LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno County Superintendent of Schools
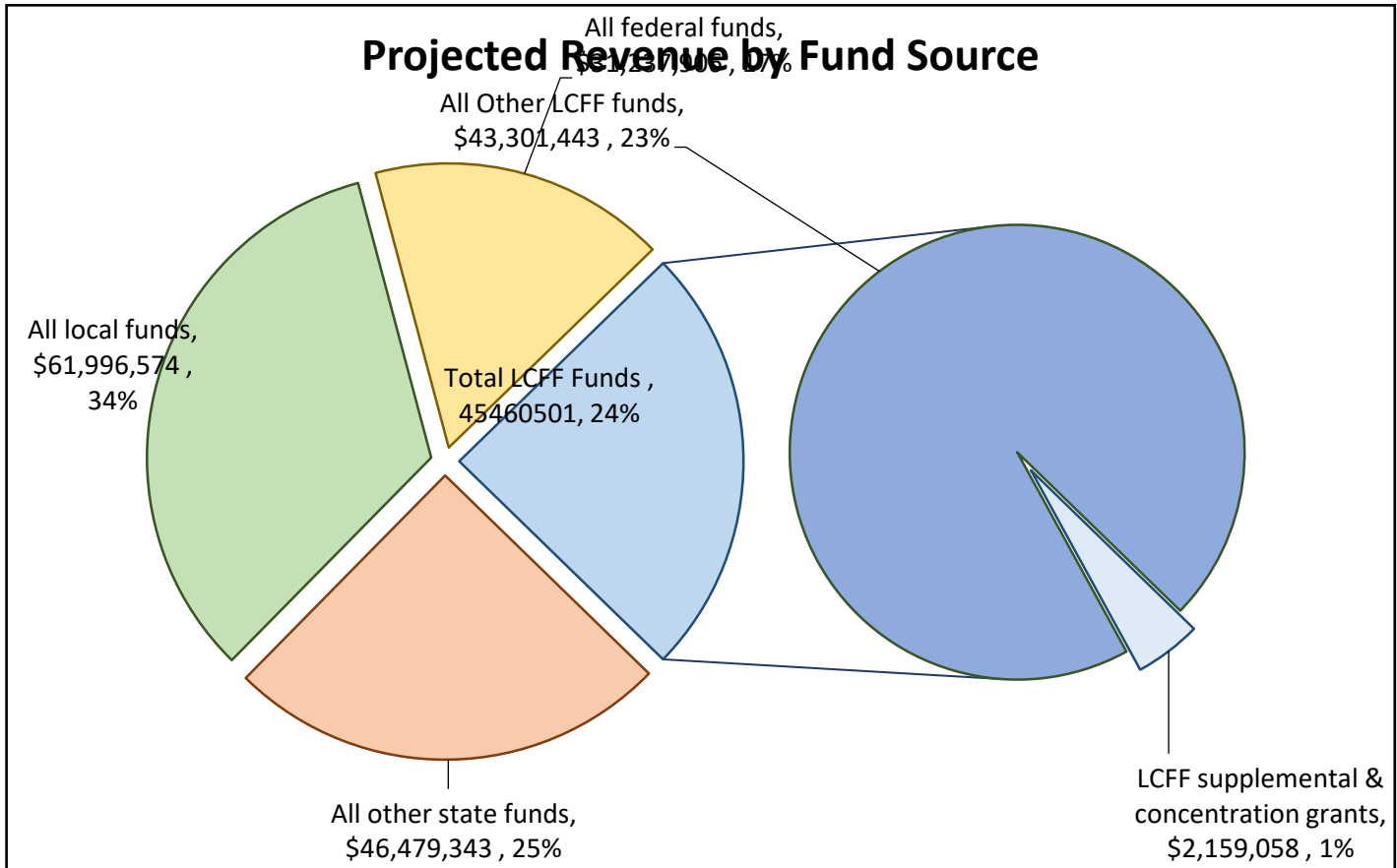
CDS Code: 10101080000000

School Year: 2021 – 22

LEA contact information: Dominico Johnston

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

Projected Revenue by Fund Source

- All federal funds, $31,237,906 , 17%
- All Other LCFF funds, $43,301,443 , 23%
- All local funds, $61,996,574 , 34%
- Total LCFF Funds , 45460501, 24%
- All other state funds, $46,479,343 , 25%
- LCFF supplemental & concentration grants, $2,159,058 , 1%

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

The 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.

