

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno County Superintendent of Schools

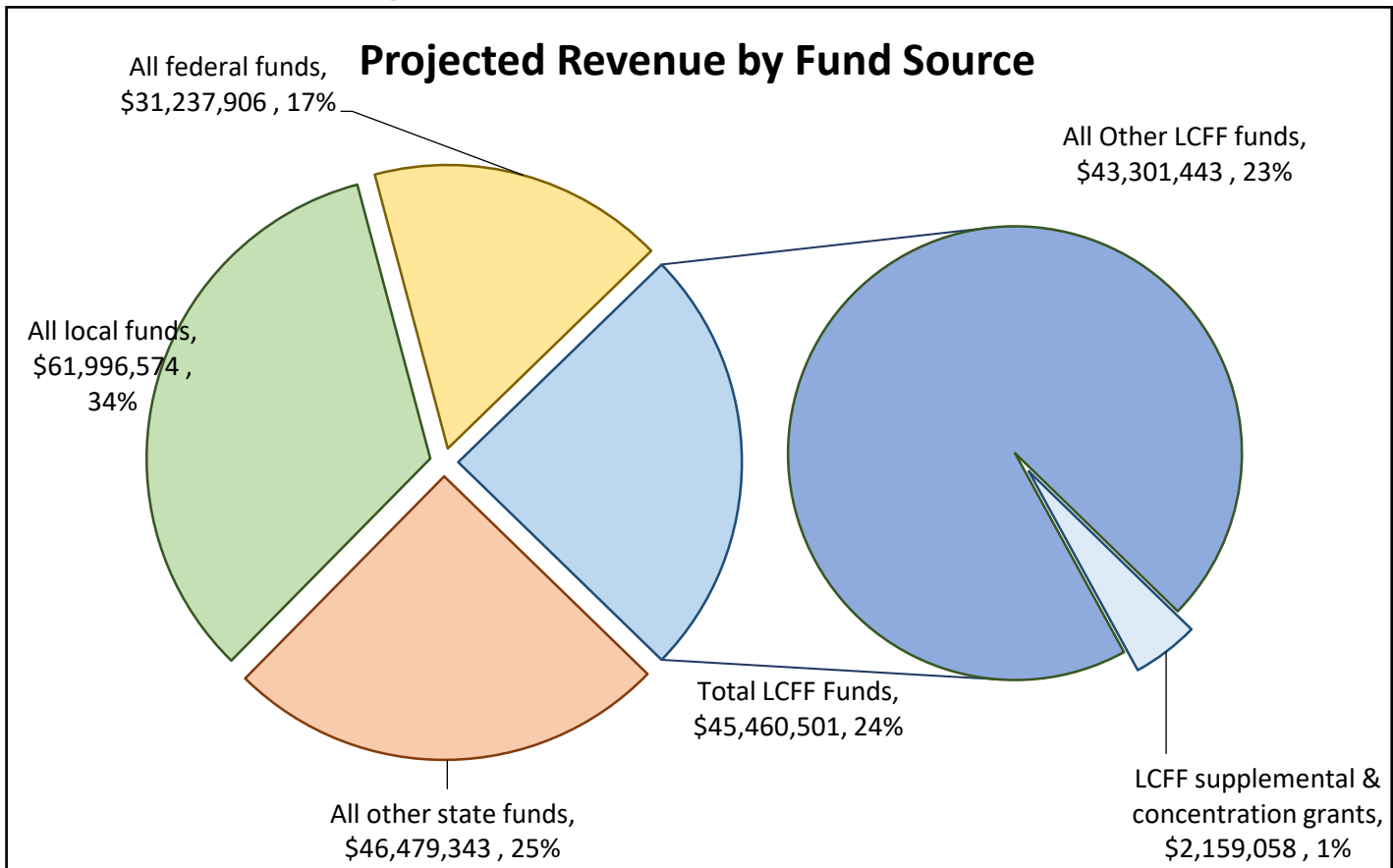
CDS Code: 10101080000000

School Year: 2021 – 22

LEA contact information: Dominico Johnston and Lucas Schuman

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

Budget Overview for the 2021 – 22 School Year

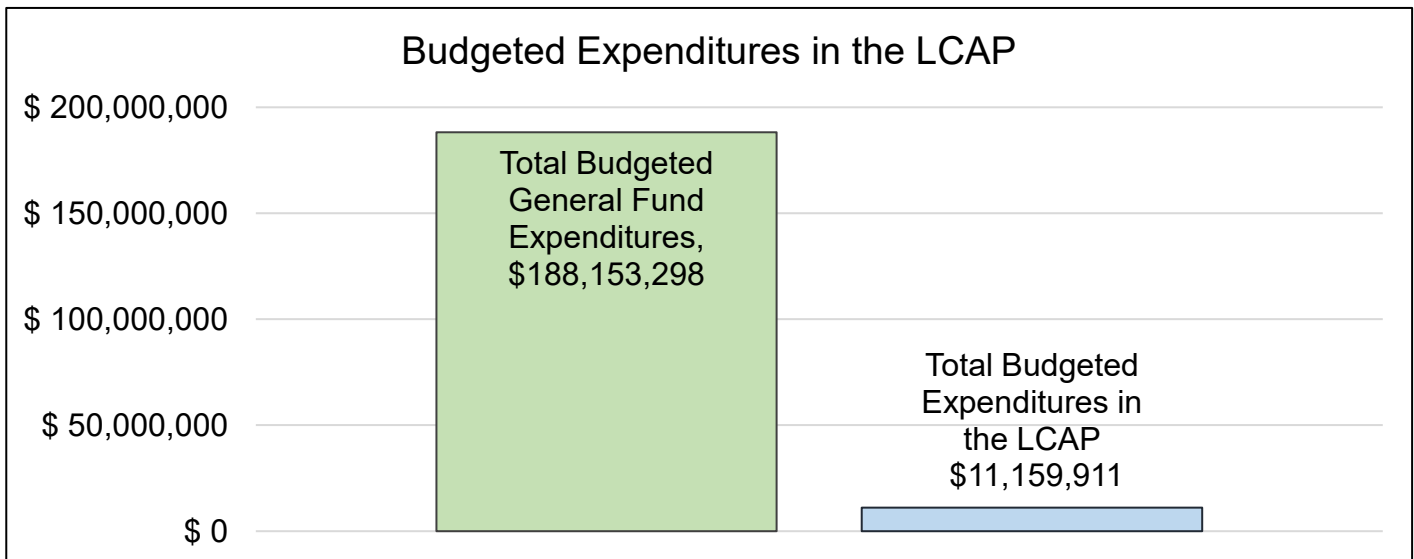


This chart shows the total general purpose revenue Fresno County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for Fresno County Superintendent of Schools is \$185,174,324.00, of which \$45,460,501.00 is Local Control Funding Formula (LCFF), \$46,479,343.00 is other state funds, \$61,996,574.00 is local funds, and \$31,237,906.00 is federal funds. Of the \$45,460,501.00 in LCFF Funds, \$2,159,058.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fresno County Superintendent of Schools plans to spend \$188,153,298.00 for the 2021 – 22 school year. Of that amount, \$11,159,911.00 is tied to actions/services in the LCAP and \$176,993,387.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

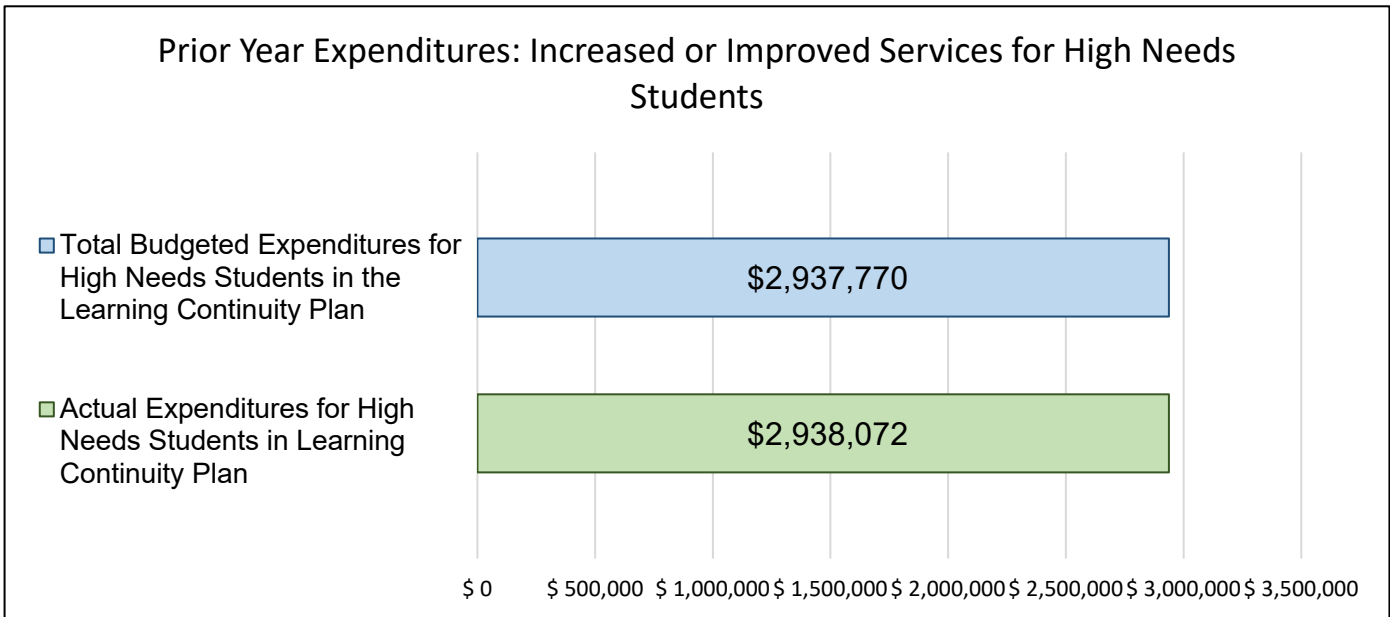
The total budget for Fresno County Superintendent of Schools is \$188,153,298. Of that amount, \$176,993,387 are not included in this LCAP because they are funds generated by fee for service

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Fresno County Superintendent of Schools is projecting it will receive \$2,159,058.00 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 \$4,533,566.00 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 2020 – 21



This chart compares what Fresno County Superintendent of Schools budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Fresno County Superintendent of Schools's Learning Continuity Plan budgeted \$2,937,770.00 for planned actions to increase or improve services for high needs students. Fresno County Superintendent of Schools actually spent \$2,938,072.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Fresno County Superintendent of Schools	Lucas E. Schuman Content Coordinator County LCAP	lschuman@fcoe.org (559) 260-2975

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension rate</p> <p>19-20 Below 50%</p> <p>Baseline 47%</p>	<p>Goal Met: the suspension rate was 25%</p>
<p>Metric/Indicator Attendance rate</p> <p>19-20 Above 80%</p> <p>Baseline 88%</p>	<p>Goal Met: the attendance rate was 89%</p>
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Below 30%</p> <p>Baseline 29%</p>	<p>Goal Met: the chronic absenteeism rate was 25%</p>

Expected	Actual
<p>Metric/Indicator Dropout rates of high school and middle school students</p> <p>19-20 Below 15%</p> <p>Baseline 12%</p>	<p>Goal Met: the dropout rate was 10%</p>
<p>Metric/Indicator Percentage of students that agree or strongly agree that a positive school climate exists</p> <p>19-20 Above 70%</p> <p>Baseline 79%</p>	<p>Goal Met: the school climate rate was 81%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population has some of the lowest attendance rates and highest rates of behavioral issues. To address their needs, the LEA will contract with county probation staff to provide home visitation, counseling and supervision, which will increase the attendance rates and decrease behavioral issues for the unduplicated student population</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$142,775</p> <p>7000-7439: Other Outgo LCFF \$17,990</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$147,396</p> <p>7000-7439: Other Outgo LCFF \$18,601</p>
<p>The unduplicated student population has some of the highest rates of behavioral issues and lowest rates of attendance. To address their needs, the LEA will provide security to improve campus safety and will provide transportation to and from school. This will decrease behavior rates and increase attendance rates for the unduplicated student population</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$336,381</p> <p>7000-7439: Other Outgo LCFF \$42,384</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$320,326</p> <p>7000-7439: Other Outgo LCFF \$40,425</p>
<p>The unduplicated student population has some of the highest rates of behavior issues and lowest attendance rates. To address their needs, the LEA will provide mentoring services to include prevention/intervention, increase attendance, career preparedness,</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$81,600</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$81,600</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>after school programming and transition services. This will reduce the behavior rates and increase the attendance rates for the unduplicated student population</p>	<p>7000-7439: Other Outgo LCFF \$10,282</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part A \$50,000</p> <p>7000-7439: Other Outgo Title I Part A \$6,300</p>	<p>7000-7439: Other Outgo LCFF \$10,282</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part A \$50,000</p> <p>7000-7439: Other Outgo Title I Part A \$6,300</p>
<p>The unduplicated student population has some of the highest rates of social/emotional needs and behavior issues. To address their needs, the LEA will employ school psychologists, nurse and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school program and transition to other educational programs. This will reduce the behavior rates and address social/emotional needs of the unduplicated student population</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$79,774</p> <p>3000-3999: Employee Benefits LCFF \$26,592</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$149,656</p> <p>7000-7439: Other Outgo LCFF \$32,259</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$64,565</p> <p>2000-2999: Classified Personnel Salaries Title I Part D \$73,584</p> <p>3000-3999: Employee Benefits Title I Part D \$46,049</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part D \$11,158</p> <p>7000-7439: Other Outgo Title I Part D \$21,489</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$79,774</p> <p>3000-3999: Employee Benefits LCFF \$26,592</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$149,656</p> <p>7000-7439: Other Outgo LCFF \$32,259</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$64,565</p> <p>2000-2999: Classified Personnel Salaries Title I Part D \$59,792</p> <p>3000-3999: Employee Benefits Title I Part D \$37,804</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part D \$11,158</p> <p>7000-7439: Other Outgo Title I Part D \$21,872</p>
<p>The unduplicated student population has some of the highest rates of social/emotional needs and behavior issues. To address their needs, the LEA will continue positive behavioral systems support implementation, provide staff to implement and provide program support of PBIS, train staff in trauma informed care practices and with coaching</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$27,243</p> <p>2000-2999: Classified Personnel Salaries LCFF \$27,652</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$27,243</p> <p>2000-2999: Classified Personnel Salaries LCFF \$15,159</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
to support implementation; and provide incentives for positive student outcomes. This will reduce the behavior rates and address social/emotional needs of the unduplicated student population	3000-3999: Employee Benefits LCFF \$15,159 4000-4999: Books And Supplies LCFF \$13,525 5000-5999: Services And Other Operating Expenditures LCFF \$70,278 7000-7439: Other Outgo LCFF \$19,386 1000-1999: Certificated Personnel Salaries Title I Part A \$7,780 2000-2999: Classified Personnel Salaries Title I Part A \$14,291 3000-3999: Employee Benefits Title I Part A \$7,357 7000-7439: Other Outgo Title I Part A \$3,708	3000-3999: Employee Benefits LCFF \$15,159 4000-4999: Books And Supplies LCFF \$8,000 5000-5999: Services And Other Operating Expenditures LCFF \$30,000 7000-7439: Other Outgo LCFF \$13,637 1000-1999: Certificated Personnel Salaries Title I Part A \$7,780 2000-2999: Classified Personnel Salaries Title I Part A \$14,291 3000-3999: Employee Benefits Title I Part A \$7,357 7000-7439: Other Outgo Title I Part A \$3,708
The unduplicated student population has some of the lowest attendance rates. To address their needs, the LEA will contract with FCOE Truancy Intervention Program, provide staff to monitor and track student attendance. This will increase the attendance of the unduplicated student population	1000-1999: Certificated Personnel Salaries LCFF \$40,354 2000-2999: Classified Personnel Salaries LCFF \$2,529 3000-3999: Employee Benefits LCFF \$14,295 5000-5999: Services And Other Operating Expenditures LCFF \$5,202 7000-7439: Other Outgo LCFF \$7,860	1000-1999: Certificated Personnel Salaries LCFF \$40,354 2000-2999: Classified Personnel Salaries LCFF \$2,529 3000-3999: Employee Benefits LCFF \$14,295 5000-5999: Services And Other Operating Expenditures LCFF \$5,202 7000-7439: Other Outgo LCFF \$7,860
The unduplicated student population has some of the highest rates of behavior issues and lowest attendance rates, in addition to requiring career guidance. To address their needs, the LEA will continue Career	1000-1999: Certificated Personnel Salaries LCFF \$78,269	1000-1999: Certificated Personnel Salaries LCFF \$78,269

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Technical Education courses; maintain current ROP programming; provide work experience opportunities to all eligible students; provide learning expeditions and guest speakers to explore potential career paths, and collaborate with community agencies to provide opportunities for students to engage in career/tech. This will reduce the behavior rates, increase attendance rates and address the career guidance needs of the unduplicated student population</p>	<p>3000-3999: Employee Benefits LCFF \$22,851</p> <p>4000-4999: Books And Supplies LCFF \$4,183</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$31,836</p> <p>7000-7439: Other Outgo LCFF \$17,280</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$17,188</p> <p>3000-3999: Employee Benefits Title I Part D \$7,274</p> <p>7000-7439: Other Outgo Title I Part D \$3,082</p> <p>1000-1999: Certificated Personnel Salaries ROP Funds \$30,984</p> <p>3000-3999: Employee Benefits ROP Funds \$10,328</p>	<p>3000-3999: Employee Benefits LCFF \$22,851</p> <p>4000-4999: Books And Supplies LCFF \$4,183</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$31,836</p> <p>7000-7439: Other Outgo LCFF \$17,280</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$17,188</p> <p>3000-3999: Employee Benefits Title I Part D \$7,274</p> <p>7000-7439: Other Outgo Title I Part D \$3,082</p> <p>1000-1999: Certificated Personnel Salaries ROP Funds \$30,984</p> <p>3000-3999: Employee Benefits ROP Funds \$10,328</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. Action 1.5 was below budget due to lower spending on PBIS incentives during distance learning. Alternative incentives were provided which were of lower cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Contracts with security, probation and mentoring agencies were completed. PBIS, with alternative incentives, and Trauma-Informed Care implementation occurred and was reviewed at site and district PLCs, in addition to leadership meetings with LEA coaches. School psychologists and Guidance Learning Specialists met remotely and in person with individual students. The welding and horticulture science CTE courses were provided, with adaptations during periods of distance learning.

