title Company on or before the closing.

5. **Title.** Title to the Property will be conveyed free and clear of all liens and encumbrances except the following “Permitted Exceptions”:

(a) those liens for nondelinquent real property taxes;

(b) those exceptions listed on a Preliminary Report issued by the Escrow Holder (the “Title Report”) that are approved by Buyer within forty-five (45) days of receiving a preliminary title report with hyperlinked legible exceptions and an easement plotting map created by Escrow Holder (including, but not limited to, the fifty percent (50%) right, title, and interest in and to the oil, gas, minerals, and geothermal resources of the Property (collectively “Resources”) retained by the William and Andrea Mortland Family Trust dated May 11, 1994 (“Mortland Retained Interest”)); and

(c) any other matters approved by Buyer in writing, which approval or disapproval shall be communicated not later than at the time Buyer exercises the Option.

Except for the Permitted Exceptions, all exceptions and encumbrances to title will be removed by Seller as "Unpermitted Exceptions" by close of escrow. Seller will use best efforts to remove the Unpermitted Exceptions. During the term of this Agreement, Seller promises not to make or permit any leases or other agreements or easements, liens or encumbrances to be placed on the Property or to permit any mortgage, deed of trust or other lien to be foreclosed upon due to Seller's actions or omissions, including failure to make a required payment or to obtain any required consent. Buyer shall advise Seller of any objections to title within thirty (30) calendar days from the Effective Date. Seller shall have twenty (20) calendar days after receipt of Buyer's objections to give Buyer notice (i) that Seller will remove any objectionable exceptions from title at or before the closing hereunder, or (ii) that Seller elects not to cause such exceptions to be removed. If Seller shall fail to give Buyer notice of its election within said twenty (20) calendar days, Seller shall be deemed to have delivered notice that Seller elects to cause such exceptions to be removed. If Seller gives Buyer notice under clause (ii), Buyer shall have seven (7) calendar days to notify Seller of Buyer's election to proceed with the purchase of and take the Property subject to such exceptions but otherwise pursuant to the terms of this Agreement, or to terminate this Agreement, in which event the provisions of Section 1(c) shall apply. If Buyer shall fail to give Seller notice of its election within said seven (7) calendar days, Buyer shall be deemed to have elected to terminate this Agreement.

(d) In the event that any title exceptions are provided to Buyer after the initial Title Report that are not caused by Buyer (the "**New Encumbrance**"), then Buyer shall have twenty (20) calendar days from the date Buyer receives notice of such New Encumbrance to object thereto by delivery of written notice thereof to Seller. Seller shall have twenty (20) calendar days after receipt of Buyer's objections to such New Encumbrance to give Buyer notice (i) that Seller will remove said New Encumbrance from title at or before the closing hereunder, or (ii) that Seller elects not to cause such New Encumbrance to be removed from title at or before the closing. If Seller shall fail to give Buyer notice of its election within said twenty (20) calendar days, Seller shall be deemed to have delivered notice that Seller elects to cause such New Encumbrance to be removed. If Seller gives Buyer notice under clause (ii), Buyer shall have seven (7) calendar days to notify Seller of Buyer's election to proceed with the purchase of and take the Property subject to such New Encumbrance but otherwise pursuant to the terms of this Agreement, or to terminate this Agreement, in which event the provisions of Section 1(c) shall apply. If Buyer shall fail to give Seller notice of its election within said seven (7) calendar days, Buyer shall be deemed to have elected to terminate this Agreement. In the event Buyer is considered to have terminated this Agreement under this Section 5, the Option Consideration shall be returned to Buyer within three days of such termination.

(e) Notwithstanding the preceding provisions of this Section 5, all monetary liens against the Property, including, but not limited to, taxes (other than current real property taxes, and non-delinquent bonds and assessments collectible in installments with the real property taxes), deeds of trust, mechanics' and materialmen liens, and judgment liens, shall be removed by Seller, at Seller's cost, prior to the closing, and shall not be deemed to be Permitted Exceptions.

(f) In the event Seller is unable to remove any objectionable exceptions within the above-referenced time period, Buyer shall elect to either:

(i) terminate this Agreement in which case Buyer shall have no obligation to purchase the Property and all Option Consideration paid under the terms of this Agreement shall promptly be refunded; or

(ii) defer the closing date until such objectionable exceptions are removed, during which time Seller shall continue to use its best efforts to remove such objectionable exceptions; or

(iii) proceed with the purchase of the Property at the applicable Purchase Price specified in Section 4(a), and accept a policy of title insurance which includes those exceptions to which Buyer objected and Seller was unable to remove. Notwithstanding anything herein to the contrary above, Seller shall remove all monetary liens and encumbrances (except any statutory liens for nondelinquent real property taxes) upon the close of escrow.

6. **Title Insurance.** Seller shall provide Buyer or its nominee with a CLTA standard owner's policy of title insurance ("CLTA") or an ALTA extended coverage owner's policy of title insurance ("ALTA") in the full amount of the Purchase Price of the Property, at Buyer's option, insuring that title to the Property is vested in Buyer upon close of escrow subject only to the exceptions approved of by Buyer. Buyer and Seller shall each pay half the cost of any such title policy, except that Buyer shall pay any difference in cost between an ALTA over a CLTA.

7. **Committee Approval.** Notwithstanding anything in this Agreement to the contrary, Seller acknowledges and agrees that Buyer's ability to purchase the Property hereunder is expressly conditioned upon approval of the transaction which is the subject of this Agreement by the Board of Directors of Buyer and that authorization by said Board of Directors of this Agreement is subject to said Board of Directors' sole discretion.

8. **Financing.** The purchase is subject to Buyer utilizing its own land acquisition fund or obtaining financing from private or public source(s) upon terms and conditions satisfactory to Buyer. Upon execution of this Agreement, Buyer will use its good faith efforts to obtain financing by inquiring and submitting grant applications to appropriate private foundations and State agencies, at the Buyer's option, likely to fund such an acquisition. Assuming the funding request is approved by the relevant private foundation and/or State agency(s), the purchase will undergo final review by the State of California prior to funds being released for the purchase if funding is by a State agency.

9. **Seller Notice Response Condition.** Seller must provide legally required notice to the State of California and local agencies of the prospective disposition of the Property, and as a condition of the closing must not obtain any negative responses from any such State or local agency regarding the prospective disposition. This condition will be satisfied by Seller no later than sixty (60) calendar days of the Effective Date of this Agreement (i.e., the date all parties have executed the Agreement by), or this Agreement shall terminate, any Option Consideration shall be returned to Buyer within ten (10) calendar days of termination and the parties hereto shall have no further obligation to each other.

10. **Seller's Promise not to Further Encumber.** Seller shall not do any of the following prior to Buyer's purchase of the Property, to the extent of Seller's property rights in the Property, as defined in the vesting grant deed to Seller, without prior written notification to Buyer:

(a) make or allow to be made, extend or permit to be extended any leases, contracts, options or agreements whatsoever affecting the Property;

(b) cause or permit any lien, encumbrance, mortgage, deed of trust, right, restriction or easement to be placed upon the Property;

(c) permit any mortgage, deed of trust or other lien to be foreclosed upon due to Seller's actions or omissions, including failure to make a required payment or failure to obtain the consent of a beneficiary under any deed of trust and/or mortgagee under any mortgage on the Property to enter into this Agreement, if such consent is required under the terms of such deed of trust and/or mortgage;

(d) remove or permit the removal of any timber, vegetation, soil or minerals from the Property or disturb or permit the disturbance of the existing contours and/or other natural features of the Property whatsoever (excepting the Mortland Retained Interest); or

(e) cause or permit any dumping or depositing of any materials on the Property, including, without limitation, garbage, Hazardous Substances as hereinafter defined, construction debris or solid or liquid wastes of any kind.

11. **Seller's Representations and Warranties.** Seller represents, warrants and agrees that (subject to the Mortland Retained Interest):

(a) Seller has full power and authority to enter into this Agreement (and the persons signing this Agreement for Seller if Seller is not an individual have full power and authority to sign for Seller and to bind it to this Agreement) and to sell, transfer and convey all right, title and interest in and to the Property in accordance with this Agreement.

(b) Except in the event and to the extent such persons or entities may have the right to use or occupy the Property under the exception(s) noted in Section 5 of this Agreement and then only to the extent of such right, no one other than Seller will be in possession of any portion of the Property at the close of escrow.

(c) There is no suit, action, arbitration, legal, administrative or other proceeding or inquiry pending or threatened against the Property, or any portion thereof, or pending or threatened against Seller which could affect Seller's title to the Property, or any portion thereof, affect the value or use of the Property, or any portion thereof, or subject an owner of the Property, or any portion thereof, to liability and Seller is not in default of any obligation under any mortgage or deed of trust affecting the Property.