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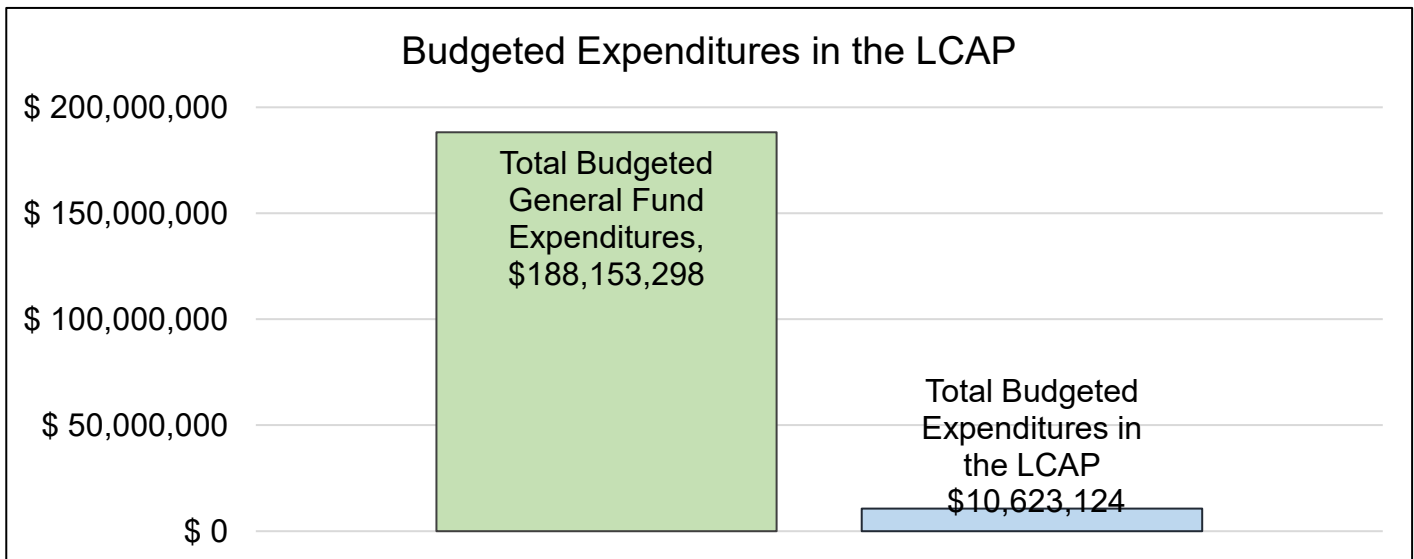
This chart provides a quick summary of how much Fresno County Superintendent of Schools plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fresno County Superintendent of Schools plans to spend $188,153,298.00 for the 2021 – 22 school year. Of that amount, $10,623,124.00 is tied to actions/services in the LCAP and $177,530,174.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
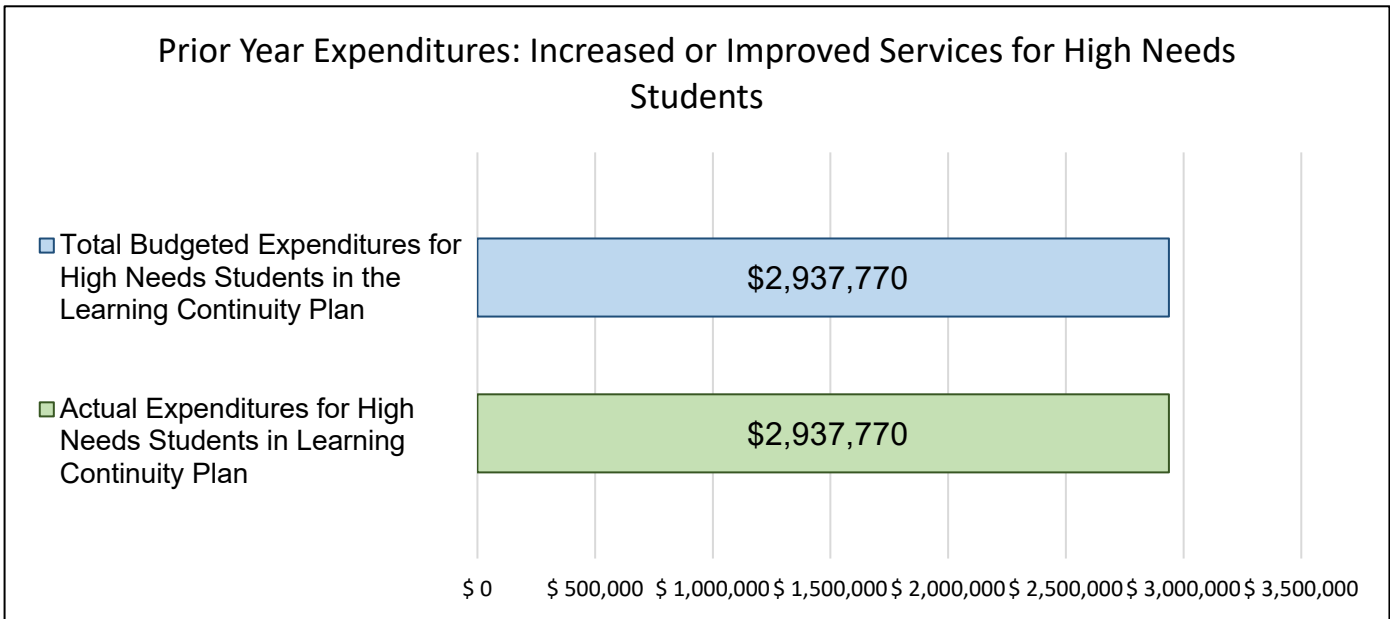
The total budget for Fresno County Superintendent of Schools is $188,153,298. Of that amount, $177,530,174 are not included in this LCAP because they are funds generated by fee for service