Challenges: included the necessary adaptations of existing CTE courses during the periods of distance learning, post-transition follow-up, and meeting the developing social, emotional and academic needs of the highly transitory student population, particularly during periods of distance learning.

Overall Effectiveness: These actions were noted as successful by the decrease in suspension rate, increase in attendance and decline in the number of unknown transfers. In addition, students reported satisfaction with the frequency of contact with their teachers, Guidance Learning Specialists, and school psychologists as appropriate. Staff reported that coaching in regards to meeting the emotional needs of students, utilizing online methods, was effective.

Goal 2

All students will increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of 70-day student ELA and Math scores showing an increase</p> <p>19-20 Above 60% ELA Above 60% Math</p> <p>Baseline 60% ELA 62% Math</p>	<p>Goal Met: 60% of 70-day students had increased pre/post ELA testing Goal Not Met: 57% of 70-day students had increased pre/post Math testing</p>
<p>Metric/Indicator Percentage of 70-day students earning a C or better</p> <p>19-20 Above 80% ELA Above 80% Math Above 80% History Above 80% Science Above 80% PE</p>	<p>Goal Met: 92% of 70-day students earned a C or better in ELA, 89% in Math, 90% in History, 87% in Science, and 94% in PE</p>

Expected	Actual
<p>Baseline 89% ELA 82% Math 87% History 83% Science 91% in Physical Education</p>	
<p>Metric/Indicator Percentage of 70-day students earning a minimum of 5.5 credits/month</p> <p>19-20 Above 60%</p> <p>Baseline 66%</p>	<p>Goal Met: 78% of 70-day students earned a minimum of 5.5 credits per month</p>
<p>Metric/Indicator Percentage of students who have access to a broad course of study</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Goal Met: 100% of students had access to a broad course of study</p>
<p>Metric/Indicator Percentage of students who have access to teaching staff that have participated in professional development aligned with California State Standards</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Goal Met: 100% of students had access to teaching staff that participated in professional development aligned with California State Standards</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population has some of the lowest rates of academic growth. To address their needs, the LEA will continue to build extended learning opportunities for students, pay staff supplemental contracts to provide the service, and provide educational learning excursions to enhance and support classroom instruction. This will increase academic growth rates for the unduplicated student population</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$10,200</p> <p>7000-7439: Other Outgo LCFF \$1,285</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$46,818</p> <p>3000-3999: Employee Benefits LCFF \$15,606</p> <p>7000-7439: Other Outgo LCFF \$7,865</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>7000-7439: Other Outgo LCFF \$253</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$46,818</p> <p>3000-3999: Employee Benefits Title I Part D \$15,606</p> <p>7000-7439: Other Outgo Title I Part D \$7,865</p>
<p>The unduplicated student population has some of the lowest rates of academic growth. To address their needs, the LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract 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; and substitute teacher costs. This will increase academic growth rates for the unduplicated student population</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$123,710</p> <p>7000-7439: Other Outgo LCFF \$15,587</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part A \$108,455</p> <p>7000-7439: Other Outgo Title I Part A \$13,665</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$10,299</p> <p>7000-7439: Other Outgo Title II \$1,298</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$20,044</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$123,710</p> <p>7000-7439: Other Outgo LCFF \$15,587</p> <p>5000-5999: Services And Other Operating Expenditures Title I Part A \$37,045</p> <p>7000-7439: Other Outgo Title I Part A \$4,675</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$15,261</p> <p>7000-7439: Other Outgo Title II \$1,925</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$7,420</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Title III \$401	7000-7439: Other Outgo Title III \$148
The unduplicated student population has some of the lowest rates of academic growth. To address their needs, the LEA will continue to provide supplemental educational services i.e. math and reading tutors. This will increase the academic growth rates for the unduplicated student population	5000-5999: Services And Other Operating Expenditures LCFF \$45,900 7000-7439: Other Outgo LCFF \$5,783	5000-5999: Services And Other Operating Expenditures LCFF \$51,163 7000-7439: Other Outgo LCFF \$6,457
The unduplicated student population has some of the lowest rates of academic growth. To address their needs, the LEA will continue to purchase, upgrade, replace technology to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom. This will increase academic growth rates for the unduplicated student population	4000-4999: Books And Supplies LCFF \$122,400 5000-5999: Services And Other Operating Expenditures LCFF \$14,107 7000-7439: Other Outgo LCFF \$17,200 4000-4999: Books And Supplies Title I Part A \$86,700 7000-7439: Other Outgo Title I Part A \$10,924	4000-4999: Books And Supplies LCFF \$50,000 5000-5999: Services And Other Operating Expenditures LCFF \$5,000 7000-7439: Other Outgo LCFF \$6,941 4000-4999: Books And Supplies Title I Part A \$72,221 7000-7439: Other Outgo Title I Part A \$9,164
Purchase data/assessment tracking systems; office/classroom supplies; copy machines and support	5000-5999: Services And Other Operating Expenditures LCFF \$110,203 7000-7439: Other Outgo LCFF \$13,886	5000-5999: Services And Other Operating Expenditures LCFF \$110,000 7000-7439: Other Outgo LCFF \$1,262
The English Learner student population has some of the lowest rates of academic growth. To address their needs, the LEA will provide intervention support for identified intermediate, early advanced, and advanced EL students; and intervention support for strategic learners. This will increase academic growth rates for the unduplicated student population	1000-1999: Certificated Personnel Salaries LCFF \$76,780 3000-3999: Employee Benefits LCFF \$25,558 7000-7439: Other Outgo LCFF \$12,895	1000-1999: Certificated Personnel Salaries LCFF \$76,780 3000-3999: Employee Benefits LCFF \$25,558 7000-7439: Other Outgo LCFF \$12,895
The unduplicated student population has some of the lowest rates of academic growth and requires support in transitioning. To address their	1000-1999: Certificated Personnel Salaries LCFF \$4,481	1000-1999: Certificated Personnel Salaries LCFF \$4,481

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
needs, the LEA will provide staff to monitor achievement; course scheduling; transcript analysis. This will increase rates of academic growth and reduce the dropout rate for the unduplicated student population	2000-2999: Classified Personnel Salaries LCFF \$1,886 3000-3999: Employee Benefits LCFF \$2,123 7000-7439: Other Outgo LCFF \$1,070	2000-2999: Classified Personnel Salaries LCFF \$1,886 3000-3999: Employee Benefits LCFF \$2,123 7000-7439: Other Outgo LCFF \$1,070

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. Actions 2.1 and 2.2 were below budget due to learning excursions being limited during COVID-19, and a reduced need for substitute teachers. Title I, Part A funds were redirected to Goal 4, action 4.3

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: The LEA provided extended learning opportunities for students and paid staff contracts for supplemental services, including during periods of distance learning. EL student progress was tracked and students were supported individually and in small groups. Professional development and coaching included instructional practices, visual and performing arts engagement and the use of instructional technology, including distance learning best practices. The PD provided by the LEA was highly adapted to program needs during COVID-19. Student technology, including internet hotspots and Chromebooks, were purchased and replaced as necessary, and staff were trained in their use. In this way, students had access to a broad course of study and effectively trained teachers.

Challenges: included local pre- and post-testing of the highly mobile student population, particularly during periods of distance learning, and maintaining contact with some students and families who were not available during home visits, emails, calls or mailed communications. In addition, learning excursions were limited due to COVID-19.

Overall Effectiveness: These actions were successful as noted by the increase in the number of students meeting the requirement of earning 5.5 credits per month, earning C or higher in their academic subject areas, and increasing ELA pre/post scores. Even though Math pre/post scores fell short of meeting the goal, the overall percentage of students increasing their scores increased. Teachers stated that professional development of providing engaging instruction during in-person and remote learning was effective. Students reported the same, though they mentioned overall preference for in-person learning.

Goal 3

Increase parent/guardian/community engagement at all school sites including parents of students with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of parents/guardian/stakeholders participating in engagement opportunities and meaningful contacts with LEA staff</p> <p>19-20 80%</p> <p>Baseline 80%</p>	<p>Goal Met: 87% of parents/guardians/stakeholders participated in engagement opportunities and meaningful contacts</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide school communications to parents of regular and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs	<p>2000-2999: Classified Personnel Salaries LCFF \$65,026</p> <p>3000-3999: Employee Benefits LCFF \$21,675</p> <p>7000-7439: Other Outgo LCFF \$10,924</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$65,026</p> <p>3000-3999: Employee Benefits LCFF \$21,675</p> <p>7000-7439: Other Outgo LCFF \$10,924</p>
The unduplicated student population has some of the lowest rates of parent/advocate involvement. To address their needs, the LEA will provide parenting classes, SSC/ELAC meetings and other regularly scheduled parent-school engagement meetings; PTA outreach. This will	<p>5000-5999: Services And Other Operating Expenditures LCFF \$5,100</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$5,100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
increase the parent/advocate involvement rate for the unduplicated student population	7000-7439: Other Outgo LCFF \$643 5000-5999: Services And Other Operating Expenditures Title I Part A \$20,400 7000-7439: Other Outgo Title I Part A \$2,570	7000-7439: Other Outgo LCFF \$643 5000-5999: Services And Other Operating Expenditures Title I Part A \$20,400 7000-7439: Other Outgo Title I Part A \$2,570
The unduplicated student population has some of the lowest rates of parent/advocate involvement. To address their needs, the LEA will provide bilingual services for parents; materials and supplies for all parent/advocate members of ELAC/DELAC councils. This will increase the parent/advocate involvement rate for the unduplicated student population	1000-1999: Certificated Personnel Salaries LCFF \$17,194 2000-2999: Classified Personnel Salaries LCFF \$4,971 3000-3999: Employee Benefits LCFF \$7,390 4000-4999: Books And Supplies LCFF \$3,254 5000-5999: Services And Other Operating Expenditures LCFF \$4,134	1000-1999: Certificated Personnel Salaries LCFF \$17,194 2000-2999: Classified Personnel Salaries LCFF \$4,971 3000-3999: Employee Benefits LCFF \$7,390 4000-4999: Books And Supplies LCFF \$3,254 5000-5999: Services And Other Operating Expenditures LCFF \$4,134

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Parent involvement at the Alice M. Worsley School was encouraged by scheduling SSC/ELAC meetings during parent visitation nights, which continued during periods of distance learning. Bilingual staff were provided; automated and staff phone calls, in addition to mailed communications, were made in Spanish and English; and contracts were made with Parent Services for parenting classes. School graduation and other events were communicated to parents in English and Spanish, via mailed letters and phone

calls. Meaningful parent engagement also included IEP, 504, academic and behavioral progress meetings and communication, conducted online during periods of distanced learning.

Challenges: Parent attendance at PTA, SSC, ELAC and DELAC meetings was limited due to the nature of the Alice M. Worsley's presence within the Juvenile Justice Campus, and VHEA's location outside of areas of residence for most students and families of Fresno County. These were exacerbated during periods of distance learning, although internet hotspots and Chromebooks were provided to families and students. Although Parent Services staff attended weekly orientation meetings at VHEA to publicize parent classes, and maintained communication during distance learning, no participants enrolled. The contract with Parent Services was maintained, and the department provided support and ideas for general parent engagement during COVID-19.

Overall Effectiveness: These methods were successful, as noted by the overall increase in parent/family/stakeholder contact, which was maintained during periods of distance learning, chiefly through orientation, IEP, 504 and other progress meetings conducted over the phone, via Zoom, Teams and Google Classroom. Stakeholders, including parents, noted appreciation for school efforts at maintaining communication during COVID-19, and teachers reported that parents and stakeholders participated in meetings.

Goal 4

Retain/hire credentialed teachers for all core subjects, maintain school facilities in good repair, purchase state/locally approved curriculum for all courses; continue to update the instructional/and or classroom learning environment to support critical thinking and problem solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of students with access to appropriately credentialed teachers with no vacancies and/or misassignment</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Goal Met: 100% of students had access to appropriately credentialed teachers with no vacancies or misassignment</p>
<p>Metric/Indicator Percentage of students with access to well-maintained school facilities in good repair</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Goal Met: 100% of students had access to well-maintained school facilities in good repair</p>
<p>Metric/Indicator Percentage of students with access to standards-aligned curriculum and supplemental materials as appropriate</p>	<p>Goal Met: 100% of students had access to well-maintained school facilities in good repair</p>

Expected	Actual
<p>19-20 100%</p> <p>Baseline 100%</p>	
<p>Metric/Indicator Percentage of students with access to updated and replaced classroom/ collaboration learning environment furniture/ materials as appropriate</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Goal Met: 100% of students had access to updated and replaced classroom/collaboration learning environment furniture/materials</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards. purchase on-line courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery</p>	<p>4000-4999: Books And Supplies Resource 060000 Instructional Materials \$147,508</p> <p>7000-7439: Other Outgo Resource 060000 Instructional Materials \$18,586</p>	<p>4000-4999: Books And Supplies Resource 060000 Instructional Materials \$95,188</p> <p>7000-7439: Other Outgo Resource 060000 Instructional Materials \$12,013</p>
<p>Retain/hire appropriately credentialed teachers for all core courses as positions become available; hire special education teachers to support SPED students; maintain clerical support for school operations; substitute teacher costs; administration costs; breakfast/lunch program</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,371,352</p> <p>2000-2999: Classified Personnel Salaries LCFF \$364,079</p> <p>3000-3999: Employee Benefits LCFF \$990,899</p> <p>4000-4999: Books And Supplies LCFF \$215,644</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,371,352</p> <p>2000-2999: Classified Personnel Salaries LCFF \$364,079</p> <p>3000-3999: Employee Benefits LCFF \$990,899</p> <p>4000-4999: Books And Supplies LCFF \$152,320</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF \$138,121 7000-7439: Other Outgo LCFF \$514,092 1000-1999: Certificated Personnel Salaries SPED Funds \$356,354 3000-3999: Employee Benefits SPED Funds \$26,198 7000-7439: Other Outgo SPED Funds \$48,202	5000-5999: Services And Other Operating Expenditures LCFF \$27,588 7000-7439: Other Outgo LCFF \$480,347 1000-1999: Certificated Personnel Salaries SPED Funds \$356,354 3000-3999: Employee Benefits SPED Funds \$26,198 7000-7439: Other Outgo SPED Funds \$48,202
<p>The unduplicated student population has some of the lowest academic growth rates. To address their needs, the LEA will retain/hire appropriately credentialed teachers for all elective courses as positions become available; paraeducator costs; summer school costs. This will increase academic growth rates for the unduplicated student population</p>	1000-1999: Certificated Personnel Salaries LCFF \$194,679 2000-2999: Classified Personnel Salaries LCFF \$45,665 3000-3999: Employee Benefits LCFF \$80,115 4000-4999: Books And Supplies LCFF \$19,457 5000-5999: Services And Other Operating Expenditures LCFF \$65,081 7000-7439: Other Outgo LCFF \$51,030 1000-1999: Certificated Personnel Salaries Title I Part A \$51,755 2000-2999: Classified Personnel Salaries Title I Part A \$103,280	1000-1999: Certificated Personnel Salaries LCFF \$194,679 2000-2999: Classified Personnel Salaries LCFF \$45,665 3000-3999: Employee Benefits LCFF \$80,115 4000-4999: Books And Supplies LCFF \$19,457 5000-5999: Services And Other Operating Expenditures LCFF \$37,493 7000-7439: Other Outgo LCFF \$47,629 1000-1999: Certificated Personnel Salaries Title I Part A \$74,873 2000-2999: Classified Personnel Salaries Title I Part A \$113,447

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title I Part A \$71,452 5000-5999: Services And Other Operating Expenditures Title I Part A \$40,895	3000-3999: Employee Benefits Title I Part A \$110,952 5000-5999: Services And Other Operating Expenditures Title I Part A \$0
Maintain facilities in good repair; retain maintenance personnel; update the instructional/and or classroom learning environment to support critical thinking and problem solving, communication, collaboration, and creativity and innovation, including digital literacy for teachers and students	2000-2999: Classified Personnel Salaries LCFF \$48,707 3000-3999: Employee Benefits LCFF \$16,236 4000-4999: Books And Supplies LCFF \$31,212 5000-5999: Services And Other Operating Expenditures LCFF \$120,330 7000-7439: Other Outgo LCFF \$27,277	2000-2999: Classified Personnel Salaries LCFF \$48,707 3000-3999: Employee Benefits LCFF \$16,236 4000-4999: Books And Supplies LCFF \$31,212 5000-5999: Services And Other Operating Expenditures LCFF \$120,330 7000-7439: Other Outgo LCFF \$27,277

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. Action 4.3 was below budget due to reduced meal costs during COVID-19; as noted in the Learning Continuity Plan, students and families were eligible for and informed of meals provided by their districts of residency throughout Fresno County.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Staff were retained and hired as necessary. The curriculum selection process took place and curricula was adopted as appropriate, and adapted due to changes in in-person and remote learning. Facilities and classroom learning environments were maintained and updated for CDE guidelines on distance during COVID-19. The LEA continued to use Cyber High and added the use of Google Classroom, Zoom and Teams for remote instruction and individualized learning.