(d) There are no encumbrances or liens against the Property, including, but not limited to, mortgages or deeds of trust, other than as are set forth in the Title Report referred to in Section 5.

(e) There are no intended public improvements or private rights which will result in the creation of any liens upon the Property or any portion thereof;

(f) There are no uncured notices which have been served upon Seller from any governmental agency notifying Seller of any violations of law, ordinance, rule or regulation which would affect the Property or any portion thereof;

(g) There are no actual or impending mechanics liens against the Property or any portion thereof; or

(h) There are no notices or other information giving Seller reason to believe that any conditions existing on the Property or in the vicinity of the Property or in ground or surface waters associated with the Property which may have a material effect on the value of the Property or subject the owner of the Property to potential liabilities under environmental laws that the Seller has not already disclosed to the Buyer.

(i) There is no lease, license, permit, option, right of first refusal or other agreement, written or oral, which affects the Property or any portion thereof.

(j) To the best of Seller's knowledge there is no condition at, on, under or related to the Property presently or potentially posing a significant hazard to human health or the environment, whether or not in compliance with law, and there has been no production, use, treatment, storage, transportation, or disposal of any Hazardous Substance, as hereinafter defined, on the Property nor any release or threatened release of any Hazardous Substance, pollutant or contaminant into, upon or over the Property or into or upon ground or surface water at the Property or within 2000 feet of the boundaries of the Property, except as disclosed in the Kleinfelder Phase 1 Environmental Assessment of the Property dated December 7, 2001 and the Kleinfelder Phase 2 Environmental Assessment of the Property dated March 4, 2002, both of which have been provided to Seller. To the best of Seller's knowledge, no Hazardous Substance is now or has been stored on the Property in underground tanks, pits, containers or surface impoundments, except as disclosed in the Kleinfelder Phase 1 Environmental Assessment of the Property dated December 7, 2001, and the Kleinfelder Phase 2 Environmental Assessment of the Property dated March 4, 2002, both of which have been provided to Seller. For purposes of this Agreement, Hazardous Substance shall have the following meaning: (1) a "hazardous substance" as defined In 42 U.S.C. §9601(14), California Health & Safety Code § 25316 and/or California Water Code §13050(p); (2) any substance listed in 26 California Code of Regulations §22-6680(d); (3) "hazardous wastes" as defined in California Health and Safety Code §25117; and (4) any other material, gas or substance known or suspected to be toxic or hazardous (including, without limitation, any radioactive substance, methane gas, petroleum, and the by-products, fractions and constituents thereof, volatile hydrocarbons, industrial solvents and asbestos) or which could cause a material detriment to, or materially impair the beneficial use of the Property, or constitute a material health, safety or environmental risk to any occupant of thereof. Seller is familiar with the requirements of California Health & Safety Code Section 25359.7 and agrees to deliver to Buyer a Hazardous Substance notice to the extent required thereunder.

(k) Seller represents and warrants that it is not acting on behalf of any person, group, entity, or nation named by any Executive Order or the United States Treasury

Department, through its Office of Foreign Assets Control or otherwise, as a terrorist, "Specially Designated National," "Blocked Person," or other banned or blocked person, entity, nation, or transaction pursuant to any Law that is enforced or administered by Office of Foreign Asset Control, a federal public agency, or another federal Governmental Agency.

(l) Neither the grant nor the exercise of the Option will constitute a breach or default under any agreement to which Seller is bound and/or to which the Property is subject, including any deed of trust and/or mortgage.

12. **Personal Property.** Any and all personal property located on the Property, including any and all of Seller's equipment and any and all items and substances in tanks, barrels, equipment, pipelines, or other containers on the Property shall at the close of escrow become the property of the Buyer.

13. **Buyer's Representations and Warranties.** Buyer represents, warrants, and agrees that:

(a) Except as specifically provided in this Agreement, Buyer accepts the Property in an "as is" condition, without any warranties, express or implied, that the Property is fit for any particular purpose;

(b) Buyer is in partnerships on certain San Joaquin River projects with the San Joaquin River Conservancy, a California state agency;

(c) Buyer shall exclusively use the Property as follows: to preserve the Property as open space for agricultural, conservation, and recreation purposes, consistent with the San Joaquin River Parkway Master Plan, as adopted by the San Joaquin River Conservancy. Notwithstanding the foregoing, if the Mortland Retained Interest are exercised, Buyer would legally have an interest in the remaining half interest in the Resources and be entitled to compensation for half of any extracted Resources that are covered by Buyer's interest in the Resources;

(d) The signatory of this Agreement on behalf of the Buyer has the legal authority to bind the Buyer to the terms and conditions of this Agreement.

Excepting Section 13(c) hereof, all Seller and Buyer representations and warranties provided in this Agreement shall terminate one year after the closing.

14. **Remedies Upon Default.** In the event Seller defaults in the performance of any of Seller's obligations under this Agreement, Buyer shall, in addition to any and all other remedies provided in this Agreement or by law or equity, have the right of specific performance against Seller. In the event Buyer defaults in the performance of any of its obligations set forth in this Agreement, Seller shall have the right to recover damages for breach of contract or any other remedy provided in this Agreement or by law or equity.

15. **Right to Inspect Property and Accomplish Environmental Assessment.** Within three (3) days of the delivery of the Initial Option Consideration, Seller shall deliver to Buyer copies of all environmental and other reports, maps, surveys, studies, drawings,

specifications, permits and other information related to the Property in Buyer's possession or control.

(a) During the Initial and/or Extended Term, Buyer, through its employees, agents and consultants, and the Agency, after reasonable notice and acknowledgment by the sellers, may enter upon the Property for the purpose of making such inspections, investigations and tests as Buyer deems appropriate, including, without limitation, making an environmental assessment of the soils, water and improvements on the Property ("Environmental Assessment"). The cost of the Environmental Assessment, and any updates thereof, shall be at Buyer's cost.

(b) Should Buyer determine, in its sole discretion, based on its investigations of the Property, that Hazardous Substances are present on the Property, or that there is a condition at, on, under or related to the Property presently or potentially posing a significant hazard to human health or the environment (collectively an "Adverse Condition"), Buyer shall so notify Seller in writing and provided that Buyer has exercised the Option, Seller may make efforts to remove such Adverse Conditions prior to the date set for the close of escrow. In the event Seller fails to remove any Adverse Conditions by the date set for close of escrow, Buyer may elect to either: (i) revoke its exercise of the Option and have no obligation to purchase the Property; (ii) terminate this Agreement, in which case Buyer shall have no obligation to purchase the Property, and all Option Consideration paid under the terms of this Agreement shall promptly be refunded; (iii) defer the closing date if Seller elects to remove any Adverse Conditions; or (iv) elect to complete the purchase of the Property "as is" without any obligation by the Seller to remove any Adverse Conditions.

16. **Risk of Loss.** All risk of loss will remain with Seller until closing. If the Property is destroyed or damaged prior to close of escrow, Buyer may terminate this Agreement, in which case the Option Consideration paid by Buyer will promptly be refunded.

17. **Condemnation.** In the event of the taking of all or any part of the Property by eminent domain proceedings, or the commencement of such proceedings prior to closing, Buyer shall have the right, at its option, to terminate this Agreement by written notice to Seller. If Buyer does not so terminate the Agreement, then Buyer may, at its option, either: (a) proceed to close with the Purchase Price reduced by the total of any awards or other proceeds received or to be received by Seller as a result of such proceedings, or (b) proceed to close with an assignment by Seller of all Seller's right, title and interest in and to any and all such awards and proceeds. Seller shall notify Buyer in writing of any eminent domain proceedings affecting the Property within fifteen (15) calendar days after Seller learns of such proceedings.

18. **Prorations and Fees.** Real property taxes, if applicable, on the Property shall be prorated as of the close of escrow based upon the latest available tax bills. The escrow fee shall be divided equally between the parties. Any documentary tax or real property transfer tax arising out of the conveyance of the Property shall be paid by Seller. Seller and Buyer shall each pay one half of the cost for Buyer's policy of title insurance as specified herein, except that Buyer shall pay any difference in cost between an ALTA over a CLTA, if selected by Buyer. Other fees and charges shall be equally divided between the parties hereto.

19. **Supplemental Taxes.** If a supplemental property tax assessment will be allocated and prorated to the Seller as appropriate during the period of their ownership and paid at close of escrow.