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 $5,806,268.00 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

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $2,937,770

□ Actual Expenditures for High Needs Students in Learning Continuity Plan $2,937,770

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000 $ 3,500,000

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 $2,937,770.00 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
Metric/Indicator Suspension rate **19-20** Below 50% **Baseline** 47%	Goal Met: the suspension rate was 25%
Metric/Indicator Attendance rate **19-20** Above 80% **Baseline** 88%	Goal Met: the attendance rate was 89%
Metric/Indicator Chronic Absenteeism **19-20** Below 30% **Baseline** 29%	Goal Met: the chronic absenteeism rate was 25%

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	5000-5999: Services And Other Operating Expenditures LCFF $142,775 7000-7439: Other Outgo LCFF $17,990	5000-5999: Services And Other Operating Expenditures LCFF $147,396 7000-7439: Other Outgo LCFF $18,601
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	5000-5999: Services And Other Operating Expenditures LCFF $336,381 7000-7439: Other Outgo LCFF $42,384	5000-5999: Services And Other Operating Expenditures LCFF $320,326 7000-7439: Other Outgo LCFF $40,425
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,	5000-5999: Services And Other Operating Expenditures LCFF $81,600	5000-5999: Services And Other Operating Expenditures LCFF $81,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
after school programming and transition services. This will reduce the behavior rates and increase the attendance rates for the unduplicated student population	7000-7439: Other Outgo LCFF $10,282 5000-5999: Services And Other Operating Expenditures Title I Part A $50,000 7000-7439: Other Outgo Title I Part A $6,300	7000-7439: Other Outgo LCFF $10,282 5000-5999: Services And Other Operating Expenditures Title I Part A $50,000 7000-7439: Other Outgo Title I Part A $6,300
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	1000-1999: Certificated Personnel Salaries LCFF $79,774 3000-3999: Employee Benefits LCFF $26,592 5000-5999: Services And Other Operating Expenditures LCFF $149,656 7000-7439: Other Outgo LCFF $32,259 1000-1999: Certificated Personnel Salaries Title I Part D $64,565 2000-2999: Classified Personnel Salaries Title I Part D $73,584 3000-3999: Employee Benefits Title I Part D $46,049 5000-5999: Services And Other Operating Expenditures Title I Part D $11,158 7000-7439: Other Outgo Title I Part D $21,489	1000-1999: Certificated Personnel Salaries LCFF $79,774 3000-3999: Employee Benefits LCFF $26,592 5000-5999: Services And Other Operating Expenditures LCFF $149,656 7000-7439: Other Outgo LCFF $32,259 1000-1999: Certificated Personnel Salaries Title I Part D $64,565 2000-2999: Classified Personnel Salaries Title I Part D $59,792 3000-3999: Employee Benefits Title I Part D $37,804 5000-5999: Services And Other Operating Expenditures Title I Part D $11,158 7000-7439: Other Outgo Title I Part D $21,872
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	1000-1999: Certificated Personnel Salaries LCFF $27,243 2000-2999: Classified Personnel Salaries LCFF $27,652	1000-1999: Certificated Personnel Salaries LCFF $27,243 2000-2999: Classified Personnel Salaries LCFF $15,159

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
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	3000-3999: Employee Benefits LCFF $22,851 4000-4999: Books And Supplies LCFF $4,183 5000-5999: Services And Other Operating Expenditures LCFF $31,836 7000-7439: Other Outgo LCFF $17,280 1000-1999: Certificated Personnel Salaries Title I Part D $17,188 3000-3999: Employee Benefits Title I Part D $7,274 7000-7439: Other Outgo Title I Part D $3,082 1000-1999: Certificated Personnel Salaries ROP Funds $30,984 3000-3999: Employee Benefits ROP Funds $10,328	3000-3999: Employee Benefits LCFF $22,851 4000-4999: Books And Supplies LCFF $4,183 5000-5999: Services And Other Operating Expenditures LCFF $31,836 7000-7439: Other Outgo LCFF $17,280 1000-1999: Certificated Personnel Salaries Title I Part D $17,188 3000-3999: Employee Benefits Title I Part D $7,274 7000-7439: Other Outgo Title I Part D $3,082 1000-1999: Certificated Personnel Salaries ROP Funds $30,984 3000-3999: Employee Benefits ROP Funds $10,328

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
Metric/Indicator Percentage of 70-day student ELA and Math scores showing an increase **19-20** Above 60% ELA Above 60% Math **Baseline** 60% ELA 62% Math	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
Metric/Indicator Percentage of 70-day students earning a C or better **19-20** Above 80% ELA Above 80% Math Above 80% History Above 80% Science Above 80% PE	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