Challenges: COVID-19 brought about changing instructional and staffing needs for the highly mobile and declining student population, particularly during periods of distance learning. Teachers on Special Assignment, Guidance Learning Specialists and School

Psychologists worked with classroom teachers and administration to facilitate the use of technology and instruction during in-person and distance learning.

Overall Effectiveness: All metrics were met; 100% of students had access to qualified teachers, curriculum and appropriate learning environments, as noted by student, staff and stakeholder feedback, curriculum updated, and facility updates.

Goal 5

Maintain countywide collaborative process for developing/revising a plan to address educational services for expelled youth; provide equal educational opportunities and programming for all expelled youth enrolled in community school; coordinate with districts a seamless process for referral back to district of residence once expulsion requirements are met

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of successfully transitioned expelled youth</p> <p>19-20 Above 90%</p> <p>Baseline 92%</p>	<p>Goal Met: 93% of expelled youth successfully met their terms of expulsion</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population has some of the lowest transition rates. To address their needs, the LEA will retain personnel to oversee/monitor/facilitate services to expelled youth. This will increase the transition rates for the unduplicated student population</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$166,959</p> <p>3000-3999: Employee Benefits LCFF \$55,652</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$10,481</p> <p>7000-7439: Other Outgo LCFF \$29,270</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$166,959</p> <p>3000-3999: Employee Benefits LCFF \$55,652</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$10,481</p> <p>7000-7439: Other Outgo LCFF \$29,270</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title I Part A \$10,690 7000-7439: Other Outgo Title I Part A \$1,347	5000-5999: Services And Other Operating Expenditures Title I Part A \$10,690 7000-7439: Other Outgo Title I Part A \$1,347

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: All appropriate personnel provided services to expelled youth. Implementation included communication and ongoing collaboration with students, staff, collaborative agencies, families and the referring school districts of Fresno County, chiefly utilizing Zoom and Teams platforms to comply with CDC COVID-19 guidelines. The LEA, in collaboration with the school districts of Fresno County, continued to review the countywide plan for expelled youth. These were successful, as noted by the percentage of students meeting the requirements for their terms of expulsion from their mainstream districts.

Challenges: Meeting the individual transition needs of the highly mobile and declining expelled student population, particularly during periods of distance learning. The LEA provided WiFi hotspots and chromebooks for all families in need, and utilized phone calls, mailed documents, emails and internet meetings, in addition to home visitations for students and parents who did not respond to contact. Such efforts were important, albeit time-consuming due to families living across the county.

Overall Effectiveness: The Goal was effective, as noted by the percentage of students meeting their terms of expulsion. Stakeholders reported that LEA staff remained in close contact and parents and students stated that school staff worked with them to facilitate their academic, emotional and social goals to support their transition to districts of residence.

Goal 6

Minimize the effects of school placement changes on academic progress through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of Foster Youth who graduate or complete a High School program</p> <p>19-20 2018-19: 48.4%</p> <p>Baseline 2015-16: 54.6%</p>	<p>Goal Met: 55.9% of Fresno County Foster Youth graduated or completed a High School program</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Coordinate services with FCSS Foster Youth Services Coordinating Program; provide transition support among agencies and schools; sustain staff to assist in the development of education plans for Foster Youth</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$3,823</p> <p>3000-3999: Employee Benefits LCFF \$1,274</p> <p>7000-7439: Other Outgo LCFF \$642</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$7,422</p> <p>3000-3999: Employee Benefits Title I Part D \$2,474</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$3,825</p> <p>3000-3999: Employee Benefits LCFF \$1,274</p> <p>7000-7439: Other Outgo LCFF \$642</p> <p>1000-1999: Certificated Personnel Salaries Title I Part D \$7,422</p> <p>3000-3999: Employee Benefits Title I Part D \$2,474</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>7000-7439: Other Outgo Title I Part D \$1,247</p> <p>1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$71,803</p> <p>2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$170,899</p> <p>3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$136,961</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$47,913</p>	<p>7000-7439: Other Outgo Title I Part D \$1,247</p> <p>1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$96,676</p> <p>2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$143,293</p> <p>3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$139,182</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$47,094</p>
<p>Foster Youth attorneys and court personnel will be trained on the effects of school changes on academic progress for foster youth students</p>	<p>5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$917</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$116</p>	<p>5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$1,058</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$134</p>
<p>Train LEA personnel in Fresno County on the effects of school changes on academic progress for foster youth students</p>	<p>1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$14,431</p> <p>3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$5,051</p>	<p>1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$17,378</p> <p>2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$19,106</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$2,458	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$21,160 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$7,275
Offer supplemental academic enrichment activities, including the Environmental Summer Writer’s Camp and Space Camp events during the summer for Foster Youth students. These address creativity, critical thinking, communication and collaboration to develop knowledge of science and engineering concepts	1000-1999: Certificated Personnel Salaries Title I Part A \$4,651 2000-2999: Classified Personnel Salaries Title I Part A \$7,439 3000-3999: Employee Benefits Title I Part A \$3,464 5000-5999: Services And Other Operating Expenditures Title I Part A \$32,361 7000-7439: Other Outgo Title I Part A \$6,037 2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$4,380 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$1,533 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$747	1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$5,612 2000-2999: Classified Personnel Salaries Title I Part A \$9,465 3000-3999: Employee Benefits Title I Part A \$6,403 5000-5999: Services And Other Operating Expenditures Title I Part A \$27,338 7000-7439: Other Outgo Title I Part A \$4,256 2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$11,276 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$4,857 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$8,197

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: All of the actions listed above were completed as part of the state-level requirements of the Foster Youth Services Coordinating Program. Services were coordinated with FCSS Foster Youth Services Coordinating Program; transition support services were provided; staff developed education plans for Foster Youth. Foster Youth attorneys, court personnel, and LEA personnel were trained on the effects of school changes on academic progress for foster youth students.

Challenges: The summer enrichment activities were curtailed due to COVID-19, and trainings were adjusted to take place using Zoom or Teams.

Overall Effectiveness: The goal was effective in meeting the needs of Foster Youth. 20 foster youth students, prior to COVID-19, participated in distanced enrichment activities. In addition, transition support was offered to foster youth, and Fresno County agencies received appropriate training, as noted by feedback from stakeholders, foster youth and their families.

Goal 7

Develop and maintain a comprehensive foster youth education data base. Provide educational liaisons access to data base to ensure the delivery and coordination of necessary educational services

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of Foster Youth who graduate or complete a High School program</p> <p>19-20 2018-19: 48.4%</p> <p>Baseline 2015-16: 54.6%</p>	<p>Goal Met: 55.9% of Fresno County Foster Youth graduated or completed a High School program</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue development of software for student information system	<p>5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$13,260</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$1,674</p>	<p>5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$16,385</p> <p>7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$2,068</p>
Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$32,143	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$27,623

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$13,441 5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$3,902 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$7,036	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$14,925 5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$3,902 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$5,862
Foster Youth staff using the data base system will support the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$14,052 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$7,903 5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$3,902 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$3,258	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$11,839 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$6,397 5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant \$3,902 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$2,794
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	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$113,933 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$68,050	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant \$28,659 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$16,622

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$22,930	7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$5,714
Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools	1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$19,115 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$4,779 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$2,679	1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant \$15,854 3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant \$5,239 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant \$2,662

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. Actions 7.2 and 7.3 were above budget due to the addition of a full-time staff member responsible for those duties. Action 7.3 was below budget due to reassigning more staff time to action 6.1 and a departure of staff members.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: All of the actions listed above were completed as part of the state-level requirements of the Foster Youth Services Coordinating Program. Foster Youth staff collected Foster Youth students' educational data from Fresno County LEAs, and utilized the data base system to support communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of student education records. Foster Youth staff supported county LEAs in developing education plans for Foster Youth students to maintain or increase the graduation rate. Juvenile Probation education liaisons and Foster Youth staff developed education plans and facilitated school transition for Fresno County Court and Community Schools.

Challenges: Software development was delayed due to difficulties obtaining qualified software engineers in the county. Work with foster youth and liaisons was adjusted in order to facilitate their taking place remotely during COVID-19.

Overall Effectiveness: The goal was effective in meeting the needs of Foster Youth through the graduation rate increasing to 55.9% in Fresno County, and work taking place between districts and agencies, as noted by stakeholder feedback.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The LEA will purchase and utilize all personal protective equipment and other classroom materials in order to create a safe space for in-person instruction during COVID-19, in addition to maintaining facilities in good repair.	\$243,762	\$283,762	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures other than an increase in funding for learning environments during periods of in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The LEA created a four tier system in order to allow for varying levels of in-person and distance learning, depending on the status of Fresno County's COVID-19 rates. Stages 3 and 4 concerned in-person learning, and are described in detail within the FCSS Learning Continuity and Attendance Plan. Although each site had differences in their stages, as appropriate based on their specific needs, similarities included a combination of in-person and online instruction in stage 3, with social distancing and other guidelines in place. Stage 4, at all sites, included a return to full in-person instruction with continued guidelines in place.

Successes: To facilitate stages 3 and 4, the LEA purchased and utilized all personal protective equipment and other classroom materials in order to create a safe space for in-person instruction during COVID-19, in addition to maintaining facilities, with PPE equipment, in good repair. Staff development continued to take place, adapted to meet the initiation of in-person instruction as appropriate.

Feedback from staff, stakeholders, students and parents, in addition to attendance and engagement data, indicated the success of stage 3, in regards to student participation.

Challenges: After Fresno County's COVID-19 level allowed for in-person instruction during fall, 2020, the LEA was able to offer level 3, blending in-person and online instruction. Staffing and planning arrangements were often complex, in addition to disruption of student and family expectations, when the LEA was forced to return to stages 1 and 2 due to Fresno County's COVID-19 level increasing, with the result that in-person instruction was put on hold. Feedback from staff, stakeholders, parents and students indicated that the school sites managed smooth transitions, but that in-person instruction was preferred. In addition, teachers noted the additional lesson planning necessary during the hybrid model. Stage 3 also included frequent and thorough cleaning and disinfecting, which required additional staff and supply flexibility.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The unduplicated student population has some of the lowest rates of academic growth, and is vulnerable during the COVID-19 crisis. To address their needs, the LEA will continue to purchase, upgrade, replace technology to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$251,331	\$291,331	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures other than increased spending in the areas of instructional technology to support engagement, instruction and mitigation of student learning loss.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As noted prior, the LEA developed a four tier system in order to allow for varying levels of in-person and distance learning, depending on the status of Fresno County and COVID-19. The distance learning program took place during stages 1 and 2, which are described, at length, in the FCSS Learning Continuity and Attendance Plan. Although each site's tiers contained some differences due to specific areas of need, stages 1 and 2 focused on distance learning, including student portfolios and full online instruction.

Successes:

Continuity of Instruction: At the beginning of the COVID-19 lockdowns, the LEA immediately began providing stage 1 instruction with individual student portfolios while preparing for stage 2's online learning.

Access to Devices and Connectivity: The LEA continued to purchase, upgrade, replace technology to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom.

Pupil Participation and Progress: Teachers expected daily student participation, and their attendance and participation was monitored daily. Instruction included online lessons using Microsoft Teams, Zoom and Google Classroom, daily assignments, and individual and small group meetings, equivalent to 240 instructional minutes daily. For students with absences, the district utilized a tiered system of phone calls, emails, remote meetings, home visits and written communication in order to mitigate learning loss. Regular communication from each school continued for students and families, in order to promote continued collaboration between schools and home during the COVID-19 crisis, and so parents were informed with updated lists of community resources available to them and their child.

Distance Learning Professional Development: The LEA Curriculum and Instruction, Visual and Performing Arts, and Instructional Technology Services departments provided professional development appropriate to the shift between in-person and online instruction. In addition, the LEA provided staff development in the areas of social/emotional support for students and staff.

Staff Roles and Responsibilities: Instructional and support staff monitored enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services, attendance and engagement. Teachers worked remotely and in office spaces, with support provided by the site GLS, TSAs and administration.

Support for Pupils with Unique Needs: The LEA implemented each student's IEP despite needing different means or methodologies to implement it during distance learning. In addition to specialized academic instruction, students received instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers provided services as outlined in IEP through the distance learning model, with the alternative curriculum outlined in the students' IEP. English Learners received individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition, with progress closely monitored and analyzed on a weekly basis by teachers and administrators in order to guide their individualized and small group instruction.

These actions supported academic growth rates for the unduplicated student population during the COVID-19 crisis, as noted by the increase of students earning 5.5 credits per month. In addition, feedback from students, stakeholders and staff noted the effectiveness of staff development in support of engaging online instruction.

Challenges:

Continuity of Instruction: The initial rollout of individual student portfolios, during stage 1, was complex.

Access to Devices and Connectivity: Some students and parents remaining unavailable to contact by mail, phone or home visitation, resulting in failure to deliver Chromebooks and mobile WiFi devices. The LEA continued to reach out to these students and families on a daily basis.

Pupil Participation and Progress: Similar challenges existed in student participation and progress with a few students with low attendance rates. The LEA continued to reach out to these students and families on a daily basis.

Distance Learning Professional Development: LEA professional development planning was fluid and complex during the shift between in-person and online learning.

Staff Roles and Responsibilities: Significant professional development and other training was necessary, not only for classroom teachers utilizing online methods of instruction, but on GLS, TSA and administrative staff supporting them. Teacher roles changed during the shifts from stage 2 to stage 3, and back to stage 2 during Fresno County's increase in COVID-19 infection rates.

Support for Pupils with Unique Needs: Total IEP and instructional minutes per day were often reduced due to the reduced required instructional minutes as described in SB98, and the nature of distance learning and the challenges caused by reaching out to multiple students individually and in small groups.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The unduplicated student population has some of the lowest rates of academic growth, and is particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will fund mobile tech support to repair Internet Hotspot and computer devices. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$15,215	\$15,209	Yes
The unduplicated student population has some of the lowest rates of academic growth, and is particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will purchase wireless hotspots to allow access to the curriculum during distance learning. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$2,520	1,800	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: LEA Guidance Learning Specialists, Teachers on Special Assignment and Administration continued to collaborate weekly with classroom teachers in order to evaluate all subjects, including English Language Arts and Mathematics data and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers continued to utilize the core curriculum and worked with their students using online instruction and individualized portfolios, with attention paid to those students falling behind, not attending learning sessions, or not completing work. FCSS coaches supported teachers with strategies to increase student engagement and pupil learning loss mitigation. Assessments were completed using weekly projects, CyberHigh and Illuminate. For students demonstrating learning loss, contact was made with students and parents via Zoom, Microsoft Teams, and Google

Classroom, with additional support through 1/1 meetings. Teachers, TSAs and site GLSs reported that the small student population enabled staff to more quickly identify and provide support to students in danger of experiencing learning loss.