20. **Breach of Representations, Warranties and Covenants.** All Seller's representations, warranties and covenants made as a part of this Agreement ("Representations, Warranties and Covenants") are material and are expressly relied upon by Buyer. All Representations, Warranties and Covenants shall be deemed to have been remade as of the close of escrow and shall survive the close of escrow. Seller shall indemnify, defend with counsel of Buyer's choice, protect and hold Buyer harmless from all expenses, losses, liabilities, damages, costs, causes of action, suits and claims, including Buyer's reasonable attorney fees, if necessary, arising out of the breach of any of Seller's Representations, Warranties and Covenants. Upon close of escrow, if Buyer so requests, Seller shall deliver to Buyer a certificate in a form satisfactory to Buyer's counsel stating that all Representations, Warranties and Covenants remain true and correct as of the close of escrow. Buyer may also request that Seller provide an estoppel certificate with respect to any leases for the benefit of Buyer.

If, before the close of escrow, Seller discovers any information or facts that would materially change the Representations, Warranties and Covenants, Seller shall immediately give written notice to Buyer of those facts and information. If any of the Representations, Warranties and Covenants cease to be true before the close of escrow, Buyer may elect to either: (a) terminate this Agreement in which case Buyer shall have no obligation to purchase the Property, and all Option Consideration paid under the terms of this Agreement shall promptly be refunded, or (b) defer the closing date until such problem has been remedied to Buyer's satisfaction. Buyer's election in this regard shall not constitute a waiver of Buyer's rights in regard to any loss or liability suffered as a result of a Representation, Warranty or Covenant not being true nor shall it constitute a waiver of any other remedies provided in this Agreement or by law or equity.

21. **Notices.** Any notice, demand, approval, consent, or other communication required or desired to be given under this Agreement in writing shall be given in the manner set forth below, addressed to the party to be served at the addresses set forth above in Recital A, or at such other address for which that party may have given notice under the provisions of this Section. Any notice, demand, approval, consent, or other communication given by (a) mail shall be deemed to have been given when deposited in the United States mail, first class and postage prepaid; (b) overnight common carrier courier service shall be deemed to be given on the business day (not including Saturday) immediately following the date it was deposited with such common carrier; (c) delivery in person or by messenger shall be deemed to have been given upon delivery in person or by messenger; or (d) electronic PDF shall be deemed to have been given the date and at the time as the sending party (or such party's agent) shall have received from the receiving party (or such party's agent) electronic confirmation of the receipt of such transmission (automatic or not).

22. **Legal Costs.** Any and all attorneys' fees and other expenses incurred by any party in connection with the transaction contemplated by this Agreement will be borne by the party that incurs such fee or expense.

23. **Broker's Commission.** Each party represents to the other that it has not used a real estate broker in connection with this Agreement or the transaction contemplated by this

Agreement. In the event any other person or entity asserts a claim for a broker's commission or finder's fee against one of the parties to this Agreement, the party against whom the claim is asserted will hold the other party harmless from said claim.

24. **Time of the Essence; Dates.** Time is of the essence of this Agreement. In the event that any date specified in this Agreement falls on Saturday, Sunday or a public holiday, such date shall be deemed to be the succeeding day on which the public agencies and major banks are open for business.

25. **Binding on Successors.** This Agreement shall be binding not only upon the parties but also upon their heirs, personal representatives, assigns, and other successors in interest.

26. **Memorandum of Option.** Concurrently with the signing of the Agreement the Seller shall sign a Memorandum of Option in the form of Exhibit "B" which is attached to this Agreement and incorporated herein by this reference. Buyer shall cause the Memorandum of Option to be recorded. In the event Buyer elects to extend the term of the Option into the Extended Term, Seller shall execute an additional Memorandum of Option in the form of Exhibit "C", reflecting said election which shall be recorded by Buyer. Concurrently with the recordation of the Memorandum of Option, Buyer shall deliver to the Escrow Holder a quitclaim deed in a form suitable for recordation covering the Property, with joint instructions from the Parties that said quitclaim be recorded only in the event Buyer does not exercise the Option within the Initial Term or Extended Term, in order to eliminate any cloud on Seller's title to the Property.

27. **Additional Documents.** Seller and Buyer agree to execute such additional documents, including escrow instructions, as may be reasonable and necessary to carry out the provisions of this Agreement.

28. **Entire Agreement; Modification; Waiver.** This Agreement constitutes the entire agreement between Buyer and Seller pertaining to the subject matter contained in it and supersedes all prior and contemporaneous agreements, representations, and understandings. No supplement, modification, or amendment of this Agreement shall be binding unless executed in writing by all the parties. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

29. **Assignment of Buyer's Interest.** Subject to Seller's consent, which shall not be unreasonably withheld, the parties hereto agree that the Buyer may assign its interest in this Agreement to an organization or entity that is a qualified organization at the time of transfer under Section 170(h) of the Internal Revenue Code of 1986, and the applicable regulations promulgated thereunder.

30. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and which together shall constitute one and the same agreement.

31. **Severability.** Each provision of this Agreement is severable from any and all other provisions of this Agreement. Should any provision(s) of this Agreement be for any reason unenforceable, the balance shall nonetheless be of full force and effect.

32. **No Merger.** The obligations contained in this Agreement, except for those specifically discharged in escrow (such as conveyance of title to the Property, placing any deeds of trust on the Property and delivery of money and documents in the escrow), shall not merge with transfer of title but shall remain in effect until fulfilled.

33. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California with venue in Fresno County.

34. **Confidentiality.** The parties hereto agree that the terms of this Agreement, including but not limited to the purchase price, shall remain confidential to the extent allowable by law.

35. **Buyer's Authority.** Buyer represents and warrants that Buyer has full power and authority to enter into this Agreement, and the persons signing this Agreement for Buyer have full power and authority to sign for Buyer and to bind it to this Agreement. Upon satisfaction of the conditions set forth in Section 7 above, will have full power and authority to exercise the Option and acquire the Property.

36. **Third Party Offers.** Seller agrees not to solicit or enter into any further agreements for the sale or lease of the Property with any third party during the period of this Agreement.

37. **Computation of Time.** In computing any period of time under this Agreement, the date of the act or event from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included unless it is a Saturday, Sunday, or state or federal legal holiday, in which event the period shall run until the end of the next day which is not a Saturday, Sunday, or state or federal legal holiday. Similarly, if any date specified herein for performance or satisfaction of any obligation or condition falls on a Saturday, Sunday or state or federal legal holiday, then that date also will be extended to the next succeeding business day thereafter. The phrase "business day" shall mean a day that is not a Saturday, Sunday, or a federal and/or State of California bank holiday.

38. **Partial Invalidity.** If any condition, covenant, provision or term of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and each remaining condition, covenant, provision or term of this Agreement shall be valid and shall be enforced to the fullest extent permitted by Law.

39. **Waiver.** Notwithstanding any agreement between Buyer and Seller, the waiver by any Party of a breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach whether of the same or another provision thereof.

40. **Resolution of Disputes.** To the fullest extent permitted by applicable law, the Parties hereto agree that any and all disputes or controversies of any nature between them arising at any time out of the performance of this Agreement that cannot be resolved by negotiations between them shall be decided by a judicial reference to a private judge (who shall be a single active or retired judge), mutually selected by the parties (or, if they cannot agree, by the Presiding Judge of the Fresno County, California Superior Court), appointed in accordance with California Code of Civil procedure § 638, sitting without a jury, in Fresno County, California; and the Parties hereby submit to the jurisdiction of such court. The reference proceedings shall be conducted pursuant to and in accordance with the provisions of California Code of Civil Procedure §§ 638 through 645.1, inclusive. The private judge shall have the power, among others, to grant provisional relief, including without limitation, entering temporary restraining orders, issuing preliminary and permanent injunctions and appointing receivers. All such proceedings shall be closed to the public and confidential and all records relating thereto shall be permanently sealed. The proceeding before the private judge shall be conducted in the same manner as it would be before a court under the rules of evidence applicable to judicial proceedings. The Parties shall be entitled to discovery which shall be conducted in the same manner as it would be before a court under the rules of discovery applicable to judicial proceedings. The private judge shall oversee discovery and may enforce all discovery rules and orders applicable to judicial proceedings in the same manner as a trial court judge. The parties agree that the selected or appointed private judge shall have the power to decide all issues in the action or proceedings, whether of fact or law, and shall report a statement of decision thereon pursuant to California Code of Civil Procedure § 644, subdivision (a). The private judge shall also determine all issues relating to the applicability, interpretation, and enforceability of this paragraph. The Parties shall evenly bear the costs of the private judge.