Expected	Actual
Baseline 89% ELA 82% Math 87% History 83% Science 91% in Physical Education	
Metric/Indicator Percentage of 70-day students earning a minimum of 5.5 credits/month **19-20** Above 60% **Baseline** 66%	Goal Met: 85% of 70-day students earned a minimum of 5.5 credits per month
Metric/Indicator Percentage of students who have access to a broad course of study **19-20** 100% **Baseline** 100%	Goal Met: 100% of students had access to a broad course of study
Metric/Indicator Percentage of students who have access to teaching staff that have participated in professional development aligned with California State Standards **19-20** 100% **Baseline** 100%	Goal Met: 100% of students had access to teaching staff that participated in professional development aligned with California State Standards

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	5000-5999: Services And Other Operating Expenditures LCFF $10,200 7000-7439: Other Outgo LCFF $1,285 1000-1999: Certificated Personnel Salaries LCFF $46,818 3000-3999: Employee Benefits LCFF $15,606 7000-7439: Other Outgo LCFF $7,865	5000-5999: Services And Other Operating Expenditures LCFF $2,000 7000-7439: Other Outgo LCFF $253 1000-1999: Certificated Personnel Salaries Title I Part D $46,818 3000-3999: Employee Benefits Title I Part D $15,606 7000-7439: Other Outgo Title I Part D $7,865
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	5000-5999: Services And Other Operating Expenditures LCFF $123,710 7000-7439: Other Outgo LCFF $15,587 5000-5999: Services And Other Operating Expenditures Title I Part A $108,455 7000-7439: Other Outgo Title I Part A $13,665 5000-5999: Services And Other Operating Expenditures Title II $10,299 7000-7439: Other Outgo Title II $1,298 5000-5999: Services And Other Operating Expenditures Title III $20,044	5000-5999: Services And Other Operating Expenditures LCFF $123,710 7000-7439: Other Outgo LCFF $15,587 5000-5999: Services And Other Operating Expenditures Title I Part A $37,045 7000-7439: Other Outgo Title I Part A $4,675 5000-5999: Services And Other Operating Expenditures Title II $15,261 7000-7439: Other Outgo Title II $1,925 5000-5999: Services And Other Operating Expenditures Title III $7,420

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

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	2000-2999: Classified Personnel Salaries LCFF $65,026 3000-3999: Employee Benefits LCFF $21,675 7000-7439: Other Outgo LCFF $10,924	2000-2999: Classified Personnel Salaries LCFF $65,026 3000-3999: Employee Benefits LCFF $21,675 7000-7439: Other Outgo LCFF $10,924
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	5000-5999: Services And Other Operating Expenditures LCFF $5,100	5000-5999: Services And Other Operating Expenditures LCFF $5,100

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

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	4000-4999: Books And Supplies Resource 060000 Instructional Materials $147,508 7000-7439: Other Outgo Resource 060000 Instructional Materials $18,586	4000-4999: Books And Supplies Resource 060000 Instructional Materials $95,188 7000-7439: Other Outgo Resource 060000 Instructional Materials $12,013
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	1000-1999: Certificated Personnel Salaries LCFF $2,371,352 2000-2999: Classified Personnel Salaries LCFF $364,079 3000-3999: Employee Benefits LCFF $990,899 4000-4999: Books And Supplies LCFF $215,644	1000-1999: Certificated Personnel Salaries LCFF $2,371,352 2000-2999: Classified Personnel Salaries LCFF $364,079 3000-3999: Employee Benefits LCFF $990,899 4000-4999: Books And Supplies LCFF $152,320

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF $138,121	5000-5999: Services And Other Operating Expenditures LCFF $27,588
	7000-7439: Other Outgo LCFF $514,092	7000-7439: Other Outgo LCFF $480,347
	1000-1999: Certificated Personnel Salaries SPED Funds $356,354	1000-1999: Certificated Personnel Salaries SPED Funds $356,354
	3000-3999: Employee Benefits SPED Funds $26,198	3000-3999: Employee Benefits SPED Funds $26,198
	7000-7439: Other Outgo SPED Funds $48,202	7000-7439: Other Outgo SPED Funds $48,202
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	1000-1999: Certificated Personnel Salaries LCFF $194,679	1000-1999: Certificated Personnel Salaries LCFF $194,679
	2000-2999: Classified Personnel Salaries LCFF $45,665	2000-2999: Classified Personnel Salaries LCFF $45,665
	3000-3999: Employee Benefits LCFF $80,115	3000-3999: Employee Benefits LCFF $80,115
	4000-4999: Books And Supplies LCFF $19,457	4000-4999: Books And Supplies LCFF $19,457
	5000-5999: Services And Other Operating Expenditures LCFF $65,081	5000-5999: Services And Other Operating Expenditures LCFF $37,493
	7000-7439: Other Outgo LCFF $51,030	7000-7439: Other Outgo LCFF $47,629
	1000-1999: Certificated Personnel Salaries Title I Part A $51,755	1000-1999: Certificated Personnel Salaries Title I Part A $74,873
	2000-2999: Classified Personnel Salaries Title I Part A $103,280	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	3000-3999: Employee Benefits Title I Part A $110,952
	5000-5999: Services And Other Operating Expenditures Title I Part A $40,895	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	2000-2999: Classified Personnel Salaries LCFF $48,707
	3000-3999: Employee Benefits LCFF $16,236	3000-3999: Employee Benefits LCFF $16,236
	4000-4999: Books And Supplies LCFF $31,212	4000-4999: Books And Supplies LCFF $31,212
	5000-5999: Services And Other Operating Expenditures LCFF $120,330	5000-5999: Services And Other Operating Expenditures LCFF $120,330
	7000-7439: Other Outgo LCFF $27,277	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 metric were met; 100% of students had access to qualified teachers, curriculum and appropriate learning environments, as noted by student, staff and stakeholder feedback, curriculum ordered, 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
Metric/Indicator Percentage of successfully transitioned expelled youth **19-20** Above 90% **Baseline** 92%	Goal Met: 93% of expelled youth successfully met their terms of expulsion