English Language Development continued with teachers using SDAIE strategies, and with bilingual instructors and paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches provided teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Teachers on Special Assignment and administration met with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits. Students and parents noted that school staff were supportive and in frequent contact, particularly during periods of low attendance or work completion.

Challenges: Localized Pre/Post testing in the areas of ELA and Math, every two months, proved challenging due to the high student turnover rate, and the reassignment of WiFi hotspots, Chromebooks and other distance learning materials and technology. In addition, staff reported the importance and challenge of quickly identifying new students, arriving on a daily basis, with prior learning loss, and meeting their individual needs prior to their departure from the program, in days, weeks or months.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes: The LEA employed school psychologists, nurse and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school program and transition to other educational programs. This supported the social/emotional well-being of students, resulting in increased engagement in class and positive interpersonal skills, in addition to an increase in school attendance, as noted by site data and feedback from students, teachers, TSAs and GLSs.

School psychologists, Fresno County Mental Health and All 4 Youth provided tele-health and counseling support, in addition to support from Fresno County Probation, Wellpath, Mental Health Systems Inc, Boys and Girls Club, Focus Forward, Sierra Education and Research Institute, a Clinical School Social Worker from Fresno Unified School District and others. During distance learning, students had access to a Chromebook and internet hotspot, provided by the district. They also had access to counseling services remotely (teleconference/Zoom) with district provided mentors, school psychologists, and school counselors (GLS). Referrals for services (nutrition, housing, medical, etc.) were made by the foster/homeless liaison. Transportation (FAX bus fare) was provided when students reported to the school site, and academic advising was provided by the school counselor (GLS) via tele-conference or Zoom, and in-person as appropriate. CenCal Mentors provided additional support by remote meetings, by phone, and in-person as able. Students and families reported the maintenance of services, even during periods of distance learning and remote support.

Each site's PBIS team, including school psychologists, met weekly to address the needs of students and identify those potentially in need of a higher level of care and support. Administration met weekly with staff to discuss students' emotional health, and to check on individual teachers, office and administration's well-being, as noted during discussions with staff, administration and school psychologists.

FCSS' Curriculum and Instruction department provided staff development in regards to addressing student and staff social/emotional health. The Human Resources department and administration communicated with staff in regards to self-care and social/emotional health resources. This included suicide prevention, trauma-informed practices, mental health aid, and more. Trainings were offered online as appropriate. The district continued to work with community-based resources to identify and provide information about services to students, families and staff. Students and parent feedback noted the frequent communication in these areas from the LEA.

Challenges: The high turnover rate of the student population lent complexity and urgency to the need for identification of students with social and emotional needs, prior to their departure in days, weeks or months. Some families with additional need of support were not always available for phone call, email, internet-based, or home visitations, though the LEA continued to maintain daily efforts of communication. In addition, student feedback included the preference for in-person support, during periods of distance learning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: The LEA successfully utilized tiered re-engagement strategies to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning when there existed a series of absences and/or disengagement. The strategies included each site's PBIS teams providing positive recognition/rewards for students, parents and/or custodial agencies, for good attendance and engagement. Classroom teachers, paraprofessionals, Teachers on Special Assignment and administration made daily contact with students and families when attendance issues became evident, with increasing supports as necessary. These included schedule changes, technical support, increased individual instruction, and reference to appropriate emotional/social support staff and collaborative agencies. School psychologists, TSAs and GLs reported successful support being provided by school teams and collaborative agencies, and maintenance of such during distance learning.

In addition, teachers provided online and in-person instruction, as appropriate, to all students, on a daily basis, with lessons and activities designed to increase student participation and engagement. In addition, students met weekly with their teachers to check on progress and participation. Site administration provided additional support, and school psychologists, guidance learning specialists, and teachers on special assignment with also aid students and families via phone calls for students needing additional re-engagement in school. School sites sent correspondence to parents and families, in their home languages, with information about community resources, school programming, and information about their student's progress.

Challenges: As mentioned prior, the geographic spread of families in Fresno County, high student turnover rate, lent complexity for staff to facilitate engagement and outreach. Small numbers of students and families were often not reached via phone calls, emails, online meetings and home visitations, though the LEA maintained daily attempts to resume engagement. PBIS incentives, during distance-learning, were less effective, though school staff worked with the LEA to identify alternative incentives during COVID-19.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes: As a COE, the LEA's role in ensuring their students' access to nutrition differs from mainstream districts. The Alice M. Worsley school at the Juvenile Justice Campus collaborated with Fresno County Probation, the students' custodial agency, which provides meals for all students at the campus. DNA Court School worked with DN Associates, the students' custodial agency, which provides meals for all students at their group home facilities. Violet Heintz Education Academy informed parents by mail, in their home languages, of meal distribution locations in their communities and school districts of residence, and provided breakfast and lunch to students attending in-person instruction as appropriate. Students and families reported receiving communication from the LEA's sites in regards to their local resources, with updates as appropriate.

Challenges: As districts and other community agencies updated their resources, staff maintained contact with them and communicated the latest information with students and families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The unduplicated student population has some of the lowest attendance rates, and is vulnerable during the COVID-19 crisis. To address their needs, the LEA will provide mentoring services to include prevention/intervention, increase attendance, career preparedness, after school programming and transition services. This will support the social/emotional well-being of students, resulting in creased engagement in class and positive interpersonal skills, in addition to an increase in school attendance for the unduplicated student population during the COVID-19 crisis.	\$147,572	\$81,600	Yes
Mental Health and Social and Emotional Well-Being	The unduplicated student population has some of the highest rates of social/emotional needs and concerns, and these may be exacerbated during the COVID-19 crisis. To address their needs, the LEA will employ school psychologists, nurse and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school program and transition to other educational programs. This will support the social/emotional well-being of students, resulting in creased engagement in class and positive interpersonal skills, in addition to an increase in school attendance for the unduplicated student population during the COVID-19 crisis.	\$496,018	\$496,018	Yes
N/A	The unduplicated student population has some of the highest rates of social/emotional needs, particularly during the COVID-19 crisis. To address their needs, the LEA will continue positive	\$228,583	\$168,583	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	behavioral systems support implementation, provide staff to implement and provide program support of PBIS, train staff in trauma informed care practices and with coaching to support implementation; and provide incentives for positive student outcomes. This will address the social/emotional needs of the unduplicated student population during the COVID-19 crisis.			
N/A	The unduplicated student population has some of the lowest rates of academic growth, and they are particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract 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; and substitute teacher costs. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$320,000	\$320,000	Yes
N/A	The English Learner student population has some of the lowest rates of academic growth, and may be vulnerable during the COVID-19 crisis. To address their needs, the LEA will provide intervention support for identified intermediate, early advanced, and advanced EL students; and intervention support for strategic learners. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$115,233	115,233	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	The LEA will provide school communications to parents of regular and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs during the COVID-19 crisis.	\$97,625	\$97,625	No
N/A	The unduplicated student population has some of the lowest rates of parent/advocate involvement, which may be exacerbated during the COVID-19 crisis. To address their needs, the LEA will provide online parenting classes, SSC/ELAC meetings and other regularly scheduled parent-school engagement meetings; PTA outreach. This will increase the parent/advocate involvement rate for the unduplicated student population during the COVID-19 crisis.	\$28,713	\$28,713	Yes
Stakeholder Engagement	The unduplicated student population has some of the lowest rates of parent/advocate involvement, which may be exacerbated during the COVID-19 crisis. To address their needs, the LEA will provide bilingual services for parents; materials and supplies for all parent/advocate members of ELAC/DELAC councils. This will increase the parent/advocate involvement rate for the unduplicated student population during the COVID-19 crisis.	\$36,943	\$36,943	Yes
N/A	The LEA will order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards, in addition to their online resources for remote teaching. The LEA will also purchase on-line courses to support the core program and offer a selection of A-G	\$166,094	\$166,094	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	course opportunities, advanced placement, and credit recovery during the COVID-19 crisis.			
N/A	The LEA will retain/hire appropriately credentialed teachers for all core courses as positions become available, for in-person and distance learning; hire special education teachers to support students with unique needs; maintain clerical support for school operations; substitute teacher costs; administration costs; breakfast/lunch program during the COVID-19 crisis.	\$4,594,187	\$4,594,187	No
N/A	The unduplicated student population has some of the lowest academic growth rates, and they are uniquely vulnerable during the COVID-19 crisis. To address their needs, the LEA will retain/hire appropriately credentialed teachers for all elective courses as positions become available, for remote and in-person teaching; paraeducator costs; summer school costs. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$1,295,642	\$1,382,642	Yes
N/A	The LEA will continue to coordinate services with FCSS Foster Youth Services Coordinating Program; provide transition support among agencies and schools; sustain staff to assist in the development of education plans for Foster Youth and students experiencing homelessness during the COVID-19 crisis.	\$444,458	\$444,458	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Mentoring services were below budget due to reduced need to services during a significant decline in the student population. Funding was utilized for instructional technology and classroom learning environments during in-person instruction. PBIS Support was below budget due to the lower cost of alternate incentives. All other areas were funded due to additional grants during COVID-19.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The LEA learned that professional development was integral to the success of distance learning programs in 2020-21. PD in the areas of online resources; utilization of distance learning tools, including Google Classroom, Zoom and Teams; and remote instructional strategies for student engagement will be included in the 2021-24 LCAP.

In addition, the LEA placed great importance on meeting the emotional needs of students and staff during the COVID-19 crisis and beyond. The 2021-24 LCAP will include school psychologists, mentoring services, and collaboration with agencies, including Fresno County Mental Health, that provide additional services.

The LEA will continue to provide a broad spectrum of outreach to students, parents and families in the 2021-24 LCAP. This will include mailings in home languages, bilingual translations during meetings, home visitations, and WiFi hotspots and Chromebooks when needed.

During periods of in-person instruction, the LEA will continue to supply PPE and appropriate social distancing and cleaning guidelines in the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In the 2021-24 LCAP, on a weekly and monthly basis, FCSS staff will analyze data from teacher gradebooks and student progress reports, in addition to data from Illuminate, and attendance and engagement information from AERIES. This data will be utilized to identify students experiencing learning loss and track progress over time. It will also be used to guide instruction for individual students, small groups and whole class learning sessions. C&I coaches will continue to work with teachers and administration to aid in analyzing data and making appropriate changes to the instructional program.

The Guidance Learning Specialists, Teachers on Special Assignment and Administration will collaborate weekly with classroom teachers in order to evaluate all subjects, including English Language Arts and Mathematics data and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers will continue to utilize the core curriculum and work with their students using online instruction and individualized portfolios, with attention paid to those students falling behind, not attending learning sessions, or not completing work. FCSS coaches will support teachers with strategies to increase student engagement and pupil learning loss mitigation. Assessments will be completed using weekly projects, CyberHigh and Illuminate. For students demonstrating learning loss, contact will be made with students and parents via Zoom, Microsoft Teams, and Google Classroom, with additional support through 1/1 meetings, and in person, as appropriate.

English Language Development will continue with teachers using SDAIE strategies, and with bilingual instructors and paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches will provide teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Teachers on Special Assignment and administration will continue to meet with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

All FCSS school staff will continue to monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans will be maintained and evaluated through weekly portfolio assignments, online instruction and individual meetings utilizing Microsoft Teams, Zoom and Google Classroom. This will include curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings will continue to be held remotely, and in person as appropriate, in order to discuss planning and implementation of current and new plans for students. In addition, RSP teachers will, remotely and in person as appropriate, attend whole-class, small group and individual instructional sessions to provide aid for students with unique needs.

Foster students, and students experiencing homelessness, will continue to be identified upon initial enrollment through the Student Data Sheet which requests information regarding housing status from parents. This information will be reviewed by the Foster/Homeless liaison. As appropriate, the liaison will follow up with the parent/guardian for additional information including the Housing Survey Form.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The overall analysis and reflection of student outcomes in the LCAP and LCP informed the development of the 2021-24 LCAP in the following significant ways:

As noted by feedback from students and parents, the LEA recognized that professional development was integral to the success of distance learning programs in 2020-21. PD in the areas of identifying and addressing learning loss, online resources and distance learning tools, and remote instructional strategies for increasing student engagement will be included in the 2021-24 LCAP. In addition, PD will be flexible in order to accommodate evolving health protocols.

In addition, student and mental health staff reported the great importance of meeting the emotional needs of students and staff during the COVID-19 crisis and beyond, and participation data demonstrated the high involvement rate in treatment programs. The 2021-24 LCAP will include school psychologists, mentoring services, and collaboration with agencies, including Fresno County Mental Health, that provide additional services.

The LEA will continue to provide a broad spectrum of outreach to students, parents and families in the 2021-24 LCAP. This will include mailings in home languages, bilingual translations during meetings, home visitations, and WiFi hotspots and Chromebooks when needed.

In addition to regular maintenance and facility updates, during periods of in-person instruction the LEA will continue to supply PPE and appropriate social distancing and cleaning guidelines in the 2021-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,075,847.00	9,396,948.00
Foster Youth Services Coordinating Program Grant	789,266.00	692,745.00
LCFF	7,695,326.00	7,201,733.00
Resource 060000 Instructional Materials	166,094.00	107,201.00
ROP Funds	41,312.00	41,312.00
SPED Funds	430,754.00	430,754.00
Title I Part A	665,521.00	594,282.00
Title I Part D	255,532.00	304,167.00
Title II	11,597.00	17,186.00
Title III	20,445.00	7,568.00
	20,445.00	7,568.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,075,847.00	9,396,948.00
1000-1999: Certificated Personnel Salaries	3,753,774.00	3,802,414.00
2000-2999: Classified Personnel Salaries	1,094,516.00	986,813.00
3000-3999: Employee Benefits	1,707,739.00	1,712,597.00
4000-4999: Books And Supplies	643,883.00	435,835.00
5000-5999: Services And Other Operating Expenditures	1,791,378.00	1,467,574.00
7000-7439: Other Outgo	1,084,557.00	991,715.00
	1,189,625.00	898,362.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,075,847.00	9,396,948.00
1000-1999: Certificated Personnel Salaries	Foster Youth Services Coordinating Program Grant	105,349.00	135,520.00
1000-1999: Certificated Personnel Salaries	LCFF	3,107,726.00	3,060,910.00
1000-1999: Certificated Personnel Salaries	ROP Funds	30,984.00	30,984.00
1000-1999: Certificated Personnel Salaries	SPED Funds	356,354.00	356,354.00
1000-1999: Certificated Personnel Salaries	Title I Part A	64,186.00	82,653.00
1000-1999: Certificated Personnel Salaries	Title I Part D	89,175.00	135,993.00
2000-2999: Classified Personnel Salaries	Foster Youth Services Coordinating Program Grant	335,407.00	241,796.00
2000-2999: Classified Personnel Salaries	LCFF	560,515.00	548,022.00
2000-2999: Classified Personnel Salaries	Title I Part A	125,010.00	137,203.00
2000-2999: Classified Personnel Salaries	Title I Part D	73,584.00	59,792.00
3000-3999: Employee Benefits	Foster Youth Services Coordinating Program Grant	237,718.00	208,382.00
3000-3999: Employee Benefits	LCFF	1,295,425.00	1,279,819.00
3000-3999: Employee Benefits	ROP Funds	10,328.00	10,328.00
3000-3999: Employee Benefits	SPED Funds	26,198.00	26,198.00
3000-3999: Employee Benefits	Title I Part A	82,273.00	124,712.00
3000-3999: Employee Benefits	Title I Part D	55,797.00	63,158.00
4000-4999: Books And Supplies	LCFF	409,675.00	268,426.00
4000-4999: Books And Supplies	Resource 060000 Instructional Materials	147,508.00	95,188.00
4000-4999: Books And Supplies	Title I Part A	86,700.00	72,221.00
5000-5999: Services And Other Operating Expenditures	Foster Youth Services Coordinating Program Grant	21,981.00	25,247.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,465,095.00	1,263,015.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	262,801.00	145,473.00
5000-5999: Services And Other Operating Expenditures	Title I Part D	11,158.00	11,158.00
5000-5999: Services And Other Operating Expenditures	Title II	10,299.00	15,261.00
5000-5999: Services And Other Operating Expenditures	Title III	20,044.00	7,420.00
7000-7439: Other Outgo	Foster Youth Services Coordinating Program Grant	88,811.00	81,800.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	LCFF	856,890.00	781,541.00
7000-7439: Other Outgo	Resource 060000 Instructional Materials	18,586.00	12,013.00
7000-7439: Other Outgo	SPED Funds	48,202.00	48,202.00
7000-7439: Other Outgo	Title I Part A	44,551.00	32,020.00
7000-7439: Other Outgo	Title I Part D	25,818.00	34,066.00
7000-7439: Other Outgo	Title II	1,298.00	1,925.00
7000-7439: Other Outgo	Title III	401.00	148.00
		1,298.00	1,925.00
		401.00	148.00
		401.00	148.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,692,732.00	1,594,251.00
Goal 2	927,129.00	715,314.00
Goal 3	163,281.00	163,281.00
Goal 4	6,158,206.00	5,892,612.00
Goal 5	274,399.00	274,399.00
Goal 6	528,043.00	586,644.00
Goal 7	332,057.00	170,447.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$243,762.00	\$283,762.00
Distance Learning Program	\$251,331.00	\$291,331.00
Pupil Learning Loss	\$17,735.00	\$17,009.00
Additional Actions and Plan Requirements	\$7,971,068.00	\$7,932,096.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,483,896.00	\$8,524,198.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$243,762.00	\$283,762.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,302,364.00	\$5,302,364.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,546,126.00	\$5,586,126.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$251,331.00	\$291,331.00
Pupil Learning Loss	\$17,735.00	\$17,009.00
Additional Actions and Plan Requirements	\$2,668,704.00	\$2,629,732.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,937,770.00	\$2,938,072.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno County Superintendent of Schools	Lucas E. Schuman Content Coordinator County LCAP	lschuman@fcoe.org (559) 260-2975

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

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

The Court and Community School programs have achieved full accreditation by the Western Association of Schools and Colleges (WASC) for more than 20 years. The Student Learning Outcomes, in accordance with the school accreditation process and stakeholder feedback, were revised in May 2014, and are under review during the 2021-2022 WASC process:

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

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

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

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

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

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

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

Compliance with CDC regulations in regards to COVID-19 meant that FCSS programs and the broader community shifted between closure, with distance learning taking place, and social-distancing measures during reopening.