Buyer's Initials

Seller's Initials

[Signature Page Follows]

IN WITNESS of the foregoing provisions the parties hereto have executed this Agreement on the date set forth below:

SELLER:

FRESNO COUNTY BOARD OF
EDUCATION, a public agency

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: _____
Title: _____
Date: _____

BUYER:

THE SAN JOAQUIN RIVER PARKWAY
AND CONSERVATION TRUST, a
California non-profit corporation

By: _____
Name: _____
Title: _____
Date: _____

EXHIBIT “A”

DESCRIPTION

PARCEL NO. 1:

Commencing at a point on the Northerly line of Section 25, Township 12 South, Range 19 East, M.D.B.&M. which bears South 89 degrees 32 minutes East, 2100.40 feet from the Northwest corner of Section 25, said point of commencement being the Northwest corner of Lot "C" of Springer Estates as shown on Record of Survey recorded in Vol. 5 of Maps, at Page 40, filed January 6, 1932; thence along the Westerly line of said Lot "C" as follows: South 1 degree 42 minutes 15 seconds East, 808.55 feet to the true point of beginning of this parcel, said point of beginning to be called Point A; thence continuing along the Westerly line of Lot "C" South 1 degree 42 minutes 15 seconds East, 119.85 feet, South 55 degrees 34 minutes West 249.30 feet and South 1 degree 38 minutes East, 32.53 feet; thence leaving the Westerly line of Lot "C" North 55 degrees 11 minutes East, 264.31 feet; thence North 83 degrees 33 minutes East 374.52 feet; thence South 87 degrees 16 minutes East, 300.75 feet; thence South 1 degree 00 minutes East, 978.82 feet to a point on the Northerly bank of the San Joaquin River; thence Northeasterly along said bank as follows: North 56 degrees 28 minutes East 65.48 feet, North 81 degrees 40 minutes East, 284.00 feet, North 64 degrees 41 minutes 20 seconds East, 506.67 feet, North 53 degrees 46 minutes East, 219.52 feet and North 57 degrees 56 minutes East, 168.84 feet to a point on the Easterly line of Lot "C"; thence along the Easterly line of said Lot "C" North 0 degrees 39 minutes East 340.13 feet; thence leaving the Easterly line of Lot "C" North 84 degrees 30 minutes West, 728.17 feet; thence North 72 degrees 57 minutes 47 seconds West, 150.00 feet; thence South 83 degrees 57 minutes 47 seconds West, 150.00 feet; thence North 77 degrees 01 minutes West, 77.06 feet; thence North 5 degrees 05 minutes 35 seconds East, 69.18 feet; thence North 39 degrees 04 minutes West 226.08 feet; thence South 78 degrees 38 minutes 20 seconds West, 607.71 feet to the point of beginning.

EXCEPTING THEREFROM the following interest and rights therein as granted by A. L. Boucher and Maxine V. Boucher, husband and wife, to Fred Russell and Edith Russell, husband and wife, as joint tenants, by Deed recorded August 14, 1957 in Vol. 700 of Official Records, Page 294, Madera County Records.

An undivided 1/2 interest in and to all oil, gas, minerals and other hydrocarbon substances in or under said land; together with the right to explore, drill for and remove all such oil, gas, minerals or other hydrocarbon substances together with all other rights reasonably necessary or convenient for the full enjoyment of such reserved rights, provided that any oil lease contract for exploration shall provide that such lessee shall pay all damages to crops or improvements sustained by reason of the operations of such lessee; The exclusive right to explore, excavate for, mine, extract, remove, sell or otherwise dispose of all rock, sand, gravel and minerals up to the whole thereof, in, on or under that portion of said land lying within the bed of the San Joaquin River for a period of 15 years from and after July 19, 1957. After said 15 year period, 1/2 interest in and to all rock, sand, gravel and minerals up to the whole thereof, yet remaining in place shall automatically revert to the grantors in said deed, or their successors and/or assigns, or to whomever is the then owner of said lands herein described. The remaining 1/2 interest shall continue to remain vested in the Grantees in said deed, their successors and/or assigns. There is also granted to said Grantees in said deed, their successors and/or assigns the right of ingress and egress over said land at such locations and over reasonable direct routes, as may be designated by the grantors herein and to erect, maintain and operate in the stream bed of the San Joaquin River such equipment and structures as may be reasonably necessary or desirable for the full

EXHIBIT A

DESCRIPTION

exploration of all rights conveyed herein.

PARCEL NO. 1A:

A 30 foot wide right of way for road purposes over a strip of land the center line of which is described as follows: Commencing at Point A in the above mentioned described parcel; thence North 78 degrees 30 minutes 20 seconds East, 607.71 feet; thence South 39 degrees 04 minutes East 226.08 feet; thence South 5 degrees 05 minutes 35 seconds West, 34.18 feet to the true point of beginning of the center line of this easement; thence South 51 degrees 15 minutes 45 seconds East, 79.79 feet.

PARCEL NO. 1B:

A non-exclusive right of way for road purpose over a strip of land as follows: 30 feet off the North side and also a strip of land 15 feet wide off the West side of Parcel "C" hereinafter described from the Northwest corner of the top of Bluff as shown on said map; thence following said top of Bluff Easterly to intersect the present old road; thence following present old road Southwesterly to the bottom of Bluff; thence following the bottom of Bluff for width of said old road, Westerly and parallel thereto to Western line of said Parcel "C" as conveyed by Deed dated October 12, 1932, to Estate of W.L. Pemberton, Deceased and Martha A. Records, Page 458, Madera County Records.

APN 049-093-010

EXHIBIT A

DESCRIPTION

PARCEL NO. 2:

A parcel of land in Section 25, Township 12 South, Range 19 East, M.D.B.&M., according to United States Government Township Plats, described as follows:

Commencing at a point on the Northerly line of Section 25, Township 12 South, Range 19 East, M.D.B.&M, which bears South 89 degrees 32 minutes East 2100.40 feet from the Northwest corner of Section 25, said point of commencement being the Northwest corner of Lot "C" Springer Estate, as shown on Record of Survey recorded in Vol. 5 of Maps, at Page 40, filed January 6, 1932; thence along the Westerly line of said Lot "C" as follows: South 1 degree 38 minutes East 927.87 feet, South 55 degrees 34 minutes West 249.30 feet and South 1 degree 38 minutes East 32.53 feet to the true point of beginning of this parcel; thence as follows: Continuing South 1 degree 38 minutes East along the Westerly line of said Lot "C", 2451 feet to a point on the Westerly bank of the San Joaquin River; thence Northeasterly along the Northwesterly bank of the San Joaquin River, as follows: North 19 degrees 24 minutes East 867.00 feet, North 1 degree 55 minutes East 158.52 feet, North 21 degrees 41 minutes East 230.90 feet, North 44 degrees 43 minutes East 297.95 feet, North 27 degrees 07 minutes East 144.50 feet and North 56 degrees 28 minutes East 216.55 feet, thence leaving the Northwesterly bank of the San Joaquin River, as follows: North 1 degree 00 minutes West 978.82 feet, North 87 degrees 16 minutes West 300.75 feet, South 83 degrees 33 minutes West 374.52 feet and South 55 degrees 11 minutes 26.31 feet to the true point of beginning of this description.

EXCEPTING THEREFROM an undivided one-half interest in and to all oil, gas, minerals and other hydrocarbon substances in or under the property hereinbefore described, as granted in Deed from A. L. Boucher, et ux, to Fred Russell, et ux, dated August 6, 1957 and recorded on August 14, 1957 in Vol. 700 of Official Records, at Page 294, Madera County Records.

ALSO EXCEPTING an undivided one-half interest in and to all rock, sand and gravel in, on, or under that portion of the hereinabove lands, lying within the bed of the San Joaquin River upon the expiration of that certain fifteen year period from and after July 19, 1957, as provided for in that certain Deed dated August 6, 1957 from A. L. Boucher, et ux, to Fred Russell, et ux, recorded on August 14, 1957 in Vol. 700 of Official Records, at Page 294, Madera County Records.

PARCEL NO. 2A:

A road easement for ingress and egress to the above described parcel, said easement described as follows:

The Northerly 30.00 feet of the Easterly 1859.35 feet of the Westerly 3959.75 feet, the Westerly 15.00 feet of the Northerly 808.55 feet of Lot "C" of Springer Estate and a strip of land 30.00 feet in width the centerline of which is described as follows: Beginning South 89 degrees 32 minutes East 2100.40 feet, and South 1 degree 38 minutes East 808.55 feet from the Northwest corner of Section 25, Township 12 South, Range 19 East, M.D.B.&M.; thence South 86 degrees 25 minutes 50 seconds East 433.62 feet and South 13 degrees 27 minutes East 79.50 feet, a little more or less, to a point on the Northerly line of the previously described parcel, as created in the Deed from Lloyd W. Conroy, et ux, to Russell Short, et ux, recorded July 17, 1961 in Vol. 803 of Official Records, Page 349, Madera County Records, Document No. 8288.