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	1000-1999: Certificated Personnel Salaries LCFF $166,959 3000-3999: Employee Benefits LCFF $55,652 5000-5999: Services And Other Operating Expenditures LCFF $10,481 7000-7439: Other Outgo LCFF $29,270	1000-1999: Certificated Personnel Salaries LCFF $166,959 3000-3999: Employee Benefits LCFF $55,652 5000-5999: Services And Other Operating Expenditures LCFF $10,481 7000-7439: Other Outgo LCFF $29,270

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title I Part A $10,690	5000-5999: Services And Other Operating Expenditures Title I Part A $10,690
	7000-7439: Other Outgo Title I Part A $1,347	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
Metric/Indicator Percentage of Foster Youth who graduate or complete a High School program **19-20** 2018-19: 48.4% **Baseline** 2015-16: 54.6%	Goal Met: 55.9% of Fresno County Foster Youth graduated or completed a High School program

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	1000-1999: Certificated Personnel Salaries LCFF $3,823 3000-3999: Employee Benefits LCFF $1,274 7000-7439: Other Outgo LCFF $642 1000-1999: Certificated Personnel Salaries Title I Part D $7,422 3000-3999: Employee Benefits Title I Part D $2,474	1000-1999: Certificated Personnel Salaries LCFF $3,825 3000-3999: Employee Benefits LCFF $1,274 7000-7439: Other Outgo LCFF $642 1000-1999: Certificated Personnel Salaries Title I Part D $7,422 3000-3999: Employee Benefits Title I Part D $2,474

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

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	1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant $5,612
	2000-2999: Classified Personnel Salaries Title I Part A $7,439	2000-2999: Classified Personnel Salaries Title I Part A $9,465
	3000-3999: Employee Benefits Title I Part A $3,464	3000-3999: Employee Benefits Title I Part A $6,403
	5000-5999: Services And Other Operating Expenditures Title I Part A $32,361	5000-5999: Services And Other Operating Expenditures Title I Part A $27,338
	7000-7439: Other Outgo Title I Part A $6,037	7000-7439: Other Outgo Title I Part A $4,256
	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant $4,380	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant $11,276
	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $1,533	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $4,857
	7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant $747	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
Metric/Indicator Percentage of Foster Youth who graduate or complete a High School program **19-20** 2018-19: 48.4% **Baseline** 2015-16: 54.6%	Goal Met: 55.9% of Fresno County Foster Youth graduated or completed a High School program

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue development of software for student information system	5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant $13,260 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant $1,674	5000-5999: Services And Other Operating Expenditures Foster Youth Services Coordinating Program Grant $16,385 7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant $2,068
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	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	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	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	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant $11,839
	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $7,903	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	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	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	2000-2999: Classified Personnel Salaries Foster Youth Services Coordinating Program Grant $28,659
	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $68,050	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	1000-1999: Certificated Personnel Salaries Foster Youth Services Coordinating Program Grant $15,854
	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $4,779	3000-3999: Employee Benefits Foster Youth Services Coordinating Program Grant $5,239
	7000-7439: Other Outgo Foster Youth Services Coordinating Program Grant $2,679	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	$243,762	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.

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	$251,331	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.

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		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		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 GLSs 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	$147,572	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	228,583	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	$1,295,642	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.