Explanation of data metrics not measured:

As mentioned above, the student population of the Court and Community schools is highly transient. Typically, students are enrolled for a few days, weeks or months; fewer than 19% remain as long as a semester, and only 1% are present for an entire school year. As such, the following metrics are not readily available or accurate:

- o A-G completion rate
- o CTE pathway completion rate
- o A-G and CTE Pathway completion rate

- o EL Reclassification rate
- o AP passage rate
- o Middle school dropout rate
- o Expulsion rate

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

Information Day Enrollment Snapshots:

2014-15 enrollment: 516
2015-16 enrollment: 372
2016-17 enrollment: 348
2017-18 enrollment: 361
2018-19 enrollment: 322
2019-20 enrollment: 285
2020-21 enrollment: 217

The most significant enrollment decline was between school year 2014-15 and 2015-16, resulting in a projected revenue decrease of \$1,239,336.00. A similar decline took place for the 2020-21 school year enrollment.

Reflections: Successes

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

During analysis of local data, the LEA determined that the chronic absenteeism rate for 70-day students decreased from 25% to 7% and the suspension rate decreased from 25% to 17%. The rate of students earning 5.5 credits per month increased by 1 to 78%. The overall parental engagement rate increased from 90% to 92% and the school climate rate was maintained at 81% across all sites.

The LEA plans to maintain the success of the attendance rate and incomplete transition rate, by continuing to contract with county probation, as noted in Goal 1, action item 1.1; and staff to monitor attendance as noted in Goal 1, action item 1.6.

The LEA plans to maintain the suspension rate reduction, and school climate data, by continuing to contract with CIS security as noted in Goal 1, action item 1.2; continuing to contract with mentoring services as noted in Goal 1, action item 1.3; and continuing with PBIS systems and staff development in behavior intervention as noted in Goal 1, action item 1.5.

The LEA plans to maintain the increase in parental engagement by continuing to provide communications in English and Spanish, as noted in Goal 3, action item 3.1; and provide parenting classes and outreach opportunities as noted in Goal 3, action item 3.2.

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

Reflections: Identified Need

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

Due to COVID-19, state law suspended the reporting of local and state data in the California Dashboard for the 2019-2020 school year. The LEA first included data in the DASS alternative California Dashboard in the 2018-2019 school year. FCSS was in the Red category in the areas of graduation rate, chronic absenteeism, and the CCI indicator. FCSS was identified for Differentiated Assistance for the 2018-2019 school year. Additionally, Kern County Superintendent of Schools (KCSOS) is working with FCSS through the Differentiated Assistance process. This is part of the Geographical Lead System through the California Department of Education's (CDE) State System of Support. The other COEs included in our Geographic Lead Area are Los Angeles County Office of Education, Ventura County Office of Education, San Luis Obispo County Office of Education and Santa Barbara County Office of Education. Recognizing its importance, the LEA continued its DA work during the 2019-2020 and 2020-2021 school years.

During the analysis of local data, the LEA found that the chronic absenteeism rate, for 70-day students, decreased from 25% to 7% and the suspension rate decreased from 25% to 17%, as noted in the Successes section. Although these are celebrated results, as an alternative education program, the LEA recognizes the continuous need to address these areas.

Due to the high turnover rate of the student population and challenges during the COVID-19 pandemic, the number of 70-day students with pre and post-test results in ELA and Math was too small for statistical relevance. During the 2020-2021 school year, the LEA researched alternative methods of pre and post-testing during periods of distance learning.

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

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

LCAP Highlights

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

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

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

Parent and community involvement, including parents of low-income, English Learner, Foster Youth and Special Education students, as noted in Goal 3, is an important objective for FCSS, especially during periods of distance learning during COVID-19. This includes

engagement in student academic and behavioral success in addition to participation in PTA, SSC and other organizations. Bilingual services and parenting classes provide additional outreach opportunities.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Alice M. Worsley School at the Juvenile Justice Campus (AMW)
Violet Heintz Education Academy (VHEA)

Support for Identified Schools

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

LEA staff, including coaches and administrators from the Curriculum and Instruction, Visual and Performing Arts and Instructional Technology Services departments collaborated with AMW and VHEA program administrators and teachers. The LEA utilizes the Improvement Science model and shares a mix of frameworks from Carnegie and Institute for Healthcare Improvement. The collaboration, using a disciplined inquiry approach, included a review of credit acquisition, suspension, attendance and assessment data, from the most recent DASS California Dashboard and locally collected information. During the course of bi-monthly collaborative sessions, the data was utilized to determine areas of need and potential resources and evidence-based interventions to be utilized. These sessions utilized the In addition, stakeholder groups, including students, parents and stakeholders reviewed the collected data at School Site Council meetings, LCAP engagement meetings and Learning Continuity and Attendance Plan feedback sessions. In particular, stakeholder feedback indicated the need for sufficient instructional technology for all students, and the need for the LEA to address the social/emotional needs of at-risk youth.

As a result of the data review and analysis, which included local attendance, suspension, pre/post assessment, classroom walk-through, and survey data, root causes behind chronic absenteeism, graduation and suspension rates, were identified. These included a need to increase the implementation of highly engaging instruction and delivery of coaching and support in the areas of Trauma-Informed Practices and Positive Behavior and Intervention Supports. LEA coaches, administration and staff determined, through the Root Cause Analysis method, determined that The Curriculum and Instruction department will collaborate with Alice M. Worsley staff and administration to identify and deliver evidence-based interventions, strategies and activities through work with classroom teachers, trainings and coaching. In addition,

instructional technology will be purchased and utilized, with appropriate training in their use, in order to increase student engagement. A contract with a mentoring services provider will also be implemented to provide additional support for students in the areas of absenteeism and address areas of emotional need. These are evidence-based interventions, according to LEA and school experience and research.

The LEA reviewed fiscal allocation information, the availability of full-time teachers per student population and access to electives. Through the review and analysis of data and school systems, no significant resource inequities were identified, though one teacher was in the process of completing their credential at one site. The LEA provided support through additional coaching and mentorship.

Monitoring and Evaluating Effectiveness

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

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

Feedback sessions included a review of LCFF and the purpose of the LCAP, in addition to discussion of program demographics and data in support of the goals and action items, with an emphasis placed on the impact COVID-19 had on the LEA, including student learning loss. Participants analyzed the data and effectiveness of the current LCAP's goals and action items, and provided input regarding the 2021-2024 LCAP goals and actions. Translators were present to facilitate engagement, discussion and feedback on the part of all student and stakeholder groups.

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

Parents

When: February - May, 2021

How: Stakeholder engagement meetings; SSC, PTA, ELAC meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Parent Advisory Committee (PAC)

When: April 30th, 2021

How: Stakeholder engagement meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions; review of LCAP draft. There was no feedback provided to the Superintendent.

DELAC

When: April 30th, 2021

How: Stakeholder engagement meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions; review of LCAP draft. There was no feedback provided to the Superintendent.

Pupils

When: March - April, 2021

How: SSC meetings; Surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Bargaining Units (Certificated and Classified)

When: April 20th, 2021

How: Bargaining Units feedback meeting; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Teachers (Certificated)

When: February - May, 2021

How: SSC, PTA, ELAC meetings; staff meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Other Employees (Classified)

When: February - May, 2021

How: Stakeholder engagement meetings; staff meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Administration, including principals

When: December 2020 - May, 2021

How: In-person and online meetings as appropriate; stakeholder engagement meetings

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

Community (PTA, FYS and Homeless, Probation, Group Home, etc.)

When: February - May, 2021

How: Stakeholder engagement meetings; SSC, PTA, ELAC meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions; input regarding the 2021-2024 LCAP goals and actions

FCSS Special Education Local Plan Area (SELPA)

When: April 27, 2021

How: Engagement meetings; surveys

What: Overview of LCFF and the LCAP process; LEA information and demographics; data in support of the effectiveness of the LCAP goals and actions; input on the effectiveness of the goals and actions, particularly for students with exceptional needs; input regarding the 2021-2024 LCAP goals and actions, including those for students with exceptional needs

Public Comment Period: May 20th, 2021 - June 10th, 2021

Public Hearing Date: May 20th, 2021

LCAP and Budget Governing Board Approval Date, and Local Indicators Presented as an Informational Item: June 17th, 2021

A summary of the feedback provided by specific stakeholder groups.

The stakeholder engagement results are summarized for each specific group.

Parent feedback focused on CTE and job experience for students; maintaining bilingual communication with school and LEA staff and administration; helping students transition to mainstream schools.

Based on discussions with the PAC panel, the LEA was informed of the need to support English Learners, particularly to mitigate learning loss prior due to COVID, including during times of distance learning.

The DELAC committee stated the importance of additional support for English Learner and the identification and mitigation of student learning loss during COVID.

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

Classified and Certificated Bargaining Unit meeting and survey results included the need for continued professional development in the areas of in-person and distance learning, and the use of instructional technology.

Input obtained from teacher survey and meeting results indicated a continued need for CTE courses; professional development for distance learning, social/emotional support for students during distance learning, and technology support; maintaining contact with student families.

School staff, including classified staff, discussed the importance of maintaining LEA and school contact with student families.

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

Based on community and stakeholder group engagement, the LEA was informed of the necessity of maintaining LEA communication with families and stakeholder groups; transition support; support for English Learners.

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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

Students, parents, community stakeholders, CTA/CSEA Bargaining Units, the Special Education department, and staff broadly supported the current goals and action items identified in the current LCAP, and their inclusion, including adaptations necessary for the LEA to institute due to COVID, in the 2021-2024 Plan.

Teachers identified a need for continued CTE courses, as reflected in Goal 1, action 1.7; to enhance parental engagement, as noted in Goal 3, action items 3.1, 3.2 and 3.3; continue to provide technology support in the classroom, including in the effective use of distance learning tools, reflected in Goal 2, action items 2.2 and 2.4; provide social/emotional coaching and support, including during times of distance learning, reflected in Goal 1, action item 1.5, and Goal 2, action item 2.

Parents placed importance on CTE courses for students, as reflected in Goal 1, action 1.7; maintaining opportunities for engagement, particularly during times of distance learning, reflected in Goal 3, action items 3.1, 3.2 and 3.3; and support for transition, noted in Goal 1, action item 1.4.

Stakeholders and community members recommended that the LEA continue PBIS incentives, social/emotional support for students, working with mentors and staff on behavior goals, reflected in Goal 1, actions items 1.3, 1.5, 1.7, and Goal 2, action item 2.1; support during student transitions, reflected in Goal 1, action item 1.4; and support for English Learners, reflected in Goal 2, action item 2.6.

The DELAC and PAC stated the importance of meeting the needs of English Learners, as noted in Goal 2, action item 2.6; and the identification and mitigation of student learning loss due to COVID, as reflected in Goal 2, action item 2.2.

Administration noted the need for the identification and mitigation of student learning loss due to COVID, noted in Goal 2, action item 2; and the need for professional development in the areas of distance learning, instructional technology as included in Goal 2, actions 2.2 and 2.4.