DESCRIPTION

PARCEL NO. 3:

All the right, title and interest acquired by Augustine W. Springer in the U.S. Patent to Government Lots 2, 3 and 7 in Section 25, Township 12 South, Range 19 East, M.D.B.&M., recorded August 16, 1899 in Book 3 of Patents, Page 87, Madera County Records, and by Martha W. Pemberton in the U. S. Patent to Government Lots 4, 5, 6, 9 and 19 in said Section 25, recorded August 19, 1899 in Book 3 of Patents, Page 88, Madera County Records, in and to a portion lying between the North bank and the centerline of the San Joaquin River, said portion being more particularly described as follows:

Commencing at a point on the Northerly line of said Section 25, Township 12 South, Range 19 East, M.D.B.&M., said point bearing South 89 degrees 32 minutes East 2100.40 feet from the Northwest corner of said Section 25, and being the Northwest corner of Lot "C" of the Springer Estate, as shown on Record of Survey recorded January 6, 1932 in Book 5 of Maps, at Page 40, Madera County Records, and on Map of Re-Survey recorded August 16, 1957 in Book 7 of Maps, at Page 58, Madera County Records, thence along the Westerly line of said Lot "C", South 1 degree 38 minutes East 927.87 feet, South 55 degrees 34 minutes West 249.30 feet, and South 1 degree 38 minutes East 2434 feet to a point on the North bank of the San Joaquin River, and the true point of beginning; thence along the North bank of the San Joaquin River, and the South line of said Parcel "C"; Northeasterly to its intersection with the East line of said Parcel "C"; thence leaving said North bank South 27 degrees 14 minutes East 269.83 feet, more or less, to a point in the centerline of said San Joaquin River; thence following degrees 40 minutes East from the true point of beginning, thence along said line, North 68 degrees 40 minutes West 177.67 feet, more or less, to the true point of beginning.

APN 049-093-006

EXHIBIT "B"

Page 1 of 3

When recorded mail to:
Fennemore LLP
8080 North Palm Avenue, Third Floor
Fresno, California 93711-5797
Attn: Christopher A. Brown, Esq.

MEMORANDUM OF OPTION

This is a memorandum of a certain Option Agreement dated _____, 2025, between **FRESNO COUNTY BOARD OF EDUCATION**, a public agency ("Seller") and **THE SAN JOAQUIN RIVER PARKWAY AND CONSERVATION TRUST, INC.**, a nonprofit California public benefit corporation ("Buyer"). By said Option Agreement, Seller has granted to Buyer an exclusive option to purchase that certain real property in Madera County, California, more particularly in the attached Exhibit "A".

The term of the Option shall commence upon the Effective Date of the agreement and terminate at 5:30 p.m. California time on _____ (the "Initial Term"). Buyer may elect to extend the Initial Term for an additional six (6) months in accordance with the terms of the agreement.

SELLER:

FRESNO COUNTY BOARD OF
EDUCATION, a public agency

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

Page 2 of 3

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

On _____ before me, _____
(here insert name and title of the officer)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

(Seal)

Page 3 of 3

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

(Seal)

EXHIBIT "C"

Page 1 of 3

When recorded mail to:
Fennemore LLP
8080 North Palm Avenue, Third Floor
Fresno, California 93711-5797
Attn: Christopher A. Brown, Esq.

MEMORANDUM OF EXTENSION OF OPTION

This is a memorandum of a certain Option Agreement dated _____, 2025, between **FRESNO COUNTY BOARD OF EDUCATION**, a public agency ("Seller") and **THE SAN JOAQUIN RIVER PARKWAY AND CONSERVATION TRUST, INC.**, a nonprofit California public benefit corporation ("Buyer"). By said Option Agreement, Seller has granted to Buyer an exclusive option to purchase that certain real property in Madera County, California, more particularly in the attached Exhibit "A".

The term of the Option shall be extended from _____, _____, through and including _____, _____ in accordance with the terms of the Option Agreement.

SELLER:

FRESNO COUNTY BOARD OF
EDUCATION, a public agency

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

Page 2 of 3

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

(Seal)

ACKNOWLEDGMENT	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.</div> <div style="display: flex; justify-content: space-between;"><div>State of California</div><div>)</div></div> <div style="display: flex; justify-content: space-between;"><div>County of _____</div><div>)</div></div> <div style="margin-top: 20px;">On _____ before me, _____ <div style="text-align: center; font-size: small;">(here insert name and title of the officer)</div></div> <div style="margin-top: 10px;">personally appeared _____</div> <div style="margin-top: 10px;">who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are _____</div> <div style="margin-top: 10px;">subscribed to the within instrument and acknowledged to me that he/she/they executed the same in _____</div> <div style="margin-top: 10px;">his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the _____</div> <div style="margin-top: 10px;">person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.</div> <div style="margin-top: 20px;">I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing _____</div> <div style="margin-top: 10px;">paragraph is true and correct.</div> <div style="margin-top: 20px;">WITNESS my hand and official seal.</div> <div style="margin-top: 20px;">Signature _____</div> <div style="text-align: right; margin-top: 20px;">(Seal)</div>	

ACTION

TOPIC: Certification of Comprehensive Facilities Maintenance Plan

ISSUE: Request that the Board certify the establishment of a Comprehensive Facilities Maintenance Plan for planning and completing of major maintenance, repair, and replacement projects.

BACKGROUND: Education Code Section 17070.75 requires the Board of Education to certify as part of the annual budget process that a plan has been prepared for completing major maintenance, repair, and replacement requirements for State-funded school facilities. Additionally, Education Code Section 52060(d)(1) identifies maintaining school facilities in good repair as a priority under the Local Control Funding Formula (LCFF) and Local Control and Accountability Plans.

To meet these requirements and to ensure that all FCSS facilities are maintained in good repair, FCSS has (1) established a School Facilities Inspection System to identify, budget, and schedule maintenance needs; (2) established and maintains a Routine Restricted Maintenance account within the General Fund for ongoing and major maintenance of FCSS buildings, pursuant to Education Code Section 17070.75; and (3) has established a separate fund for purposes of Deferred Maintenance, pursuant to Education Code Section 17582. The LCFF has made the Deferred Maintenance Program optional. However, to ensure that facilities are maintained in good repair, FCSS evaluates the balance in the Deferred Maintenance fund to ensure that funds are available to maintain facilities in good repair.

Staff hereby requests that the Board certify that a Comprehensive Facilities Maintenance Plan has been established pursuant to Education Code Section 17070.75.

PRESENTER: Jeff Becker, Executive Director, Facilities & Operations
(559) 497-3721

RESOURCE: Jeff Becker, Executive Director, Facilities & Operations
(559) 497-3721

RECOMMENDATION: The Administration recommends that the Board certify that a Comprehensive Facilities Maintenance Plan has been established pursuant to Education Code Section 17070.75 for maintenance of Fresno County Superintendent of Schools facilities.

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
COMPREHENSIVE FACILITIES MAINTENANCE PLAN
(ROUTINE RESTRICTED AND DEFERRED MAINTENANCE PROGRAMS)**

1. OVERVIEW

The Fresno County Superintendent of Schools (FCSS) is committed to providing clean, safe, and functional facilities for all students and staff. Additionally, FCSS participates in the State School Facility Program (SFP), which requires participating districts and county offices of education (COEs) to ensure that State funded projects are kept in good repair. To ensure that facilities are maintained in good repair, the SFP requires districts and COEs to have a School Facilities Inspection System in place and that funds be budgeted and expended to make necessary repairs. Additionally, Education Code Section 52060(d)(1) identifies maintaining school facilities in good repair as a priority under the Local Control Funding Formula and Local Control and Accountability Plans.

To meet these requirements, FCSS has (1) established a School Facilities Inspection System; (2) established and maintains a restricted account (Routine Restricted Maintenance, Resource 8150) within the General Fund for ongoing and major maintenance of FCSS buildings, pursuant to Education Code Section 17070.75; and (3) has established a separate fund for purposes of Deferred Maintenance (Fund 1400), pursuant to Education Code Section 17582.

FCSS will identify maintenance concerns through the Facilities Inspection System, will plan and schedule the work using routine work orders and the Deferred Maintenance Plan (DMP), and will fund the necessary repairs using a combination of Routine Restricted Maintenance (RRM) funds and Deferred Maintenance funds.