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

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:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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		
	789,266.00	692,745.00
	7,695,326.00	7,201,733.00
	166,094.00	107,201.00
	41,312.00	41,312.00
	430,754.00	430,754.00
	665,521.00	594,282.00
	255,532.00	304,167.00
	11,597.00	17,186.00
	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		
	3,753,774.00	3,802,414.00
	1,094,516.00	986,813.00
	1,707,739.00	1,712,597.00
	643,883.00	435,835.00
	1,791,378.00	1,467,574.00
	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		
		105,349.00	135,520.00
		3,107,726.00	3,060,910.00
		30,984.00	30,984.00
		356,354.00	356,354.00
		64,186.00	82,653.00
		89,175.00	135,993.00
		335,407.00	241,796.00
		560,515.00	548,022.00
		125,010.00	137,203.00
		73,584.00	59,792.00
		237,718.00	208,382.00
		1,295,425.00	1,279,819.00
		10,328.00	10,328.00
		26,198.00	26,198.00
		82,273.00	124,712.00
		55,797.00	63,158.00
		409,675.00	268,426.00
		147,508.00	95,188.00
		86,700.00	72,221.00
		21,981.00	25,247.00
		1,465,095.00	1,263,015.00
		262,801.00	145,473.00
		11,158.00	11,158.00
		10,299.00	15,261.00
		20,044.00	7,420.00
		88,811.00	81,800.00
		856,890.00	781,541.00
		18,586.00	12,013.00
		48,202.00	48,202.00
		44,551.00	32,020.00
		25,818.00	34,066.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
		1,298.00	1,925.00
		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	$243,762.00
Distance Learning Program	$251,331.00	$251,331.00
Pupil Learning Loss	$17,735.00	
Additional Actions and Plan Requirements	$7,971,068.00	$7,971,068.00
All Expenditures in Learning Continuity and Attendance Plan	$8,483,896.00	$8,466,161.00

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	$243,762.00
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	$5,546,126.00

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	$251,331.00
Pupil Learning Loss	$17,735.00	
Additional Actions and Plan Requirements	$2,668,704.00	$2,668,704.00
All Expenditures in Learning Continuity and Attendance Plan	$2,937,770.00	$2,920,035.00

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.

Approximately 75% of Court and Community School students are enrolled for fewer than 69 school days; therefore, our LCAP goals are generally focused on the data received from the 25% of students who are enrolled for 70 or more school days. The goals and actions are in support of both short and longer term students. The program engages in the collection and analysis of meaningful data. Therefore, LCAP Goal outcomes are in reference to students enrolled for 70 or more school days. Additionally, 98% of the student population does not return in the subsequent school year. Interventions are therefore new and innovative each year for the current year's student population, and are based upon the LEA's experience and success with past student populations.

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:

The student population of the Court and Community schools is highly transient. Typically, students are enrolled for a few days up to one semester. As such, the following metrics are not readily available or accurate: English Learner Reclassification rates, Advanced Placement Data, A-G course completion rates, EL Proficiency Rates, EAP, and Career Technical Education Course completion rates. Although the LEA offers Career Technical Education Courses the course completion rate is not an applicable measure due to students rarely completing an academic year. 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; therefore expulsion data does not apply.

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 decreased to 7% and the suspension rate decreased to 17%. The rate of students earning 5.5 credits per month increased to 78%. The overall parental engagement rate increased to 92% and the school climate rate was 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.

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, suspension rate 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 decreased to 7% and the suspension rate decreased 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 learning spaces was meant to facilitate collaboration, communication, critical thinking and creativity.

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 ones. 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-promise 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: Spring 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

PAC
When: Spring 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

DELAC
When: Spring 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

Pupils

When: Spring 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: Spring 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

Teachers (Certificated)
When: Spring 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: Spring 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
When: Fall 2020 - Spring 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: Spring 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

Public Comment Period:

Public Hearing Date: May 20th, 2021

LCAP and Budget Governing Board Approval Date: 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 DELAC committee stated the importance of additional support for English Learner and the identifcation 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.

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, and staff broadly supported the current goals and action items identified in the current LCAP, and their inclusion, including adaptions 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 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 inGoal 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	Broad Goal: Improve student engagement, increase student attendance, reduce student discipline, and increase student's perception of positive school climate.

