

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fruitvale School District

CDS Code: 15 63479 0000000

School Year: 2021-22

LEA contact information:

Leslie Garrison

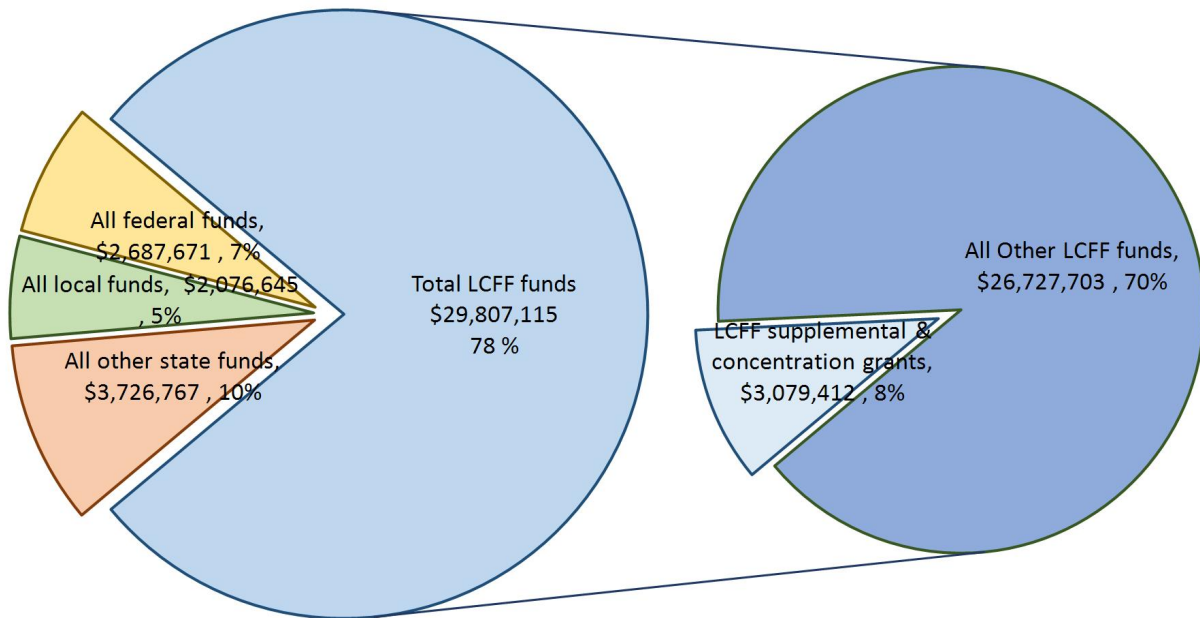
District Superintendent

661-589-3830

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

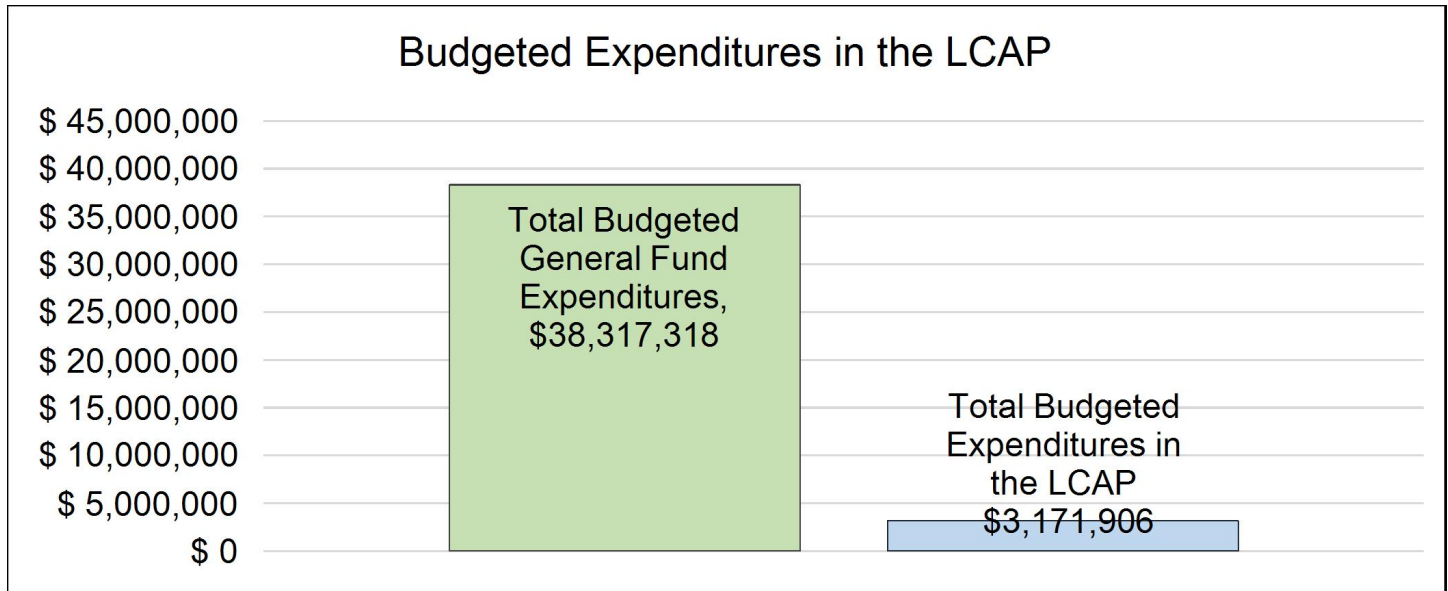


This chart shows the total general purpose revenue Fruitvale School District expects to receive in the coming year from all sources.

The total revenue projected for Fruitvale School District is \$38,298,198, of which \$2,9807,115 is Local Control Funding Formula (LCFF), \$3,726,767 is other state funds, \$2,076,645 is local funds, and \$2,687,671 is federal funds. Of the \$2,9807,115 in LCFF Funds, \$3,079,412 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fruitvale