Education Code Section 17070.75 requires COEs to deposit an amount equal or greater than 3% of the total general fund expenditures less any restricted accounts in each fiscal year for twenty (20) years after receipt of funds pursuant to the SFP. To continue to maintain its facilities in good repair, FCSS shall budget at least the amounts required by Education Code Section 17070.75. FCSS most recently received SFP funding in fiscal year 2022-23 and makes a 3% deposit to the RRM account.

Education Code Section 2575 rolled funding for the DMP into the Local Control Funding Formula base amount. The balance in the deferred maintenance fund will be evaluated annually, and contributions made as needed, to ensure that there are sufficient funds to maintain FCSS buildings in good repair. The DMP will be updated by the Facilities & Operations Department at a minimum of every five years and more frequently if needed.

2. ROUTINE RESTRICTED MAINTENANCE EXPENDITURES

The RRM Account shall be used for “maintenance” of FCSS facilities. The California School Accounting Manual defines maintenance as:

“Activities involved with repairing, restoring, or renovating school property, including grounds, buildings, site improvements, building fixtures, and service systems.”

RRM Account expenditures will be made as allowed by the Office of Public School Construction (OPSC). OPSC has identified four types of maintenance that may be accomplished using RRM Account funds:

1. Breakdown: The emergency maintenance to equipment necessary to continue normal school functions.
2. Operating: Work necessary for a component to function and operate properly (i.e., lubrication, belt replacement, tune up, replacement of lighting ballasts).
3. Preventive: Regularly scheduled maintenance based on life-cycle projection of various components.
4. Overhaul: Periodic major repair or replacement of operating parts and components of equipment.

Education Code Section 17070.77 further defines major maintenance as *“all actions necessary to keep roofing, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other items designated by the governing board of the school district in good repair.”*

FCSS will use the RRM funds for expenditures as indicated above, with the addition of paving work, as approved by the Board of Education.

In addition to the expenditures indicated above, the expenditures listed below are necessary for maintenance of FCSS facilities, are eligible to be paid from RRM funds, and may be partially charged to the General Fund, Resource 8150 as appropriate.

1. Facilities & Operations Department management and technicians
2. Facilities & Operations Department office staff
3. Contracted maintenance workers
4. Office supplies necessary for maintenance functions
5. Maintenance supplies (i.e., nails, hammers, paint, brushes, wood, pipe)
6. Staff development to keep staff up to date on the latest technology
7. Equipment (i.e., vehicles, tools, machine rentals)

3. DEFERRED MAINTENANCE EXPENDITURES

The latest *Deferred Maintenance Plan* (DMP) shall be the basis for planned projects eligible to be funded with deferred maintenance funds. The DMP shall serve to document major maintenance needs and to schedule needed repairs, as required by Education Code Section 17070.77 et seq.

Deferred Maintenance projects include but are not limited to major repair or replacement of building parts and components. Major maintenance for Deferred Maintenance purposes includes asbestos abatement, classroom lighting, electrical, floor covering, heating, ventilation, and air conditioning (HVAC), painting, paving, plumbing, roofing, underground tanks, wall systems, and lead based paint abatement.

The Facilities & Operations Department will determine whether projects are more appropriately paid through the RRM account or the DMP.

4. ANNUAL REVIEW AND UPDATING

The Comprehensive Facilities Maintenance Plan will be reviewed annually as part of the annual budget process and will be updated as needed. This plan, including any components or updates, will be available for public review during normal working hours.

ACTION

TOPIC	Approval of Reading Difficulties Risk Screener Adoption Pursuant to Education Code Section 53008
ISSUE	In accordance with Education Code Section 53008, all local educational agencies serving pupils in kindergarten through grade 2 must adopt one or more approved screening instruments to assess pupils for risk of reading difficulties at a public board meeting no later than June 30, 2025.
BACKGROUND	<p>The State Board of Education (SBE) appointed independent experts to a Reading Difficulties Risk Screener Selection Panel for the purpose of identifying screening instruments that are evidence-based, culturally, linguistically, and developmentally appropriate. The panel has approved four screening instruments that meet these criteria.</p> <p>FCSS Special Education has reviewed the approved list and recommends the Multitudes Screener for adoption. This instrument aligns with the requirements established under EC 53008 and supports the district's commitment to early identification and intervention for students at risk of reading difficulties.</p>
PRESENTER	Chris Borges, Executive Director Student Services Division (559) 774-6205
RESOURCE	Corey Greenlaw, Assistant Superintendent Educational Innovation and Support (559) 265-4046
RECOMMENDATION:	FCSS Administration recommends that the Board approve the adoption of the Multitudes Screener as the district's Reading Difficulties Risk Screener for implementation beginning in the 2025–2026 school year.



Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

SPECIAL EDUCATION

Trina Frazier, Assistant Superintendent

AGENDA ITEM: Action

Adopt screening instruments at a public meeting of their governing board before June 30, 2025

Screening Instrument to Determine Risk of Reading Difficulties

On or before June 30, 2025, the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 shall adopt, at a public meeting, one or more screening instruments to assess pupils for risk of reading difficulties pursuant to section EC 53008. The State Board of Education (SBE) was delegated authority to appoint independent experts to the Reading Difficulties Risk Screener Selection Panel for the purpose of creating an approved list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments. The panel approved four instruments for consideration. FCSS Special Education has evaluated the list and recommends Multitudes. FCSS Administration recommends that the Board approve the adoption of the screener as presented.

FCSS Special Education Lens

Purpose: To facilitate district analysis of current conditions, resources, and data.

Purpose of the Screener:

- Ensure early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for students.
- Use as part of a broader process that evaluates student needs and progress.
- Screening should be used to inform individualized instruction, measure a student's progress, identify learning needs, and enable parents and educators to discuss needs in an informed way.
- Provide assessments for both English-speaking and non-English speaking students in their primary language if assessments in those languages are available.

FCSS Student Lens:

- All K-2 students attending FCSS school programs have Individualized Education Plans (IEPs) and have been assessed in all areas of suspected disability, including in reading.
- FCSS Special Education serves an average of 105 K-2 grade students each year.
- Parents of students who receive special education services may opt their students out of this screening.
- As appropriate for each student's unique needs, students in ESN programs have one or more IEP goals in reading.
- This tool would be an additional measure to assess students' reading readiness and reading skills.
- Based on our student population, we need a tool that can assess students who are English Learners and who are in grades K, 1, and 2.

System Alignment & Screener Components

Purpose: To give the selection committee an opportunity to examine the list of approved SCREENING INSTRUMENTS.

FCSS Reading Screener Team:

- Christina Borges, Executive Director of Special Education
- Liza Stack, Principal I, Special Education
- Laurie Lloyd, Associate Director, Educational Innovation & Support Division
- Mary Oates, Principal II, Special Education

Screener Instrument Review:

On February 27, 2025, the team reviewed three of the four approved screeners. The fourth screener, Rapid Online Assessment of Reading (ROAR), is only available in English and is recommended for grades 1-2, which does not align with the needs of our student population. The team evaluated the remaining three screeners to assess the strengths of the programs and their suitability for extensive support need students. Amira and mClass both provide reading intervention programs, which are not needed in our FCSS schools based on students' Individualized Educational Plans and specialized educational programs. Based on this evaluation, the team recommends **Multitudes**.

Detailed evidence for each instrument on the Screener Instrument Reviewer attached table.

Decision: Recommendation

Purpose: To come to consensus and make a decision on which screening instrument(s) to adopt. Upon completion of the review, the Reading Screener Team recommends the adoption of **Multitudes**.

NEXT STEPS

Purpose: To consider next steps once the screener(s) has been adopted by the LEA.

Staff & Family Involvement & Communication:

- FCSS will provide parents or guardians with information about the screening, including dates of the screening, and instructions on how to opt out no later than 15 days before screening.
- FCSS will provide information as part of Back-to-School materials.
- Results from the assessment will be made available to parents/guardians no more than 45 calendar days after administration.
- Results will include information about how to interpret the results as well as next steps to support students if applicable.

Board Project Proposal Form

(Proposal submission window opens April 1st and ends May 1st)

1. **Name of Project:** Project Student A.I.D.E.

2. **FCBE Member Submitting:** Marcy Masumoto, EdD

3. **Name of Entity/Organization:** Cornerstone Community Care

- **Contact Person of Project:** Matt Ribera

- **Address:** 1545 Fulton St., Fresno, CA 93721

- **Email & Telephone Number:** mribera@cornerstonefresno.com 559-813-0672

4. **Describe purpose and goals of the Entity/Organization:**

Provide for the physical needs of all people by resourcing underserved families and K-12 students through direct distribution and collaborative partnerships.