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. The collected data in the student information system, 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 all students	17% Data Year: 2019-2020 Source: Local Data				Below 30%
Chronic absenteeism rate of 70-day students:	7% Data Year: 2019-2020 Source: Local Data				Below 25%
Unknown transfer rate of 70-day students	6% Data Year: 2019-2020 Source: Local Data				Below 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all Students that agree or strongly agree that a positive school climate exists	81% Data Year: 2019-2020 Source: Local Data				Above 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Probation Support	The unduplicated student population has some of the highest chronic absenteeism rates and highest rates of suspension. 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 suspension rates for the unduplicated student population. This is a continuing action, and its success is noted by the decrease in chronic absenteeism rate to 7%, and decrease in suspension to 17%.	$30,938.00	Yes
2	Security and Transportation	The unduplicated student population has some of the highest rates of chronic absenteeism and suspension. To address their needs, the LEA will provide security to improve campus safety and will provide transportation to and from school. This will decrease suspension and chronic absenteeism rates for the unduplicated student population. This is a continuing action, and its success is noted by the decrease in chronic absenteeism rate to 7%, and decrease in suspension to 17%.	$386,340.00	No Yes
3	Mentoring and Transition	The unduplicated student population has some of the highest rates of suspension and chronic absenteeism. 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 reduce the suspension and chronic absenteeism rates of the unduplicated student population. This is a	$151,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continuing action, and its success is noted by the decrease in chronic absenteeism rate to 7%, and decrease in suspension to 17%.		
4	Social/Emotional Support	The unduplicated student population has some of the highest rates of social/emotional needs and suspension. 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 suspension rates and address social/emotional needs of the unduplicated student population. This is a continuing action, and its success is noted by the decrease in suspension to 17% and increase in school climate rate to 81%.	$515,228.00	Yes
5	PBIS Support	The unduplicated student population has some of the highest rates of social/emotional needs and suspension. 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 to support implementation; and provide incentives for positive student outcomes, including during periods of distance-learning. This will reduce the suspension rates and address social/emotional needs of the unduplicated student population. This is a continuing action, and its success is noted by the decrease in suspension to 17% and increase in school climate rate to 81%.	$234,495.00	Yes
6	Truancy Support	The unduplicated student population has some of the highest chronic absenteeism rates. To address their needs, the LEA will contract with FCOE Truancy Intervention Program, provide staff to monitor and track student attendance. This will reduce the chronic absenteeism rate of the unduplicated student population. This is a continuing action, and its success is noted by the decrease in chronic absenteeism rate to 7%.	$71,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	CTE Support	The unduplicated student population has some of the highest rates of suspension and chronic absenteeism, in addition to requiring career guidance. To address their needs, the LEA will continue Career 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 suspension and chronic absenteeism rates and address the career guidance needs of the unduplicated student population. This is a continuing action, and its success is noted by the decrease in chronic absenteeism rate to 7%, and decrease in suspension to 17%.	$262,839.00	Yes

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	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.

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. 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	60% ELA 57% Math Data Year: 2018-2019 Source: Local Data				Above 60% ELA Above 60% Math
Percentage of 70-day students earning minimum of 5.5 credits per month	78% Data Year: 2019-2020 Source: Local Data				Above 65%
Percentage of students who have access to a broad course of study	100% Data Year: 2019-2020				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Local Data				
Percentage of students who have access to teaching staff that have participated in professional development aligned with California State Standards	100% Data Year: 2019-2020 Source: Local Data				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Instruction	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, address and mitigate learning loss, and provide educational learning excursions to enhance and support classroom instruction. This will increase academic growth rates for the unduplicated student population. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.	$83,409.00	Yes
2	Professional Development	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	$299,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. This will increase academic growth rates for the unduplicated student population. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.		
3	Supplemental Educational Services	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. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.	$52,717.00	Yes
4	Student Technology	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, and student home and facilities during distance learning. This will increase academic growth rates for the unduplicated student population. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.	$256,357.00	Yes
5	Data/Assessment and Support	The LEA will purchase data/assessment tracking systems; office/classroom supplies; copy machines and support. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.	$126,550.00	No

Action #	Title	Description	Total Funds	Contributing
6	English Learner and Strategic Learner Support	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, including the identification and mitigation of learning loss. This will increase academic growth rates for the unduplicated student population. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively.	$117,538.00	Yes
7	Student Progress Monitoring	The unduplicated student population has some of the lowest rates of academic growth and requires support in transitioning. To address their 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. This is a continuing action, and its success is noted by the increase to 78% of students earning at least 5.5 credits per month, and 60% and 57% of students increasing ELA and Math scores respectively, in addition to the unknown transfer rate decreasing to 6%.	$9,751.00	Yes

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

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. 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
Percentage of parents/guardian/stakeholders of 70-day students participating in engagement opportunities and meaningful contacts with LEA staff	94% Data Year: 2019-2020 Source: Local Data				Above 85%

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 the increase to 94% of parents and stakeholders of 70-day students participating in	$99,577.00	No

Action #	Title	Description	Total Funds	Contributing
		meaningful contact with school officials, teachers and staff regarding the social/emotional, learning loss mitigation and academic progress of their students.		
2	Parent and Stakeholder Outreach	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 increase the parent/advocate involvement rate for the unduplicated student population. This is a continuing action, and its success is noted by the increase to 94% of parents and stakeholders of 70-day students participating in meaningful contact with school officials, teachers and staff regarding the social/emotional, learning loss mitigation and academic progress of their students.	$29,287.00	Yes
3	ELAC and DELAC	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. This is a continuing action, and its success is noted by the increase to 94% of parents and stakeholders of 70-day students participating in meaningful contact with school officials, teachers and staff regarding the social/emotional, learning loss mitigation and academic progress of their students.	$37,682.00	Yes

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	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.