School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fruitvale School District plans to spend \$3,831,7318 for the 2021-22 school year. Of that amount, \$3,171,906 is tied to actions/services in the LCAP and \$35,145,412 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

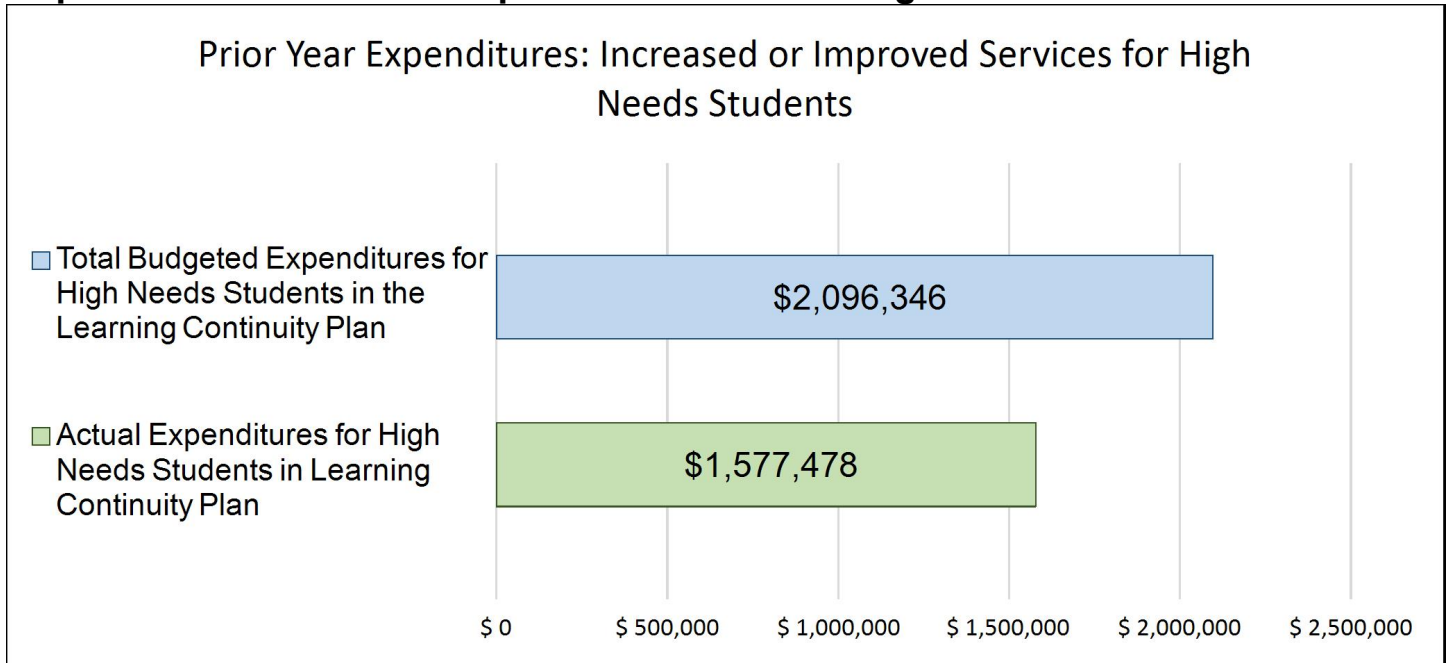
Budgeted expenditures not included in the Local Control and Accountability Plan include certificated classroom and intervention teachers, speech teachers, instructional aides, school and district administrative staff, counselors, nurses, psychologists, occupational therapist, custodial, maintenance, and grounds staff, bus drivers, instructional materials, professional development, utilities, professional consulting services, operational costs, and Special Ed costs for students in county programs.