Students mentioned the importance of CTE courses, as noted in Goal 1, action 1.7; expressed a desire for more tutoring and additional individual support from teachers, as noted in Goal 2, action items 2.1 and 2.3; identified the need for support in the use of instructional technology, particularly during periods of distance learning, reflected in Goal 2, action item 2.4; and for continued PBIS incentives and working with mentors and staff on behavior goals, reflected in Goal 1, actions items 1.3, 1.5, 1.7, and Goal 2, action item 2.1.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on analysis of student and parent survey, suspension data, attendance data, and chronic absenteeism data, there is a need to reduce suspensions and increase student attendance, and increased student perception of a positive school climate. A broad goal was determined to be appropriate due to the high turnover rate of the student population and the social/emotional needs endemic to an alternative, Court and Community School setting. School attendance and engagement is necessary to foster social/emotional growth and academic achievement, and the goal's actions will contribute to these outcomes. The collected data, including suspension, chronic absenteeism, transfer rates and school climate perception, in addition to parent, staff, and stakeholder feedback, will track progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of 70-day students	<p>17%</p> <p>Data Year: 2019-2020</p> <p>Source: Local Data - Student Information System</p>				<p>Below 30%</p> <p>Data Year: 2022-2023</p> <p>Source: Local Data - Student Information System</p>
Chronic absenteeism rate - 70-day students:	<p>7%</p> <p>Data Year: 2019-2020</p> <p>Source: CALPADS Report 14.2</p>				<p>Below 15%</p> <p>Data Year: 2022-2023</p> <p>Source: CALPADS Report 14.2</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unknown transfer rate of 70-day students	6% Data Year: 2019-2020 Source: Local Data - Student Information System				Below 15% Data Year: 2022-2023 Source: Local Data - System Information System
Percentage of all Students that agree or strongly agree that a positive school climate exists	81% Data Year: 2019-2020 Source: Local Student Survey				Above 70% Data Year: 2022-2023 Source: Local Student Survey
Attendance Rate	98% Data Year: 2020-2021 Data Source: P-2				Above 95% Data Year: 2023-24 Data Source: P-2
Suspension Rate	17% Data Year: 2019-20 Data Source: Dataquest				Below 15% Data Year: 2022-2023 Data Source: DataQuest
Chronic Absenteeism	30% Data Year: 2019-2020 Data Source:				Below 30% Data Year: 2019-2020 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Report 14.2				CALPADS Report 14.2
High School Dropout Rate	17% Data Year: 2018-2019 Data Source: School Dashboard Additional Reports				Below 20% Data Year: 2021-2022 Data Source: School Dashboard Additional Reports
Sense of School Connectedness	Students 82% Parents 74% Teachers 87% Data Year: 2019-2020 Data Source: Local Student Survey				Students: Above 80% Parents: Above 80% Teachers: Above 80% Data Year: 2022-2023 Data Source: Local Student Survey
Sense of Safety	Students 81% Parents 80% Teachers 72% Data Year: 2020-21 Data Source: Local Student Survey				Students: Above 80% Parents: Above 80% Teachers: Above 80% Data Year: 2023-24 Data Source: Local Student Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Probation Support	<p>According to the 2019 California School Dashboard, 44.% of Socioeconomically disadvantaged, 41.7% of Foster Youth, and 48.1% of English Learners are chronically absent. These same groups of students also experience higher rates of suspension compared to the all student group.</p> <p>A review and analysis of local data identified that one of the drivers needed to address higher rates of suspension and chronic absenteeism is that students need to feel a sense of agency or connectedness to education as an institution. In order to support students' behavior engagement we will provide staff who can build meaningful relationships that help students become the best version of themselves.</p> <p>The LEA will contract with county probation staff to provide home visitation, counseling and supervision to support our most at-risk students. Student access to contact with probation supports, in addition to home communication and collaboration, will facilitate positive student choices thus promoting a sense of agency in the areas of attendance and behavior, addressing the rates of suspension and chronic absenteeism.</p> <p>Staff will focus on Restorative Practices, and support increased positive interactions with adults on campus. Probation staff will support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. Through the active involvement of safe adults on campus and increased community-oriented communication, research says that trust and positive relationships increase, which leads to a higher feeling of safety, security, and engagement by students.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low income students by 8%, for English Learners by 8%, and Foster Youth students by 19%; and decrease in suspension for low income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-</p>	\$30,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2020 school years. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic.</p> <p>We expect to continue to see an increase in attendance and a decrease in suspension for low income, English Learner, and Foster Youth students.</p>		
2	Safety and Transportation	<p>According to the 2019 California School Dashboard, 44% of Socioeconomically disadvantaged, 41.7% of Foster Youth, and 48.1% of English Learners are chronically absent. These same groups of students also experience higher rates of suspension compared to the all student group. A review and analysis of local data identified that one of the causes contributing to higher rates of suspension and chronic absenteeism is that students do not have access to transportation, and report a lack of feeling safe at school- which according to research can be particularly acute in disadvantaged communities and areas of poverty. According to research, transportation is vitally important to school systems, with implications for equity, student success, and well-being. Also, when students feel safe, they are better able to focus on learning, which in turn leads to increased academic achievement. Our goal is to create a welcoming and incentivized atmosphere for our students where they feel that they belong and have a voice in the development of their educational program.</p> <p>To address these needs, the LEA will provide security to improve campus safety and will provide tokens for public bus transportation to and from school.</p> <p>Local data indicates that students are more likely to come to school when they have transportation and can connect to a caring adult on campus, which leads to a higher feeling of safety, security, and engagement by students.</p>	\$146,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low income students by 8%, for English Learners by 8%, and Foster Youth students by 19%; and decrease in suspension for low income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-2020 school years. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic.</p> <p>We expect to continue to see an increase in attendance and a decrease in suspension for socioeconomic, English Learner, and Foster Youth students.</p>		
3	Mentoring and Transition	<p>According to the 2019 California School Dashboard, English Learners and low income students had slightly higher rates of suspension when compared to all students. A local survey showed that 81% of low income students agreed or strongly agreed that their school provided a positive school climate.</p> <p>In the experience of the LEA, a way to promote a positive school climate, including lower rates of suspension, is by providing mentorship programs. "Young persons who lack a strong relationship with a caring adult while growing up are much more vulnerable to a host of difficulties, ranging from academic failure to involvement in serious risk behaviors. Research finds that resilient youth—those who successfully transition from risk-filled backgrounds to the adult world of work and good citizenship—are consistently distinguished by the presence of a caring adult in their lives." (Cavell, T., DuBois, D., Karcher, M., Keller, T., & Rhodes, J. (2009).</p> <p>The LEA will provide individually tailored mentoring services for students that include increased substance abuse prevention and intervention counseling, attendance education, career preparedness, social-emotional support and transition support for students in order to maintain a sense of school connectedness and reduce suspensions.</p>	\$151,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Through individual support from a trained mentor, students will build better relationships with teachers and peers, learn new skills to replace at-risk behaviors, and be connected to local resources and school supports that promote a positive school climate.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low income students by 8%, for English Learners by 8%, and Foster Youth students by 19%; and decrease in suspension for low income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-2020 school years. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic. We expect that access to a caring adult through an individualized mentorship program will continue to reduce the suspension among low-income, English Learners, Homeless, and Foster Youth and foster a positive school climate.</p>		
4	Social/Emotional Support	<p>According to the 2019 California School Dashboard, English Learners and low income students had slightly higher rates of suspension when compared to all students. Homeless students had a significantly higher rate of suspension at 62.9% when compared to the all student group at 16.5%. Chronic absenteeism rates are also high among the identified student groups. English Learners are chronically absent at a rate of 48.1%, Foster Youth at a rate of 41.7%, and low income students at a rate of 45.9%.</p> <p>A review and analysis of local data identified that one of the causes contributing to higher rates of suspension and chronic absenteeism is the unique social-emotional needs of these student groups including their sense of connectedness to school. Students attending LEA schools include students in group foster homes, students who are court-ordered, probation-referred, on formal or informal probation, or those who have been expelled from district schools. Many of these</p>	\$515,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students come to the educational program with higher numbers of Adverse Childhood Experiences (ACEs). They also come to the school having had less consistent access to physical and mental health care. Notably, feedback from our students indicates that they desire continued support with social-emotional needs.</p> <p>The LEA will continue to employ school psychologists, nursing, and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school programs and transition to other educational programs.</p> <p>Increased access to support by psychological, transition and health staff are designed to provide consistent physical and mental health care and promote a sense of connectedness for the identified student groups by strengthening interpersonal relationships and social and emotional skill development.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low-income students by 8%, for English Learners by 8%, and Foster Youth students by 19%; and decrease in suspension for low-income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-2020 school years; as well as by increasing by 2% the rate of school connectedness and feelings of safety among all students. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic. We expect to continue to see an increase in attendance and a decrease in suspension for socioeconomic, English Learner, and Foster Youth students.</p>		
5	PBIS Support	According to the 2019 California School Dashboard, English Learners and low income students had slightly higher rates of suspension when compared to all students. Homeless students had a significantly	\$234,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>higher rate of suspension at 62.9% when compared to the all student group at 16.5%.</p> <p>A review and analysis of local data, that included a root cause analysis, identified that one of the causes contributing to higher rates of suspension is a need for a clear and consistent framework of behavioral and social-emotional supports for these student groups. Stakeholders, including parents, teachers, and students, agreed, expressing their desire to see continued Trauma Informed behavioral and social emotional supports including counseling for students, mentorship, and transition support.</p> <p>Our experience demonstrates that implementation of a strong Positive Behavioral Intervention and Support (PBIS) program in coordination with Trauma Informed Care improves social-emotional and behavioral outcomes for all students, including students from underrepresented groups.</p> <p>The LEA will provide social-emotional supports, Trauma-Informed Care, and staff trained in their use, through a Positive Behavioral Intervention and Support (PBIS) program designed to empower students to identify positive behaviors and responses to challenges.</p> <p>By helping students to focus on constructive behaviors and providing positive incentives as reinforcement, students are more likely to act appropriately when faced with challenges and are more likely to remain in the classroom. With positive behavior care and support, students are better able to process/navigate adverse experiences, are more likely to feel safe and connected in their environment, and are more likely to ask for help with academic or social-emotional needs.</p> <p>The social/emotional support programs and staff coaching in Trauma informed care, in addition to incentives for positive student outcomes, will reduce the suspension rates and address social/emotional needs of English Learners and low income student population.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in suspension</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>for low income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-2020 school years. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic. We expect to continue to see an increase in attendance and a decrease in suspension for socioeconomic, English Learner, and Foster Youth students</p>		
6	Truancy Support	<p>According to the 2019 California School Dashboard, the unduplicated student population has some of the highest chronic absenteeism rates. English Learners are chronically absent at a rate of 48.1%, Foster Youth at a rate of 41.7% , and low income students at a rate of 45.9%.</p> <p>While overall rates are high, the Dashboard data indicates that efforts including increased monitoring of student attendance resulted in a slight decrease in the chronic absenteeism rates of low-income students from the previous year. Local data provides further confirmation of these efforts showing an 18% decrease of chronic absenteeism rates among long-term students.</p> <p>Upon review of local data, the LEA identified that one of the most effective ways that the schools are addressing these needs is through frequent monitoring of student attendance. Having dedicated staff that can design individualized plans of action and implement timely intervention which will result in decreasing chronic absenteeism.</p> <p>The LEA will continue to provide staff who monitor progress and attendance, and who communicate and coordinate with their teachers, Guidance Learning Specialists, administration, and parents to further support positive attendance. The LEA will also continue to contract with FCSS Truancy Intervention Program (TIP) to support truancy and attendance.</p>	\$71,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Dedicating staff to increase monitoring of student attendance 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 creating a plan to support that student towards regular school attendance. This continued partnership with the TIP program, as well as dedicated staff to provide attendance support and progress monitoring, will allow staff to promote positive attendance choices and will reduce the chronic absenteeism rate of the unduplicated student population.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low income students by 8%, for English Learners by 8%, and Foster Youth students by 19%. We expect to continue to see a decrease in chronic absenteeism for English Learners, low income, and Foster Youth.</p>		
7	CTE Support	<p>According to the 2019 California School Dashboard, English Learners and low income students had slightly higher rates of suspension when compared to all students. Homeless students had a significantly higher rate of suspension at 62.9% when compared to the all student group at 16.5%. English Learners and Foster Youth also experienced slightly higher rates of chronic absenteeism than their peers. Stakeholders, including parents, teachers, and students identified a need for continued Career Technical Education (CTE) courses for unduplicated students as a means to promote student engagement in school leading to increased attendance and decrease the likelihood of behaviors leading to suspension.</p> <p>A review and analysis of local and state data identified a need to engage more at-risk students. Local data and our experience shows that CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. CTE/ROP courses offer practical real-world applications of knowledge and work experience, making course content highly relevant to students. Participating students are also able to explore possible</p>	\$262,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>careers and gain actual work experience that could assist them in future job placement.</p> <p>The LEA will continue to provide CTE/ROP courses, work experience opportunities, learning expeditions, and guest speakers from community agencies to promote student engagement in occupational learning.</p> <p>According to the CDE and LEA experience, CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions, and promote positive attendance.</p> <p>This is a continuing action, and its success is noted, with local data from 2019-2020 for long-term students, by the decrease in chronic absenteeism rate for low income students by 8%, for English Learners by 8%, and Foster Youth students by 19%; and decrease in suspension for low income students by 8%, English Learners by 16%, and Foster Youth students by 16%, between the 2018-2019 and 2019-2020 school years; as well as by increasing by 2% the rate of school connectedness and feelings of safety among all students. All outcomes met the LEA's expectations for their metrics. Part of the reason for the significant shifts in outcome data may be attributable to remote learning due to the pandemic. We expect to continue to see an increase in attendance and a decrease in suspension for socioeconomic, English Learner, and Foster Youth students</p>		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Broad Goal: The LEA will address and mitigate learning loss in all students, and students will increase achievement proficiency levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments.</p> <p>State Priority Areas: 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

Based on student achievement data from the pre/post English Language Arts/Reading and Math scores, percentage of students earning 5.5 credits per month there is a need to increase English Language Arts/English Language Development, Mathematics, Science, Social Sciences, Visual Performing Arts, and PE Proficiency as measured by state and local assessment data. Local data, of pre- and post-test results and credits earned rate, is of particular importance due to the very high student turnover rate, and the resulting dearth of state assessment data in the California Dashboard. Academic achievement, student learning loss mitigation, and credit recovery is necessary to support student successful transition to mainstream schools, and graduation within the LEA or in their districts of residency, and the goal's actions will contribute to these outcomes. A broad goal was determined to be most appropriate due to the high turnover rate of the student population and the gaps in prior learning and student learning loss endemic to an alternative education, Court and Community School setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 70-day student ELA and Math pre- and post-scores showing increase	<p>60% ELA 57% Math</p> <p>Data Year: 2018-2019</p> <p>Source: Local Data - Student Information System</p> <p>Note: Due to COVID, too few students successfully</p>				<p>Above 59% ELA Above 59% Math</p> <p>Data Year: 2022-2023</p> <p>Data Source: Local Data - Student Information System</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed pre- and post-testing during the 2019-2020 school year. The LEA implemented procedures, during the 2020-2021 school year to ensure benchmark testing is successful during distance and in-person learning				
Percentage of 70-day students earning minimum of 5.5 credits per month	78% Data Year: 2019-2020 Source: Local Data - Student Information System				Above 65% Data Year: 2022-2023 Data Source: Local Data - Student Information System
Percentage of students who have access to a broad course of study	100% Data Year: 2019-2020 Source: Local Indicator Tool				100% Data Year: 2023-2024 Data Source: Local Indicator Tool
Smarter Balanced ELA	TBD once results become available Data Year: 2020 Data Source:				TBD once results become available Data Year: 2023 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Suspended due to Executive Order N-30-20				Suspended due to Executive Order N-30-20
Smarter Balanced Math	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available Data Year: 2023 Data Source: Suspended due to Executive Order N-30-20
Percentage of all students demonstrating mastery after pre and post testing scores in the Reading Benchmark	3% Data Year: 2020-2021 Source: Local Data				5% Data Year: 2023-2024 Source: Local Data
Percentage of all students demonstrating mastery after pre and post testing scores in the Writing Benchmark	52% Data Year: 2020-2021 Source: Local Data				Above 50% Data Year: 2023-2024 Source: Local Data
CTE Class	Percent of Eligible Students Enrolled in a CTE Class: 100% Percent of Eligible Students Earning CTE Credits: 100%				Percent of Eligible Students Enrolled in a CTE Class: 100% Percent of Eligible Students Earning CTE Credits: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percent of Eligible Students Earning a Certification: 18%</p> <p>Data Year: 2019-2020</p> <p>Data Source: Local Data - Student Information System</p>				<p>Percent of Eligible Students Earning a Certification: Above 15%</p> <p>Data Year: 2022-2023</p> <p>Data Source: Local Data - Student Information System</p>
EL students making progress toward English Proficiency	<p>16.4%</p> <p>Data Year: Spring 2019-2020</p> <p>Data Source: ELPAC</p>				<p>18%</p> <p>Data Year: Spring 2022-2023</p> <p>Data Source: ELPAC</p>
High School Graduation Rate	<p>15.1%</p> <p>Data Year: 2019-2020</p> <p>Data Source: Dataquest</p>				<p>Above 15%</p> <p>Data Year: 2022-2023</p> <p>Data Source: Dataquest</p>
Other Pupil Outcomes: Teachers and Students Using Technology in the Classroom	<p>100% Teacher Use 100% Student Use</p> <p>Data Year: 2019-2020</p> <p>Data Source: Local Data: Classroom Walkthrough Tool</p>				<p>100% Teacher Use 100% Student Use</p> <p>Data Year: 2022-2023</p> <p>Data Source: Local Data: Classroom Walkthrough Tool</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students showing increase in Math unit benchmark assessments	13% Math Data Year: 2020-2021 Source: Local Data				Above 15% Math Data Year: 2023-2024 Source: Local Data
EAP	Math: 32.24% Met or Exceeded ELA: 57.27% Met or Exceeded Data Year: 2018-2019 Data Source: Dataquest				Math: Above 31% Met or Exceeded ELA: Above 55% Met or Exceeded Data Year: 2022-2023 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Instruction	<p>According to the 2019 CA School Dashboard, socioeconomically disadvantaged students scored 153.5 points below standard in ELA and 256.3 points below standard in Math. Foster Youth (38.1%) and socioeconomically disadvantaged students (44.9%) are graduating at a lower percentage as compared to all students (47.9%).</p> <p>A review and analysis of state and local data, including stakeholder feedback representing low-income students found that many of these students come to the schools already behind their grade-level peers in the areas of English language Arts and Mathematics, with multiple gaps in prior learning resulting in credit deficiency. Also, stakeholders indicated that the COVID-19 pandemic exacerbated the achievement gap, resulting in students coming to our schools even further behind.</p>	\$83,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Research shows that high-quality extended learning opportunities improve students' educational outcomes, including closing the achievement gap for low-income students by providing more time to build upon learning started in the classroom, work with a tutor or in a small group to master challenging concepts, and complete coursework and credits towards graduation.</p> <p>To address these needs, the LEA will continue to provide extended learning opportunities, which are supplemental to the school day, such as after school instruction, classes on Saturdays, and field trips for students so that they have additional opportunities beyond the school day to progress towards grade-level standards and complete course credits towards graduation.</p> <p>These opportunities are necessary to provide extra time for students to learn grade-level skills and concepts so that they can make progress towards mastering grade-level standards in English language Arts and Math. They will also allow students additional time to complete coursework and earn credits towards graduation.</p> <p>This is a continuing action. Its success is evidenced through local data from the 2020-21 school year showing that 52% of low-income students demonstrated mastery in the Writing Benchmark. In addition, success is evidenced in local data, from the 2019-20 school year, showing the percentage of low-income students earning at least 5.5 credits per month, increase by 1%, and Foster Youth increased by 21%; all unduplicated student groups met the LEA's expected outcome for the metric. Additionally, between the 2017-18 and 2018-19 school year, the percentage of low-income students with increased Math post-testing scores increased by 20%; Foster Youth increased by 9%. Of note, the LEA is developing a metric that will measure progress for students enrolled less than 70 days.</p> <p>We expect that extended learning opportunities will continue to result in increased academic achievement, in English language Arts and Mathematics, and in increased graduation rates for low-income students and Foster Youth.</p>		