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. 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
Percentage of students with access to appropriately credentialed teachers with no vacancies and/or misassignment	100% Data Year: 2019-2020 Source: Local Data				100%
Percentage of students with access to well-maintained school facilities in good repair	100% Data Year: 2019-2020 Source: Local Data				100%
Percentage of students with access to standards-aligned curriculum and	100% Data Year: 2019-2020				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
supplemental materials as appropriate	Source: Local Data				
Percentage of students with access to updated and replaced classroom/ collaboration learning environment furniture/ materials as appropriate	100% Data Year: 2019-2020 Source: Local Data				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. This is a continuing action, and its success is noted by 100% of students having access to curriculum and materials, including during distance learning.	$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; breakfast/lunch program. This is a continuing action, and its success is noted by 100% of students having access to highly qualified teachers, including during distance learning.	$5,125,440.00	No

Action #	Title	Description	Total Funds	Contributing
3	Electives and Paraprofessionals	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. This is a continuing action, and its success is noted by 100% of students having access to highly qualified teachers, paraprofessionals, and elective courses including during distance learning.	$1,410,427.00	Yes
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 by 100% of students having access to facilities in good repair.	$343,318.00	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	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

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. 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 successfully transitioned expelled youth	94% Data Year: 2019-2020 Source: Local Data				Above 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expelled Student Support	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, including the identification and mitigation of learning loss, to expelled youth. This will increase the transition rates for the unduplicated student population. This is a	$279,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continuing action, and its success is noted by 94% of expelled students meeting their terms of expulsion.		

Goal Analysis [2021-22]

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

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

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
6	Broad Goal: Minimize the effects of school placement changes, including learning loss during COVID-19, on academic progress through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts.

An explanation of why the LEA has developed this goal.

Graduation rates are negatively impacted by the number of school placements of Foster Youth Students. A broad goal was deemed appropriate due to the ongoing academic needs of the 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%
Number of Fresno County Foster Youth who participate in supplemental enrichment activities	20 Data Year: 2019-2020 Source: Local Data				30 or above

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordination Services	The LEA will 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. This is a continuing action, and its success is noted by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	$445,347.00	Yes
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 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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	$22,379.00	No
4	Supplemental Academic Enrichment	The LEA will offer supplemental academic enrichment activities, including the Environmental Summer Writer's Camp and Space Camp events during the summer for Foster Youth students. These address creativity, critical thinking, communication and collaboration to develop knowledge of science and engineering concepts. This is a continuing action, and its success is noted by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.	$61,824.00	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
7	Develop and maintain a comprehensive foster youth education data base and mobile application for Android and iOS. Provide educational liaisons access to data base to ensure the delivery and coordination of necessary educational services

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. A broad goal was deemed appropriate due to the ongoing academic needs, and county district communication regarding, these needs, of the 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%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Software 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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		No

Action #	Title	Description	Total Funds	Contributing
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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		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 by 55.9% of Fresno County Foster Youth graduating or otherwise completing high school programs.		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.

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.

Using the calculation tool provided by the state FCSS has calculated that it will receive $2,159,058 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: additional counseling, security, mentoring, intervention programs, social/emotional supportive programs, professional development, data tracking, course enrichment, tutoring, achievement data and transcript analysis, and technology upgrades to better serve our highly at risk and mobile unduplicated student population.

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

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind, based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help FCSS be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of FCSS. Since the LEA's unduplicated student population count is 99.5% all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency of the delivery of these actions and services. In addition, using the same calculation tool the proportionality percentage has been calculated at 8.13%. FCSS has demonstrated that it has met the 8.13% proportionality percentage by the actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

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:

  o 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)).

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

  o 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.

- o **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.

- o **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:

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

- o **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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$7,830,360.00		$1,144,439.00	$1,648,325.00	$10,623,124.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$7,018,208.00	$3,604,916.00

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	All English Learners Foster Youth Low Income	Security and Transportation	$386,340.00				$386,340.00
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		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	$142,083.00			$157,245.00	$299,328.00
2	3	English Learners Foster Youth Low Income	Supplemental Educational Services	$52,717.00				$52,717.00
2	4	English Learners Foster Youth Low Income	Student Technology	$156,781.00			$99,576.00	$256,357.00
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 Foster Youth Low Income	ELAC and DELAC	$37,682.00				$37,682.00
4	1	All	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	$557,147.00			$853,280.00	$1,410,427.00
4	4	All	Facilities	$343,318.00				$343,318.00
5	1	English Learners Foster Youth Low Income	Expelled Student Support	$266,814.00			$12,278.00	$279,092.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,830,360.00	$10,623,124.00
LEA-wide Total:	$1,620,923.00	$3,210,448.00
Limited Total:	$77,499.00	$516,992.00
Schoolwide Total:	$1,019,712.00	$1,089,416.00

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	Security and Transportation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	$386,340.00	$386,340.00
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 Schoolwide Limited to Unduplicated Student Group(s)		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	$142,083.00	$299,328.00
2	3	Supplemental Educational 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	$156,781.00	$256,357.00
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	ELAC and DELAC	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,682.00	$37,682.00
4	3	Electives and Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,147.00	$1,410,427.00
5	1	Expelled Student Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VHEA	$266,814.00	$279,092.00

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:		