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

In 2021-22, Fruitvale School District is projecting it will receive \$3,079,412 based on the enrollment of foster youth, English learner, and low-income students. Fruitvale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fruitvale School District plans to spend \$3,171,906 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Fruitvale School District 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 Fruitvale School District 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, Fruitvale School District's Learning Continuity Plan budgeted \$2,096,346 for planned actions to increase or improve services for high needs students. Fruitvale School District actually spent \$1,577,478 for actions to increase or improve services for high needs students in 2020-21.

One of the programs that the district was not able to implement in the 2020-21 school year is Summer School because it will take place as a "jumpstart" program in late July 2021, instead of June 2021. The other main difference in expenditures is the purchase of 500 out of the 2000 Chromebooks were received in 2020, instead of 2021.

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
Fruitvale School District	Leslie Garrison District Superintendent	legarrison@fruitvale.k12.ca.us 661-589-3830

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

Implement Common Core State Standards to Maintain High Levels of Student Achievement and Prepare Students to Learn in a 21st Century Classroom

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator TEACHERS APPROPRIATELY ASSIGNED AND FULLY CREDENTIALLED FOR ASSIGNMENT (PRIORITY 1) 19-20 94% Baseline 93%	92% of teachers appropriately assigned and fully credentialed as per staffing report.
Metric/Indicator PUPIL ACCESS TO STANDARDS-ALIGNED MATERIALS (PRIORITY 1) 19-20 100% Baseline 100%	100% of students have access to standards aligned materials as per local records.
Metric/Indicator SCHOOL FACILITIES MAINTAINED IN GOOD REPAIR PER FACILITY INSPECTION TOOL (FIT) (PRIORITY 1) 19-20	Facilities in "Good" condition as per FIT report.

Expected	Actual
<p>Good</p> <p>Baseline Good</p>	
<p>Metric/Indicator IMPLEMENTATION OF CA ACADEMIC AND PERFORMANCE STANDARDS: INSTRUCTIONAL STAFF BELIEVES THE CCSS ARE AT “FULL IMPLEMENTATION” ACCORDING TO THE TEACHING AND LEARNING SURVEY (PRIORITY 2) – ENGLISH LANGUAGE ARTS - 63% MATHEMATICS – 75%</p> <p>19-20 English Language Arts – 67% Mathematics – 79%</p> <p>Baseline English Language Arts - 63% Mathematics – 75%</p>	<p>Data not available. The district was in the process of collecting data through surveys and meetings during March 2020, but the school closures due to COVID-19 prevented district personnel to complete the surveys.</p>
<p>Metric/Indicator PROGRAMS/SERVICES TO ENABLE ENGLISH LEARNERS ACCESS TO CCSS AND ELD STANDARDS (PRIORITY 2)</p> <p>19-20 All schools will implement state adopted content standards, and access to ELs is monitored by administration through observation and instruction of designated and integrated ELD</p> <p>Baseline</p>	<p>All schools fully implemented state adopted content standards, and access to ELs is monitored by administration through observation and instruction of designated and integrated ELD</p>