5. **Project Description/Objectives/Desired Impact:**

Project Student A.I.D.E. will provide 100 backpacks full of school supplies directly to the sponsored school for faculty distribution to students most in need, which facilitates class preparedness and student engagement. Also, 8 new bikes will be given to the school, awarding 2 students per quarter for perfect attendance and/or increased reading levels, which increases student morale and motivation to reach set standards. In addition, the school will nominate, receive, and distribute Thanksgiving meal boxes for select students and their families, along with toys at Christmastime for selected students and their siblings.

6. **Target Date(s) of project (start/conclusion):**

August 18th, 2025/June 11th, 2026

7. **Location of project:**

Fresno County

8. **Estimated number of Fresno County students directly impacted by the project:**

108 students per school.

9. Total cost/budget of the project:

\$4,000 per school.

10. Data/Evidence to be collected to measure success & timeline:

School Administration Quarterly Report/Testimonial as to how the project is being received by the student body and faculty – specifically, student morale, self-esteem, class preparedness and engagement, including motivation for and realization of increased attendance levels.

Board Project Proposal Form
(Proposal submission window opens April 1st and ends May 1st)

1. Name of Project: **Unified Champion Schools | Middle School Expansion** (with Special Olympics) See: <https://sonc.org/our-programs/schools-program/unified-champion-schools/>

2. FCBE Member Submitting: Marcy Masumoto

3. Name of Entity/Organization (If not FCSS, must be a non-profit):

Special Olympics Northern California

- Contact Person of Project: Molly Marquez
- Address: 1446 Tollhouse Road, #102, Clovis, CA 93611
- Email & Telephone Number: mollym@sonc.org, 559-287-1880
- See: <https://sonc.org/our-programs/>

4. Describe purpose and goals of the Entity/Organization:

The Special Olympics Northern California Schools Partnership Program, which includes our flagship component Unified Champion Schools,® helps ignite friendship and belonging between students with and without disabilities. Our programming spans Pre-K to Transition schools, and includes a sports curriculum, youth leadership, and resources for educators.

Special Olympics Unified Champion Schools:

- Create school climates where all students feel welcome and included;
- Increase social inclusion;
- Create positive perceptions and attitudes;
- Have student focus as "agents of change" in their schools and communities; and
- Align with educational priorities. The program aligns with important educational goals, such as social-emotional learning and anti-bullying initiatives.

5. Project Description/Objectives/Desired Impact:

We will focus on a partnership with Fresno Unified School District middle schools to provide Unified Champion Schools resources and program implementation to their campuses through:

- Unified Sports: students with and without intellectual disabilities participate in the same sports teams, fostering camaraderie and friendships.
 - Inclusive Youth Leadership: students of all abilities come together to lead initiatives that promote inclusion and acceptance (buddy clubs, volunteering, etc.).
 - Whole School Engagement: the entire school community is involved in activities that promote awareness, education, and celebration of inclusion, such as spirit weeks and rallies.
6. Target Date(s) of project (start/conclusion): 2025-2026 school year
7. Location of project: Events held at Fresno Unified School District - Middle Schools, middle schools from the county are also invited to participate
8. Estimated number of Fresno County students directly impacted by the project:
500+
9. Total cost/budget of the project: **\$7,500**
10. Data/Evidence to be collected to measure success & timeline:
- Participation data collected and reported at the end of each month.
 - Registration will be required to track attendance and actual participation at all events throughout the year.
 - Administration input regarding the comprehensive positive effects on campus culture at the end of the 2025-2026 school year.

Recognition: Logos can be added to anything published by Special Olympics.

Board Project Proposal Form
(Proposal submission window opens April 1st and ends May 1st)

1. Name of Project: **Young Athletes Program (YAP) Expansion** (with Special Olympics) See: <https://sonc.org/our-programs/young-athletes/>
2. FCBE Member Submitting: Marcy Masumoto
3. Name of Entity/Organization (If not FCSS, must be a non-profit):

Special Olympics Northern California

- Contact Person of Project: Molly Marquez
- Address: 1446 Tollhouse Road, #102, Clovis, CA 93611
- Email & Telephone Number: mollym@sonc.org, 559-287-1880
- See: <https://sonc.org/our-programs/>

4. Describe purpose and goals of the Entity/Organization:

Special Olympics Young Athletes Program is a fun and interactive way for children ages 2–9 to be introduced to the world of sports. Young Athletes with and without intellectual disabilities (ID) take part in unified activities that support cognitive, social, and motor skill development. Children are also encouraged to try age-appropriate sports skills and make friends while playing together.

Goals:

- Let children with and without intellectual disabilities play together to learn about and understand each other;
- Support social inclusion and inclusive play in schools, communities, and homes;
- Provide children with activities and games that meet their skill and ability levels;
- Share how Special Olympics can support families;
- Show that all children should be valued for their talents and abilities;
- Promote fitness and teach children about staying active, eating a healthy diet, and drinking water

5. Project Description/Objectives/Desired Impact:

YAP events establish foundational skills that help children become aware of themselves and their relationship to their surroundings through various stations of play. These skills also support basic health and physical fitness. Body awareness, strength, flexibility, coordination, and endurance are important for motor and social skills. Foundational skills promote development in all of these areas, which are essential for mobility at home and in school and the community.

- Motor skills: Children with ID who took part in an eight-week Young Athletes curriculum saw seven month's development in motor skills. This is compared to a three-month gain in motor skills for children who did not participate.
- Social, emotional, and learning skills: Parents and teachers of children who took part in the Young Athletes curriculum said the children learned skills that they will use in pre-primary school. The children were more enthusiastic and confident. They also played better with other children.
- Expectations: Family members say that Young Athletes raised their hopes for their child's future.
- Sport readiness: Young Athletes helps children develop important movement and sport skills. These skills get them ready to take part in sports when they are older.
- Acceptance: Inclusive play has a benefit for children without ID as well. It helps them to better understand and accept others.

6. Target Date(s) of project (start/conclusion):

2025-2026 school year - 4 total events, individual events to be held quarterly

7. Location of project: TBD - based on funding and availability of host facilities.
Location to be in Fresno County.

8. Estimated number of Fresno County students directly impacted by the project:
200+

9. Total cost/budget of the project: **\$5,000**

10. Data/Evidence to be collected to measure success & timeline:

- Advertisement and promotions for each event will be sent through schools and community agencies.
- Registration will be required to track attendance and actual participation.
- Participation data collected at the end of each event, including: names, ages, addresses, home school sites, etc.

Recognition: Logos can be added to anything published by Special Olympics, including promotional materials, day-of banners, and press opportunities.

Board Project Proposal Form

(Proposal submission window opens April 1st and ends May 1st)

1. Name of Project: Addams Community School Family Wellness & Resource Center

2. FCBE Member Submitting: Itzi Robles

3. Name of Entity/Organization (If not FCSS, must be a non-profit): Addams Elementary School (Fresno Unified School District) (in partnership with Fresno Unified School District)

Contact Person of Project: Alondra M. Belmontes, Community School Coordinator

Address: 2117 W. McKinley Ave. Fresno, CA 93728

Email: Alondra.MartinezBelmontes@fresnounified.org

Telephone Number: 951.522.8874

4. Describe purpose and goals of the Entity/Organization:

Addams Elementary is a Fresno Unified Community School committed to supporting the whole child by building strong relationships with families and addressing barriers to learning. Through its community schools model, Addams works collaboratively with caregivers, neighbors, and local partners to identify and meet student and family needs. The school is dedicated to creating an inclusive, supportive environment where every child and family feels valued, connected, and equipped to thrive.

5. Project Description/Objectives/Desired Impact:

This project seeks to establish and sustain a Community School Family Wellness & Resource Center at Addams Elementary. The center will provide consistent access to hygiene items, toiletries, and essential basic needs for students and families in one of Fresno's highest-need neighborhoods. This support is in direct response to what families have asked for repeatedly during school meetings and Neighborhood Gatherings. Many parents have shared that they often struggle to afford these basic necessities, and having reliable access through the school would not only ease financial stress but also create a greater sense of security, stability, and connection to the school community.

Key Objectives:

- Provide access to hygiene kits including items like shampoo, deodorant, toothpaste, feminine hygiene products, diapers, and more.
- Reduce barriers to student attendance and engagement caused by lack of basic hygiene products.
- Continue to build trust and maintain accessibility to the school throughout the summer months by keeping essential resources available year-round.