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	<p>According to the 2019 CA School Dashboard, socioeconomically disadvantaged students are 153.5 points below standard in ELA and 256.3 points below standards for Math pointing to a need to address the academic progress of these students. Similarly, the 2019 Dashboard shows that only 17.6% of English Learners are making progress towards English language proficiency.</p> <p>One of the drivers to address these identified needs is equipping teachers to provide the appropriate strategies and support for the specific population that is served. Research states that professional development provides schools with a focus for learning and creates a culture of learning throughout the school by providing increased differentiation, scaffolding and individualized support.</p> <p>To address this identified need, the LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract 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; professional development in regards to distance learning and in person socially-distanced instruction; identification and mitigation of student learning loss; and substitute teacher costs.</p> <p>By providing professional development to teachers, research states that students benefit from high levels of collective-efficacy and teacher clarity which directly impacts student learning (Hattie, 2020). These supports include fostering student engagement and achievement, and addressing areas of learning loss, which will increase academic growth rates for the socioeconomically disadvantaged and English Learner student populations.</p> <p>This is a continuing action. Its success is evidenced through local data from the 2020-21 school year showing that 52% of low-income</p>	\$209,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students demonstrated mastery in the Writing Benchmark. In addition, success is evidenced in local data, from the 2019-20 school year, showing the percentage of low-income students earning at least 5.5 credits per month, increase by 1%, and Foster Youth increased by 21%; all unduplicated student groups met the LEA's expected outcome for the metric. Additionally, between the 2017-18 and 2018-19 school year, the percentage of low-income students with increased Math post-testing scores increased by 20%; Foster Youth increased by 9%. The data years reflected are the most current data available, and reflect the effectiveness of the action over the past three years. Of note, the LEA is developing a metric that will measure progress for students enrolled less than 70 days. In addition, 85.2% of English Learners maintained or demonstrated progression at their ELPI levels in the 2019-2020 California Dashboard, with 17.6% making progress towards English language proficiency.</p> <p>We expect to continue to see growth for our socioeconomically disadvantaged and English Learner students in ELA and Math on state and local assessments.</p>		
3	Supplemental Tutoring Services	<p>Foster Youth (38.1%), Socioeconomically Disadvantaged (44.9%) students are graduating at a lower percentage as compared to all students (47.9%).</p> <p>Based on the analysis of state and local data which shows that the majority of the students entering the LEA are credit deficient, the LEA has designed a unique and individualized learning experience for each student through small-group and 1:1 tutoring opportunities is a research-based effective approach for successfully supporting students' educational progress thus increasing graduation rates.</p> <p>The LEA will continue to provide supplemental math and reading tutors and individual tutoring in specific areas of academic need and credit deficiencies.</p>	\$52,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These research-based supports allow students to improve academic understanding, avoid failing courses, and earn academic credit. Individual and small group tutoring is intended to increase good study habits which allow for students to reduce learning gaps and recover lost credits.</p> <p>This is a continuing action. Its effectiveness is demonstrated through local data in 2019-20 showing the percentage of long-term students earning at least 5.5 credits per month for low-income increased by 1%, and Foster Youth increased by 21%. All unduplicated student groups met the LEA's expected outcome for the metric. Although the vast majority of students depart prior to graduating from the LEA's schools, students earning at least 5.5 credits per month are on track to graduate on time. In reflecting on the graduation rate trend in alignment with the previous LCAP cycle, FCSS saw growth in graduation rate for English Learners, Foster Youth, and Socioeconomically Disadvantaged youth on the 2018 Dashboard. On the 2019 Dashboard, we continued to maintain the status for our Foster Youth. We expect to continue to see growth in credits earned as well as an overall increased graduation rate for these student groups.</p>		
4	Student Technology	<p>Based on the 2019 California Dashboard 0% of low-income, English Learners, and Foster Youth students are prepared for College and Career.</p> <p>One of the drivers to address this identified need is increased access to current, and regularly upgraded, classroom technology, which provides greater opportunities and access to 21st-century knowledge and skills thus improving college and career readiness over time. Teachers will use the technology daily in order to create a more engaged individualized learning environment through the use of web 2.0 tools and interactive platforms.</p>	\$346,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To address these student needs, the LEA will continue to purchase and upgrade technology to provide access to 21st-century skills and prepare for college and career readiness. The LEA will replace outdated technology equipment; provide technical coaching and software support for technology integration into the classroom, facilities, and for student learning at home.</p> <p>Implementation of these actions and services are intended to increase college and career preparedness and engagement by supporting students' technology skills and the development of critical thinking, communication, collaboration, and creativity. Research and our own experience show that incorporating technology into classroom instruction creates a more engaged environment, incorporates different learning styles, improves collaboration, and prepares students for the future.</p> <p>This is a continuing action, and its success is demonstrated by the local data showing an increase from the 2019-2020 school year which shows that teachers and students are using technology in the classrooms to facilitate learning to support 21st-century skills and college and career readiness as measured by classroom walkthroughs. 100% of teachers and students are using technology to transform learning activities and experiences. We expect to continue to see increases in 21st-century learning opportunities and an increase in students' preparedness for College/Career.</p>		
5	Data/Assessment and Support	<p>The LEA will purchase data/assessment tracking systems; office/classroom supplies; copy machines and support. This is a continuing action. Its success is evidenced through local data from the 2020-21 school year showing that 52% of low-income students demonstrated mastery in the Writing Benchmark. In addition, success is evidenced in local data, from the 2019-20 school year for long-term students, by 1% of long-term low-income students earning at least 5.5 credits per month, by low-income and Foster Youth students meeting the LEA's outcome for ELA pre- and post-testing, and an increase of</p>	\$126,550.00	No

Action #	Title	Description	Total Funds	Contributing
		20% of low-income students, and an increase by 9% of Foster Youth for Math pre- and post-testing, from local data for long-term students in the 2018-2019 school year.		
6	English Learner and Strategic Learner Support	<p>According to the 2019 Dashboard, 17.6% of English Learners are making progress towards English language proficiency. Also, local data indicates that 100% of our low-income students, including English learners, have experienced learning loss and credit deficiencies as a result of the COVID-19 Pandemic.</p> <p>One of the drivers to address these identified needs is additional access to individual, small group, and whole-class support that focuses primarily on language acquisition increased opportunities for credit recovery and literacy development.</p> <p>To address these needs, the LEA will provide intervention support for identified intermediate, early advanced, and advanced EL students in addition to the base program. This action will increase support for credit recovery classes and intervention support for tier 2 and tier 3 students, including the identification and mitigation of learning loss.</p> <p>Instructional interventions are intended to remove obstacles that hinder a student's academic progress and allow students to recover skill deficits and increase language proficiency at a higher rate. These actions will increase individual progress, and support English language acquisition, credit recovery, which will, in turn, increase academic growth for identified students.</p> <p>This is a continuing action, and its success is demonstrated by the increase in local data from the 2019-2020 school year which shows that teachers and students are using technology in the classrooms to foster learning to support 21st-century skills and college and career readiness as measured by classroom walkthroughs. 100% of teachers are using technology to transform learning activities and experiences.</p> <p>In addition, local data in 2019-20 showing the percentage of low-income students earning at least 5.5 credits per month, between the</p>	\$117,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>18-19 and 19-20 school years, increased by 1%. For the same metric, Foster Youth increased by 21%; all unduplicated student groups met the LEA's expected outcome for the metric. In addition, 85.2% of English Learners maintained or demonstrated progression at each ELPI level in the 2019-2020 California Dashboard, with 17.6% making progress towards English language proficiency. We expect to continue to see increases towards English language proficiency and an increase in credits earned for English Learners and low-income students.</p>		
7	Student Progress Monitoring	<p>The low-income students are 153.5 points below standard in ELA and 256.3 points below standards for Math according to the 2019 Dashboard. Foster Youth (38.1%), low-income (44.9%) students are graduating at a lower percentage as compared to all students (47.9%). In addition, the dropout rate for the socioeconomically disadvantaged is 10% (CALPADS Data April 2020).</p> <p>One of the drivers used to address these identified needs is having a way to frequently monitor student progress in the areas of credit recovery, dropouts, and academic growth. The support staff will work with teachers in order to support the use of data in the classroom to better provide individualized instruction through the use of scaffolding, differentiation, and additional teaching strategies in order to meet students at their current academic levels. Additionally, support staff will monitor data to ensure students are progressing towards earning appropriate credits as well as providing proactive support for students whose data indicate a risk of dropping out of school. These supports include individualized attention, offering encouragement, communicating the importance of education, and ensuring students have the necessary tier 2 and tier 3 supports for them to be successful.</p> <p>To address these student needs, the LEA will provide staff to monitor achievement; course scheduling and provide transcript analysis. The</p>	\$9,751.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LEA will provide Guidance Learning Specialists, Teachers on Special Assignment, and support staff to provide the services described.</p> <p>The primary purpose of progress monitoring is to determine which students are not responding adequately to instruction. Progress monitoring also allows teachers to track students' academic progress and growth across the entire school year. Progress monitoring provides teachers and staff with ongoing cycles of data to help students make the needed academic progress, earn 5.5 credits per month to stay on target for graduation, and support students who are at risk of dropping out. Through the use of data, teachers and staff can make better decisions about the type of instruction and support that will work best for each student.</p> <p>This is a continuing action. Its success is evidenced through local data from the 2020-21 school year showing that 52% of low-income students demonstrated mastery in the Writing Benchmark. In addition, success is evidenced in local data, from the 2019-20 school year, that the percentage of low-income students with increased Math post-testing scores increased by 20%; Foster Youth increased by 9%. Additionally, for the 2018-19 school year, low-income, Foster Youth and English Learners met the LEA's expected outcome for the ELA pre-and post-testing metric. Of note, the LEA is developing a metric that will measure progress for students enrolled less than 70 days. Local data for the 2019-2020 school year also shows a decrease in dropout rates, between the 18-19 and 19-20 school years, for long-term low-income students by 4%, 1% for Foster Youth, and 5% for English Learners. We expect to continue to see an increase in academic achievement on state and local data as well as a reduction in dropout rates in future years.</p>		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on parent participation at school activities such as open house, back-to-school, school site council, PTA, awards ceremonies, stakeholder mtgs, IEP mtgs, and parenting classes there is a need to increase parent/guardian/community participation as measured by involvement in school site councils, open houses, parenting classes, school site meetings and PTA's. Parent involvement is important to support student engagement, academic and social/emotional growth, and graduation and transition, and the goal's actions will contribute to these outcomes. Progress will be measured through the number of engagement opportunities, and the number of parents/guardians/stakeholders, of long-term students, taking part. A broad goal was determined to be most appropriate due to the high turnover rate of the student and family population in a geographically dispersed, county-wide, alternative Court and Community School setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	<p>Initial Implementation</p> <p>Data Year: 2020-2021</p> <p>Data Source: Dashboard Fall 2021</p>				<p>Full Implementation</p> <p>Data Year: 2023-2024</p> <p>Data Source: Dashboard Fall 2024</p>
Increase communication for unduplicated	<p>Initial Implementation</p> <p>Data Year: 2020-2021</p>				<p>Initial Implementation</p> <p>Data Year: 2023-2024</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Stakeholder Communication	The LEA will provide school communications, regarding distance and in-person learning, and extended learning opportunities, to parents of regular and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs. This is a continuing action, and its success is noted by, in local data from the 2019-2020 school year for long-term students, the increase by 4% of parents and stakeholders of 70-day low-income students participating in meaningful contact with school officials, teachers and staff regarding the social/emotional, learning loss mitigation and academic progress of their students.	\$99,577.00	No
2	Parent and Stakeholder Outreach	<p>According to local data and feedback from community members, county school districts, parents, students, and staff, 100% of the low-income student population in the Court/Community Schools face challenges in the area of parent/advocate involvement, level of comfort with and understanding of the educational system.</p> <p>An identified driver to promote meaningful parent involvement is to provide parents with opportunities to engage with the school community, support their children’s academic progress, and to further their own knowledge of school systems. Parent education classes focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, supporting students with their homework, promoting positive interactions between parents and children, utilizing email, and locating and accessing school and community resources.</p>	\$29,287.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To address their needs, the LEA will provide classes designed to equip parents to support their students towards academic success on topics identified by parents as important to them. The LEA will also continue to provide opportunities for parents to serve on decision-making committees such as the Local Control Accountability Plan (LCAP), School Site Council (SSC), Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), as well participate in student-teacher conferences.</p> <p>These classes and meetings will provide parents with meaningful opportunities to make decisions about school functions and programs and will teach parents how to engage with their children both academically and socially, increasing the parent/advocate involvement rate for the low-income student population.</p> <p>The services offered are based on an understanding of the needs of the families with the goal of creating a welcoming and supportive environment where families feel that they belong, have a voice, and are an integral part of their student's academic growth. These engagement opportunities will further increase parent engagement with their child's school and their education.</p> <p>This is a continuing action. Success is noted by the metric for "Percentage of parents/guardian/stakeholders participating in engagement opportunities and meaningful contacts with LEA staff" as measured in the 2017-2019 LCAP metric. Moving forward, the effectiveness of this action will be more accurately tracked for effectiveness using the parental participation metric for this goal.</p>		
3	Supplemental Bilingual Interpreting and Translation	According to local data and feedback from community members, county school districts, parents, students and staff, 100% of the English Learner student population in the Court/Community Schools face challenges in the area of communication with school staff. An identified driver to promote parent involvement for the families of our English Learners by providing parents with translation and	\$37,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interpretation services above what is mandated by education code. Translation and other bilingual services and outreach allow parents and families of the English Learner population to be informed of, and participate in, meetings and school functions that will facilitate their involvement in their children’s education, by phone calls and letters, and verbal translation during meetings.</p>		
4	Supplemental Support for families of SWDs	<p>According to staff and community partner input, there is a significant need to increase parent, guardian, family and student engagement in school activities and meetings for students with unique needs/students with disabilities. Holding at least one Individualized Education Plan (IEP) meeting within the first month of a student’s transition into our program is required. Additionally, a similar transition meeting is required when a student transitions out of the program. However, parents, guardians, students, often do not participate for a variety of reasons. Given the importance of meeting the needs of our students with IEPs, our schools consistently ensure these meetings occur in a timely manner but we need to continue efforts to increase participation in entrance and exit meetings for these students. This action will focus on providing dedicated time for existing personnel and resources to take actions beyond what is required to encourage and facilitate the engagement of parents, guardians, family members, students, collaborative agencies, and school or origin personnel in the transition IEP meetings. The particular supports provided will be directly responsive to the specific challenges faced by each unique family and may include such steps as providing transportation to and from the meeting, providing frequent reminders of the meeting date and time, developing a closer relationship with the family, or even meeting at a location more convenient for the family. The additional support will include phone calls, visitations, letters, emails, other messaging and communication apps used by families, remote meeting locations, transportation, and other actions as appropriate. To be clear, all of the described actions reference the work being done that is above and beyond what is required by a school/LEA to provide FAPE.</p> <p>Note: funding in support of this action is reflected in the funding total for Goal 3 Action 1.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The State requires that all instructors be fully credentialed teachers. Local board policy requires the maintenance of all FCSS facilities and property to be in good repair, and standards-aligned curriculum and instructional materials be provided for all students. The actions and services will support the goal's continued outcomes, and its success will be monitored by analyzing student access to appropriately credentialed teachers, well-maintained school facilities, updated curriculum, and learning environments. A maintenance goal was determined to be appropriate due to the LEA's meeting of the actions, and the necessity for annual maintenance of the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-2021 Data Source: Dashboard Fall 2021				0% Misassignments 0% Vacancies Data Year: 2023-2024 Data Source: Dashboard Fall 2024
Facilities maintained in good repair	All facilities met good repair Data Year: 2020-2021				All facilities met good repair Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard Fall 2021				Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data Year: 2020-2021 Data Source: Dashboard Fall 2021				100% Data Year: 2023-2024 Data Source: Dashboard Fall 2024
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-2021 Data Source: Dashboard Fall 2021				Full Implementation & Sustainability Data Year: 2023-2024 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	California Standards Aligned Curriculum	Order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards, in addition to distance learning and in-person socially-distanced instruction. Purchase on-line courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery.	\$169,416.00	No
2	Teachers and Staff	The LEA will retain/hire appropriately credentialed teachers for all core courses as positions become available; hire special education teachers to support SPED students; maintain clerical support for school operations; substitute teacher costs; administration costs; and	\$5,125,440.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the breakfast/lunch program. This is a continuing action, and its success is noted, in local data for the 2019-2020 school year, by 100% of students having access to curriculum and materials, including during distance learning.</p>		
3	Electives and Paraprofessionals	<p>Low-income students are 153.5 points below standard in ELA and 256.3 points below standard for Math according to the 2019 Dashboard. In addition, 100% of teacher and student feedback indicates a need for providing low-income students with electives, para educator support and summer school opportunities in order to expand students' knowledge of content standards through additional opportunities to practice 21st century learning skills.</p> <p>By offering a broad course of study, one-on-one small group support, increased exposure to learning opportunities, and hands-on learning experiences, students will have increased access and time for instruction which will allow for students to make-up prior gaps in learning.</p> <p>To address these needs, the LEA will retain/hire teachers for elective courses, provide paraeducators and summer school. Supplemental elective courses and summer programs, with paraprofessional and teacher support, will increase academic growth rates for the low-income student population by allowing for additional individualized academic support in areas of need and increasing access for students to interact with content standards through real world experiences.</p> <p>Supplemental enrichment electives and summer school will provide opportunities that are above and beyond the core program in order to increase academic achievement for our low-income students.</p> <p>This is a continuing action. Its success is evidenced through local data from the 2020-21 school year showing that 52% of low-income students demonstrated mastery in the Writing Benchmark. In addition, success is evidenced in local data, from the 2019-20 school year, showing the percentage of low-income students earning at least 5.5 credits per month, increase by 1%, and Foster Youth increased by</p>	\$1,510,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		21%; all unduplicated student groups met the LEA's expected outcome for the metric. Additionally, between the 2017-18 and 2018-19 school year, the percentage of low-income students with increased Math post-testing scores increased by 20%; Foster Youth increased by 9%. Of note, the LEA is developing a metric that will measure progress for students enrolled less than 70 days.		
4	Facilities	The LEA will maintain facilities in good repair; retain maintenance personnel; update the instructional/and or classroom learning environment to support critical thinking and problem solving, communication, collaboration, and creativity and innovation, including compliance with COVID-19 guidelines with PPE as appropriate. This is a continuing action, and its success is noted, in local data for the 2019-2020 school year, by 100% of students having access to curriculum and materials, including during distance learning.	\$443,318.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of expelled youth successfully meeting their individual terms of expulsion	<p>94%</p> <p>Data Year: 2020-2021</p> <p>Source: Local Data - VHEA GLS Records</p>				<p>Above 90%</p> <p>Data Year: 2023-2024</p> <p>Source: Local Data - VHEA GLS Records</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expelled Student Support	<p>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).</p> <p>Students attending FCSS schools include court-ordered students, probation-referred students on formal or informal probation, or students expelled from districts. According to local data from our program intake and needs assessments of expelled youth, 100% of our expelled low income-students are in need of additional support focused on social-emotional and physical, and/or mental health. Local data also shows that 100% of the referred low-income students are affected by Adverse Childhood Experiences (ACEs). These same students are also in need of additional academic support. According to the 2019 Dashboard, low-income students are performing 153.5 points below standard in ELA and 256.3 points below standard for Math. 94% of low-income expelled students are meeting their terms of expulsion in order to return back to their district of residency.</p> <p>An analysis of local intake and metric data by the LEA identified that one of the drivers contributing to the difficulties of students transitioning back to their home sites includes both low academic</p>	\$279,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>performance and behavior issues. To meet these needs the LEA will increase both social-emotional and physical/mental health services as well as provide intensive small group individualized instruction.</p> <p>To address the needs of low income expelled youth, the LEA will provide personnel to oversee, monitor, and facilitate services to low-income students that provide increased physical and mental health care and social and emotional skill development as well identify and support learning loss and credit deficiencies in order to set students up for future success and a smooth transition back to their district of residency. These increased services are designed to provide intensive physical and mental health care, additional academic and transition support, and promote a sense of connectedness for the identified student groups by strengthening interpersonal relationships and academic and social-emotional skill development.</p> <p>Our experience with our specific low-income student group as well as research indicates that out of several protective factors that can prevent or ameliorate the negative effects of childhood adversities a positive, supportive relationship with one or more adults is of primary importance. In addition to supportive relationships, a child's own interpersonal skills can be a buffer to the effects of adverse experiences. Children who have experienced adversities but demonstrate adaptive behaviors, such as the ability to manage their emotions, are more likely to have positive educational outcomes (Moore and Ramirez, Adverse Childhood Experience).</p> <p>These additional services will help students and teachers collaborate in order to increase academic and behavioral success by establishing caring relations and helping students identify self-soothing behaviors to relieve their stress and better focus on their learning. By implementing a system of positive interactions with students and staff we expect to see a continued increase in behavior and academic success for our low-income students. We also expect that students will continue to meet the terms of their expulsion and transition successfully back to their districts of residency.</p>		