Expected	Actual
<p>Programs/services to enable English Learners access to CCSS and ELD standards</p> <p>Metric/Indicator STATE ASSESSMENTS: PROFICIENT/ADVANCED RATE FOR THE DISTRICT (CAASP FOR ELA/MATH) (PRIORITY 4)</p> <p>19-20 66% (ELA) & 65% (Math)</p> <p>Baseline 61% (ELA) & 48% (Math)</p>	<p>Data not available, Students did not take the CAASP due to the school closures in March 2020 as a result of the COVID-19 Pandemic.</p>
<p>Metric/Indicator ACADEMIC PERFORMANCE INDEX (PRIORITY 4)</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>N/A</p>
<p>Metric/Indicator PERCENTAGE OF PUPILS COMPLETING A-G OR CTE SEQUENCES/PROGRAMS</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>N/A</p>
<p>Metric/Indicator PERCENTAGE OF EL PUPILS MAKING PROGRESS TOWARD ENGLISH PROFICIENCY AS MEASURED BY THE CELDT</p> <p>19-20 50%</p> <p>Baseline 74%</p>	<p>Data is not available. The district was in the process of administering the ELPAC assessment when the school closures occurred due to COVID-19. The district only has data from the 3rd grade through 8th grade. Reporting data through that point in time and for those grades only would skew the metrics.</p>

Expected	Actual
Metric/Indicator State assessments: proficient/advanced rate for the district (CAASP for ELA/Math) (Priority 4) 19-20 60% (ELA) & 50% (Math) Baseline 61% (ELA) & 48% (Math)	Data not available, Students did not take the CAASP due to the school closures in March 2020 as a result of the COVID-19 Pandemic.
Metric/Indicator EL reclassification rate (Priority 4) 19-20 11% Baseline 10%	Data is not available. The district was in the process of administering the ELPAC assessment when the school closures occurred due to COVID-19. Data is incomplete. The district had only assessed 63 students at the time.
Metric/Indicator Percent of pupils who passed AP exams with a score of 3 or higher (Priority 4) 19-20 N/A Baseline N/A	N/A
Metric/Indicator Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) (Priority 4) 19-20 N/A Baseline N/A	N/A
Metric/Indicator District Language Arts Benchmarks (Avg. Percent Correct)	District Language Arts Benchmarks (Avg. Percent Correct) 3rd Grade - 52%

Expected	Actual
<p>(Priority 8)</p> <p>19-20 3rd Grade – 70% 4th Grade – 65% 5th Grade – 66% 6th Grade – 65% 7th Grade – 64% 8th Grade – 65%</p> <p>Baseline 3rd Grade – 63% 4th Grade – 58% 5th Grade – 59% 6th Grade – 65% 7th Grade – 63% 8th Grade – 48%</p>	<p>4th Grade - 58% 5th Grade - 56% 6th Grade - 48% 7th Grade - 63% 8th Grade - 65%</p> <p>Note: the district was not able to complete all benchmarks due to COVID-19. This information is for benchmarks up until March 16th, 2020.</p>
<p>Metric/Indicator District Mathematics Benchmarks (Avg. Percent Correct) (Priority 8)</p> <p>19-20 3rd Grade – 71% 4th Grade – 65% 5th Grade – 61% 6th Grade – 64% 7th Grade – 72% 8th Grade – 68%</p> <p>Baseline 3rd Grade – 68% 4th Grade – 54% 5th Grade – 62%</p>	<p>District Mathematics Benchmarks (Avg. Percent Correct)3rd Grade - 69% 4th Grade - 57% 5th Grade - 56% 6th Grade - 50% 7th Grade - 81% 8th Grade - 75%</p> <p>Note: the district was not able to complete all benchmarks due to COVID-19. This information is for benchmarks up until March 16th, 2020.</p>

Expected	Actual
6th Grade – 60% 7th Grade – 41% 8th Grade – 63%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will maintain the increased services of reduced K-3 class sizes in prior years (2013-18) and related costs for teachers hired in order to incrementally reduce and/or maintain averages each year.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 923,701 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$409,818	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 936,656 3000-3999: Employee Benefits LCFF Supplemental and Concentration 419,646
Provide Professional Development/collaboration opportunities for every grade level. Professional Development will be aimed at instructional strategies that target unduplicated count students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 66,941 3000-3999: Employee Benefits LCFF Supplemental and Concentration 14,059 Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 19,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 76,342 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,765 Travel and conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 14,028
No Instructional Mentors will be provided to allocate resources towards other forms of professional development.		
Maintain block schedule at Fruitvale Junior High in order to provide targeted students an extended learning period of both Language Arts and Math every day. Extended learning sections allows for teachers to provide more in-depth instruction for targeted students by frontloading material and building background knowledge. Longer sections afford	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 209,806	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 216,709