6. Target Date(s) of project (start/conclusion):

Start: July, 2025

End: December, 2026

7. Location of project: Addams Elementary School

2117 W McKinley Ave, Fresno, CA 93728

8. Estimated number of Fresno County students directly impacted by the project: Over 600+Fresno County students directly

9. Total cost/budget of the project: \$2,500

10. Data/Evidence to be collected to measure success & timeline

- Tracking of families served (number of adults + number of children) and items distributed (ongoing)
- Use anecdotal evidence and observations from staff to document increased accessibility and engagement

Board Project Proposal Form
(Proposal submission window opens April 1st and ends May 1st)

- 1. Name of Project:** Turn the Page Fresno

- 2. FCBE Member Submitting:** Kimberly Tapscott-Munson

- 3. Name of Entity/Organization (If not FCSS, must be a non-profit):**
University High School BSU (Black Student Union)

- Contact Person of Project:** Weluchi Onyeje

- Address:** 2745 W Cromwell Ave

- Email & Telephone Number:** weluchionyeje@gmail.com
(559)-365-1911

- 4. Describe purpose and goals of the Entity/Organization:**

The University High School Black Student Union is dedicated to sharing and celebrating Black culture, increase the opportunities for collective empowerment in Black students, and, most importantly, give back to the community around us. One issue shared by both our Black community and our community in Fresno is literacy. This intersection is what motivated us to launch this project so that both our Black students and our Fresno students can access the advantages that reside in strong literacy.

5. Project Description/Objectives/Desired Impact:

Turn the Page Fresno is a student-led literacy initiative designed to not only improve reading skills but also build a confidence in reading skills, foster a sense of appreciation for literacy and literature alike, and lay a foundation for critical thinking skills through improved reading comprehension. The program will provide one-on-one reading support, age-appropriate literary analysis, culturally relevant material, and easy access to a plethora of literature. By targeting elementary school aged kids, particularly those from impoverished areas of the city, Turn the Page Fresno aims to close literacy gaps and provide students with skills that will follow them through their adult lives.

- Program Objectives:
- To give kids in the program enough skills in reading so they may see it as something both enjoyable empowering rather than a chore.
 - To give the kids access to literature that is relevant to their own experiences and cultural identities.
 - To widen kids' horizons when it comes to picking out books to read so that they can explore their interests at their own pace and become passionate enough about one or more subjects to explore it independently.
 - To improve reading comprehension so that the kids can attach value to books and proceed to develop both critical thinking skills and literary analysis skills in the future.
 - To build kids' confidence when reading out loud in order to develop their presentation skills.

6. Target Date(s) of project (start/conclusion):

August 2025- June 2027

7. Location of project:

Martin Luther King Elementary, Wawona K-8 School, Eaton Elementary School, Cenntenial Elementary School, Pyle Elementary School, Manchester GATE Elementary, H. Roger Tatarian Elementary

8. Estimated number of Fresno County students directly impacted by the project:

150

9. Total cost/budget of the project:

- Requested Funding:
- \$3800
 - Sets of books for students to read while in the program
 - Individual books for students to take for themselves periodically
 - Classroom supplies (Paper, stickers, pencils, crayons, colored pencils, etc.)
 - Individually packaged snacks for the students (with alternatives for anyone with dietary restrictions)
 - Getting volunteers finger printed and cleared with the district if necessary

10. Data/Evidence to be collected to measure success & timeline:

Students will take bimonthly diagnostics assessing comprehension, fluency, phonemic awareness, and vocabulary. A majority of the data will be taken from this test.

Official Plans:
https://www.icloud.com/notes/066jwxni55sr0K1pztlidZNK7w#Turn_the_Page_Fresno:_Empowering_Our_Youth_Through_Literacy

Updated February 2024



2024-2025

Special Events Calendar

Dr. Michele Cantwell-Copher
Superintendent

5/30/2025

Date	Event	Location
May 5-9	National Teacher Appreciation Week	FCSS Various Sites
May 7	National School Nurse Day	FCSS School Sites
May 7 11:30 AM - 1:00 PM	ROP/CTE Appreciation BBQ	Scout Island
May 7 4:00 PM - 6:00 PM	Young Authors' Faire	Fresno Fairgrounds
May 9 9:00 AM - 2:00 PM	Kids Day	Fresno Chaffee Zoo
May 13 5:30 PM	CTEC Board Meeting	CTEC High School
May 15 1:30 PM	Fresno County Board of Education Meeting	Room 301
May 18 - 24	Classified School Employee Week	FCSS Sites
May 20-22 6:00 PM - 7:30 PM	CTEC Showcase	CTEC High School
May 22 6:00 PM	ATP Graduation	CPDES Portuguese Hall
May 22 5:00 PM	Picture the Valley Film Festival	Maya Cinemas, Fresno
May 28 7:00 PM - 9:00 PM	CTEC Graduation	CTEC High School
June 4 3:30 PM - 4:30 PM	Retiree Celebration	Room 201
June 6 7:45 AM - 4:00 PM	Support Staff Conference	Clovis Veterans Memorial
June 8 5:15 PM	City / County All Star Baseball Game	Chukchansi Park
June 13	Summer Arts @Reedley College Showcase	Reedley College Performing Arts Center
June 16 5:30 PM	CTEC Board Meeting	CTEC High School
June 17 1:30 PM	Fresno County Board of Education Meeting	Room 301
June 17 6:00 PM	Fresno County School Trustees Association Board of Directors Meeting	Legends Tap House & Grill Selma, CA
June 28	2025 Fresno County Summer Arts Academy (FCSAA) Showcase	Fresno City College



Fresno County Board of Education
2024-25 BUDGET STATUS SUMMARY
as of May 31, 2025

Object Description	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
1. Classified Supervisors/Admin. Salaries	\$65,332.00	\$63,623.36	\$0.00	\$1,708.64
2. Administrative & Classified Benefits	\$7,045.00	\$6,236.76	\$0.00	\$808.24
3. Health & Welfare	\$87,179.00	\$51,324.99	\$0.00	\$35,854.01
4. Dues & Memberships	\$25,050.00	\$25,009.00	\$0.00	\$41.00
5. Travel & Conference - Board Seminar	\$0.00	\$0.00	\$0.00	\$0.00
6. Travel & Conferences - Board Members	\$22,800.00	\$20,218.47	\$0.00	\$2,581.53
7. Postage/Freight	\$350.00	\$265.51	\$0.00	\$84.49
8. Payroll Liability Insurance	\$69.00	\$0.00	\$0.00	\$69.00
9. Materials & Supplies/Other Supplies	\$4,150.00	\$547.95	\$1,688.92	\$1,913.13
10. Professional/Consulting Services	\$2,500.00	\$1,967.86	\$0.00	\$532.14
TOTAL	\$214,475.00	\$169,193.90	\$1,688.92	\$43,592.18

BOARD PROJECT

	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
2023/2024 Project	\$10,000.00	\$10,000.00	\$0.00	\$0.00
2024/2025 Project	\$20,000.00	\$20,000.00	\$0.00	\$0.00



Kristjan Barile

Substitute Teacher

FCSS



Alberto Cazares

Substitute Teacher

FCSS



Jacqueline Fuentes-Chang

Substitute Teacher

FCSS



Jennifer Garduno

Project Specialist

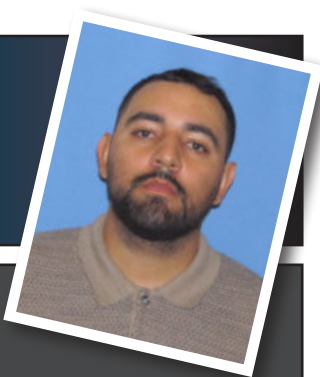
Safe & Healthy Kids



Lillyana Gomez

Paraeducator - ELP

Expanded Learning Program



Dominick Hernandez

Substitute Teacher

FCSS



Ronald Laponte

ELP Activity Instructor - Technology Expanded Learning Program



Thomas Mao

Substitute Teacher

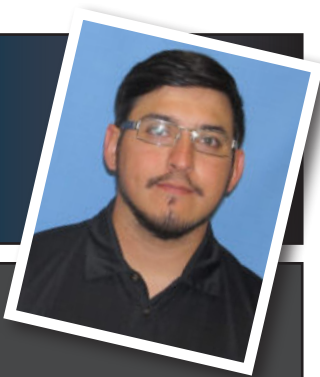
FCSS



Bryce Mccarson

Program Assistant

STEM



Anthony Medina Giles

Substitute Custodian

FCSS



Brigid Nelson

Substitute Receptionist

Human Resources Division



Gio Ortega

Campus Safety Assistant

Expanded Learning Program



**Arturo
Sales**

Program Assistant

All 4 Youth



**Angela
Sanchez Diaz**

Project Specialist

Safe & Healthy Kids



**Nekayla
Turner**

Assistant - Child
Development Center
Early Care & Education



**Jason
Whitmire**

Insurance Audit Specialist

All 4 Youth



**Kajai
Yang**

Behavioral Health Clinician
Unlicensed
All 4 Youth