Action #	Title	Description	Total Funds	Contributing
		This is a continuing action, and its success is noted, in local data for the 2019- 2020 school year, by the number of expelled students meeting their terms of expulsion increasing by 1% between the 2019-2020 to 2020-2021 school years.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	<p>Broad Goal: Minimize the effects of school placement changes for all Fresno County foster youth, including learning loss during COVID-19 through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts.</p> <p>State Priority Areas: 10</p>

An explanation of why the LEA has developed this goal.

Graduation rates are negatively impacted by the number of school placements, and frequency of transition of Foster Youth Students. Training, collaboration and communication with the local agencies serving Foster Youth, including Child Welfare, Juvenile Probation, court systems and districts, will allow for timely transfer of information between programs that will support the graduation rates of Foster Youth. The actions and metrics are grouped together in order to maximize support and training for staff supporting Foster Youth during school changes and transitions; direct support for Foster Youth during these changes; and summer enrichment programs that include additional transition and academic support. Progress will be monitored via DataQuest county-wide graduation rates for Foster Youth, and local data maintained by the FCSS Foster Youth Director, in regards to attendance and participation in supplemental enrichment activities. A broad goal was deemed appropriate due to the ongoing, albeit fluctuating, depending on the population and academic needs of the highly mobile Foster Youth of Fresno County

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Fresno County Foster Youth who graduate or complete a High School program	55.9% Data Year: 2019-2020 Source: DataQuest				Above 50% Data Year: 2023-2024 Source: DataQuest
Number of Fresno County Foster Youth who participate in	20 Data Year: 2019-2020				30 or above Data Year: 2023-2024

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordination of Services for Foster Youth	<p>Foster Youth students (38.1%) are graduating at a lower percentage as compared to FCSS’s all student group (47.9%) (2019 Dashboard). The Dashboard CCI indicator also indicates that Foster Students are not prepared for college and career.</p> <p>Despite facing significant challenges, youth currently or previously involved in the foster care system demonstrate extraordinary courage, determination, and resilience. It is important to provide these youth, and the supportive adults who work with them, the resources and assistance needed to achieve stability and independence beyond high school.</p> <p>A review of state and local data, including feedback from stakeholders representing foster youth, revealed that one of the drivers contributing to low graduation rates and college and career readiness is the need to provide individualized services, transition support and planning tailored to meet the specific needs and interests of individual students, to better facilitate Foster Youth's ability to plan their academic and future success.</p> <p>In order to meet this need, the LEA will coordinate services with FCSS Foster Youth Services Coordinating Program to provide additional transition support among agencies and schools beyond what is provided by the base program. These additional supports include transition support, one-on-one college and career planning, assistance with financial aid and college applications, and increased exposure to college and career programs such as visits to local colleges. The LEA</p>	\$445,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will also provide Foster students with the opportunity to join a leadership cohort designed to develop leadership skills and self-efficacy. The LEA will also assist in the development of individualized education plans for Foster Youth.</p> <p>These actions will empower students to make informed decisions about their graduation and college and career choices, foster a sense of self-efficacy, and provide knowledge and guidance for students to make the best decisions pertaining to their individual interests and skill-set.</p> <p>This is a continuing action and its success is noted in DataQuest for the 2019- 2020 school year showing that the Foster Youth student group maintained their rate of graduation from the prior year. We expect to continue to see maintained or increased graduation rates year over year for our Foster Youth.</p>		
2	School Changes Training for Court Personnel and Attorneys	Foster Youth attorneys and court personnel will be trained on the effects of school changes on academic progress for foster youth students. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$1,054.00	No
3	School Changes Training for LEA Staff	The LEA will train LEA personnel in Fresno County on the effects of school changes on academic progress for foster youth students. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$50,379.00	No
4	Supplemental Academic	The LEA will offer supplemental academic enrichment activities, including the Environmental Summer Writer's Camp and Space Camp	\$81,824.00	No

Action #	Title	Description	Total Funds	Contributing
	Enrichment and Transition Support	events during the summer for Foster Youth students. These address transition support, creativity, critical thinking, communication and collaboration to develop knowledge of science and engineering concepts. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

No comprehensive database previously existed that the child welfare agency, districts, juvenile courts or county foster youth services have access to, nor mobile application for Foster Youth students, families and stakeholders. In discussion with all collaboration agencies, it was noted that the database and mobile application would facilitate delivery and coordination of essential educational services and information. A maintenance goal was deemed appropriate due to the ongoing academic needs, and county district communication regarding, these needs, of the Foster Youth of Fresno County, and the success of the database.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Fresno County Foster Youth who graduate or complete a High School program	55.9% Data Year: 2019-2020 Source: DataQuest				Above 50% Data Year: 2022-2023 Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Software and Mobile Application Development	Continue development of software for student information system and mobile application for Android and iOS. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$205,463.00	No
2	Data Collection	Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$57,653.00	No
3	Educational Records	Foster Youth staff using the data base system will support the communication between Child Welfare and Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$29,554.00	No
4	Education Plans	Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$209,012.00	No
5	School Transition Support	Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools. This is a continuing action, and its success is noted, in DataQuest for the 2019-2020 school year, by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	\$27,105.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.13%	\$2,159,058

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness (streamline implementation) such that targeted support will be provided to the specified unduplicated groups while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our students, the LEA will achieve the anticipated outcomes specific to each identified student group for each goal and action in the plan.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. Each individual action in this plan will:

1. Identify if it is a continuing action
2. Clearly articulate how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and
3. Explain how the associated action is effective in meeting the goals for the identified student group(s) to help achieve the stated measurable outcome.

This unique approach was undertaken after consultation and input from our local constituents and other interested parties such as the California Department of Education, Americal Civil Liberties Union, Californians Together, our administration, and others. Our experience and feedback on this unique approach are virtually 100% appreciated, easily understood by any interested party not deeply familiar with the requirements of the education code and 5 CCR 15496. For those reasons, we find this approach to be extremely transparent and well-received in our community.

The contributing action titles are:

- 1.1: Probation Support
- 1.2: Safety and Transportation
- 1.3: Mentoring and Transition
- 1.4: Social/Emotional Support
- 1.5: PBIS Support
- 1.6: Truancy Support
- 1.7: CTE Support
- 2.1: Supplemental Instruction
- 2.2: Professional Development
- 2.3: Supplemental Tutoring Services
- 2.4: Student Technology
- 2.6: English Learner and Strategic Learner Support
- 2.7: Student Progress Monitoring
- 3.2: Parent and Stakeholder Outreach
- 3.3 Supplemental Bilingual Interpreting and Translation
- 4.3: Electives and Paraprofessionals
- 5.1: Expelled Student Support
- 6.1: Coordination of Services for Foster Youth

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Fresno County Superintendent of Schools be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Our LEA has demonstrated that it has exceeded the 8.13% proportionality percentage by planning to provide a 9.17% proportionality percentage based on the contributing actions/services included in this plan. It is important to note we are exceeding the minimum proportionality percentage by providing the actions and services principally directed towards the unduplicated student population as not only

summarized in the prompt above but explained and justified in great detail in each contributing action description within this plan. We believe this programmatic approach to the delivery of actions and services surpasses requirements for a meeting or exceeding the MPP and is most transparently communicated and most easily understood by our stakeholders through the approach we use in this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,790,360.00		\$1,701,226.00	\$1,668,325.00	\$11,159,911.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,445,093.00	\$3,714,818.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Probation Support	\$30,938.00				\$30,938.00
1	2	English Learners Foster Youth Low Income	Safety and Transportation	\$146,340.00				\$146,340.00
1	3	English Learners Foster Youth Low Income	Mentoring and Transition	\$93,720.00			\$57,426.00	\$151,146.00
1	4	English Learners Foster Youth Low Income	Social/Emotional Support	\$294,046.00			\$221,182.00	\$515,228.00
1	5	English Learners Foster Youth Low Income	PBIS Support	\$176,708.00			\$57,787.00	\$234,495.00
1	6	English Learners Foster Youth Low Income	Truancy Support	\$71,645.00				\$71,645.00
1	7	English Learners Foster Youth Low Income	CTE Support	\$157,507.00		\$77,301.00	\$28,031.00	\$262,839.00
2	1	English Learners Foster Youth Low Income	Supplemental Instruction	\$11,715.00			\$71,694.00	\$83,409.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Professional Development	\$52,083.00			\$157,245.00	\$209,328.00
2	3	English Learners Foster Youth Low Income	Supplemental Tutoring Services	\$52,717.00				\$52,717.00
2	4	English Learners Foster Youth Low Income	Student Technology	\$246,781.00			\$99,576.00	\$346,357.00
2	5	All	Data/Assessment and Support	\$126,550.00				\$126,550.00
2	6	English Learners Foster Youth Low Income	English Learner and Strategic Learner Support	\$117,538.00				\$117,538.00
2	7	English Learners Foster Youth Low Income	Student Progress Monitoring	\$9,751.00				\$9,751.00
3	1	All	Parent and Stakeholder Communication	\$99,577.00				\$99,577.00
3	2	English Learners Foster Youth Low Income	Parent and Stakeholder Outreach	\$5,858.00			\$23,429.00	\$29,287.00
3	3	English Learners	Supplemental Bilingual Interpreting and Translation	\$37,682.00				\$37,682.00
3	4	Students with Disabilities	Supplemental Support for families of SWDs					\$0.00
4	1	All	California Standards Aligned Curriculum			\$169,416.00		\$169,416.00
4	2	All	Teachers and Staff	\$4,686,071.00		\$439,369.00		\$5,125,440.00
4	3	English Learners Foster Youth Low Income	Electives and Paraprofessionals	\$657,147.00			\$853,280.00	\$1,510,427.00
4	4	All	Facilities	\$443,318.00				\$443,318.00
5	1	English Learners Foster Youth Low Income	Expelled Student Support	\$266,814.00			\$12,278.00	\$279,092.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	1	Foster Youth	Coordination of Services for Foster Youth	\$5,854.00		\$428,127.00	\$11,366.00	\$445,347.00
6	2	Foster Youth	School Changes Training for Court Personnel and Attorneys			\$1,054.00		\$1,054.00
6	3	Foster Youth	School Changes Training for LEA Staff			\$50,379.00		\$50,379.00
6	4	Foster Youth	Supplemental Academic Enrichment and Transition Support			\$6,793.00	\$75,031.00	\$81,824.00
7	1	Foster Youth	Software and Mobile Application Development			\$205,463.00		\$205,463.00
7	2	Foster Youth	Data Collection			\$57,653.00		\$57,653.00
7	3	Foster Youth	Educational Records			\$29,554.00		\$29,554.00
7	4	Foster Youth	Education Plans			\$209,012.00		\$209,012.00
7	5	Foster Youth	School Transition Support			\$27,105.00		\$27,105.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,434,844.00	\$4,533,566.00
LEA-wide Total:	\$1,720,923.00	\$3,310,448.00
Limited Total:	\$5,854.00	\$445,347.00
Schoolwide Total:	\$708,067.00	\$777,771.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Probation Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	\$30,938.00	\$30,938.00
1	2	Safety and Transportation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	\$146,340.00	\$146,340.00
1	3	Mentoring and Transition	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	\$93,720.00	\$151,146.00
1	4	Social/Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$294,046.00	\$515,228.00
1	5	PBIS Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,708.00	\$234,495.00
1	6	Truancy Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,645.00	\$71,645.00
1	7	CTE Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,507.00	\$262,839.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Supplemental Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,715.00	\$83,409.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,083.00	\$209,328.00
2	3	Supplemental Tutoring Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AMW	\$52,717.00	\$52,717.00
2	4	Student Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$246,781.00	\$346,357.00
2	6	English Learner and Strategic Learner Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AMW	\$117,538.00	\$117,538.00
2	7	Student Progress Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,751.00	\$9,751.00
3	2	Parent and Stakeholder Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,858.00	\$29,287.00
3	3	Supplemental Bilingual Interpreting and Translation	LEA-wide	English Learners	All Schools	\$37,682.00	\$37,682.00
4	3	Electives and Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$657,147.00	\$1,510,427.00
5	1	Expelled Student Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	\$266,814.00	\$279,092.00
6	1	Coordination of Services for Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,854.00	\$445,347.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.