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teachers more opportunities to reteach and offer feedback for improvement. Three teachers were required to accommodate schedule.	3000-3999: Employee Benefits LCFF Supplemental and Concentration 89,009	3000-3999: Employee Benefits LCFF Supplemental and Concentration 92,316
Repair and replace student technology devices at schools as needed. Add 1:1 Chromebooks to 3rd Grade students. This will continue to support student exposure to the CCSS and the 4 C's in developing college and career readiness.	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 100,000 Equipment over \$500 4000-4999: Books And Supplies LCFF Supplemental and Concentration 25,000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 108,403 Equipment over \$500 4000-4999: Books And Supplies LCFF Supplemental and Concentration 19,828
Maintain and provide paraprofessional support for Intervention and ELD programs. Provide ongoing intervention paraprofessionals at each school site that would have been considered for elimination in 2014-15 if funds were not available. These services provide for added instruction in either small groups or in one-on-one situations to better meet individualized needs of the most at-risk students to address their specific skill deficits.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 90,946 3000-3999: Employee Benefits LCFF Supplemental and Concentration 20,166	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 90,465 3000-3999: Employee Benefits LCFF Supplemental and Concentration 22,425
Extend contract of part-time intervention support teacher to coordinate intervention services, monitor progress and provide professional development to enhance services for targeted students. Hire Math Coach/support teacher to coordinate intervention and help with data analysis. These services will include data analysis of the targeted students, professional development for instruction tailored for unduplicated count pupils, and the outreach to parents of these students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$61,044 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23,333 1000-1999: Certificated Personnel Salaries 23,821 3000-3999: Employee Benefits 7,787 1000-1999: Certificated Personnel Salaries Title II 35,732 3000-3999: Employee Benefits Title II 11,681	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 62,245 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24,250 1000-1999: Certificated Personnel Salaries 24,293 3000-3999: Employee Benefits 8,201 1000-1999: Certificated Personnel Salaries Title II 36,439 3000-3999: Employee Benefits Title II 12,301

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Adoption of SBE Instructional Materials for Science for all students.	4000-4999: Books And Supplies LCFF Base 600,000	4000-4999: Books And Supplies LCFF Base 0

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 funds budgeted for Actions/Services were implemented during the first three quarters of the 2019-20 school year, as planned. In March of 2020, the District experienced COVID-19 closures and continual regulations throughout the summer and the following school year. Staffing expenditures within the LCAP continued through the spring closure as the District was prohibited from completing layoffs. The District agreed upon a Memorandum of Understanding with the Labor Unions and most staff performed new duties outside of their original classification in response to the COVID-19 pandemic. Staff was utilized to ensure the smooth transition to digital learning and continuum of instruction while schools remained closed. Staff developed curriculum, created and deployed student materials, assisted in the access to student technology and wifi, provided instructional support in digital classrooms, and a variety of other roles to support student success.

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

Although 2019-20 was the most challenging year in most students', parents' and educators' lives, the Fruitvale School District persevered in the true "Fruitvale Family" fashion. The first 75% of the school year was moving along extremely well as teachers implemented CCSS and excellent instruction. Successes included teachers and staff having participated in the scheduled professional development opportunities, class size reduction continued, and the Jr. High elective offerings and the increased instructional time with ELA and Math block schedules continued at Fruitvale Jr. High. Additionally, the District was able to provide 1:1 devices to 3rd - 8th grade students, which proved to be essential as the District transitioned to distance learning due to closure in March of 2020. The district has a 100% outcome of students with access to standards-aligned materials and all facilities maintained in good repair. The Discovery Elementary remodel was completed. Challenges arose as school closed, ELPAC testing was halted, however, of the limited number of students tested, 22 were celebrated in a Zoom Board Meeting for their reclassification as English Proficient. The part-time intervention teacher contract extension and math coach assisted with data analysis in their areas of expertise and led the district grade level teachers in data team meetings to identify student needs and address learning gaps. Despite challenges of school closures, lack of testing to measure success, and a missed fourth quarter, the 2019-20 school year revealed the resilience and collaborative abilities of the Fruitvale Community. The Fruitvale Junior High School was recognized in 2020-21 for three awards which utilized 2019-20 data as qualifications. FJH was awarded as a KCSOS Innovative and Impactful School, re-designated as a National School to Watch, and recognized as the only school in Kern County as a California Distinguished School.

Goal 2

Increase Student Engagement and School Connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate (Priority 5) 19-20 96% Baseline 96.2%	95.6% as per (as per what source?). (Local Data?)
Metric/Indicator Chronic Absenteeism Rate (Priority 5) 19-20 7.0% Baseline 4.8%	8.48%. (as per what source?)
Metric/Indicator Middle School Dropout Rate (Priority 5)	0% (as per what source?)

Expected	Actual
19-20 0% Baseline 0%	
Metric/Indicator High School Dropout Rate (Priority 5) 19-20 NA Baseline NA	NA
Metric/Indicator High School Graduation Rate (Priority 5) 19-20 NA Baseline NA	NA
Metric/Indicator Suspension Rate (Priority 6) 19-20 1.75% Baseline 2.2%	1.29% as per local data (or what source)
Metric/Indicator Expulsion Rate (Priority 6)	0% as per ?

Expected	Actual
<p>19-20 0.05</p> <p>Baseline 0.06%</p>	
<p>Metric/Indicator California Healthy Kids Survey Proficiency – Agree 1) feel close to people in this school and 2) feel like I am part of this school (Priority 6)</p> <p>19-20 California Healthy Kids Survey Proficiency – Agree 1) feel close to people in this school 5th Grade = 55%; 6th Grade = 65%; 7th Grade = 66% and 2) feel like I am part of this school (Priority 6)- 5th Grade = 75%; 6th Grade = 75%; 7th Grade = 65%</p> <p>Baseline 76% & 71%</p>	<p>California Healthy Kids Survey Proficiency - Agree 1) feel close to people in this school 5th Grade = 48% 6th Grade = 51% 7th Grade = 63% and 2) feel like I am part of this school (Priority 6)- 5th Grade = 64% 6th Grade = 70% 7th Grade = 56%</p>
<p>Metric/Indicator Percent of unduplicated students who are offered early registration into Summer School Program (Priority 7)</p> <p>19-20 100%</p> <p>Baseline</p>	<p>NA - there was no Summer School due to school closures as a result of COVID-19</p>

Expected	Actual
100%	
Metric/Indicator Number of students enrolled in CTE courses (grades 7-12) (Priority 7) 19-20 320 Baseline 324 (GTT, Comp. Lit, & Ag)	271 students enrolled in CTE courses (as per what source?)
Metric/Indicator Number of course offerings for students with exceptional needs (SDC classes) (Priority 7) 19-20 11 Baseline 10.5	11 course offerings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Twenty days of Summer School for District students: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students. Additional days of instruction helps eliminate learning loss over summer that occurs with students, specifically disadvantaged students with fewer resources.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 84,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$19,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration 21,795 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,528 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000 1000-1999: Certificated Personnel Salaries \$14,735 2000-2999: Classified Personnel Salaries 0 3000-3999: Employee Benefits 2,946 5000-5999: Services And Other Operating Expenditures 1,000	3000-3999: Employee Benefits LCFF Supplemental and Concentration 0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 1000-1999: Certificated Personnel Salaries 0 2000-2999: Classified Personnel Salaries 0 3000-3999: Employee Benefits 0 5000-5999: Services And Other Operating Expenditures 0
After School Programs offered at least 2x/week at every site: Priority registration provided to targeted students. Learning opportunities for both remedial and advanced students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,550 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,123 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,000 1000-1999: Certificated Personnel Salaries Title I 6,000 3000-3999: Employee Benefits Title I 1,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 19,977 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,017 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 1000-1999: Certificated Personnel Salaries Title I 250 3000-3999: Employee Benefits Title I 521

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I 4,489
Maintain added electives at Fruitvale JH and offer 3 Periods of Gateway to Technology, 3 Periods of Study Skills, and 3 Periods of Computer Applications. These increased electives are offered in lieu of former elective Music Appreciation to better the needs of targeted students in preparation for high school and beyond. Study Skills will include soft skills including but not limited to time management, task prioritizing, test taking strategies, maintaining a schedule, etc. Priority registration given to unduplicated students. Teacher's Salary and Benefits for periods they are teaching the aforementioned electives.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$122,658 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,772	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 109,375 3000-3999: Employee Benefits LCFF Supplemental and Concentration 46,767
Maintain Library Clerk hours at 5.5 hrs/day, which were increased in 2014-15 to allow for more media and library services for our targeted students. In addition, maintain additional Library Clerk 14hrs/week, which was added in 2014-15 to allow for more media and library services for our targeted students. Expanded library time allows for more access to resource in media center that disadvantaged students often lack. Add \$20,00 to District libraries for the purchase of new books to expand selection for students without access to printed materials.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 26,862 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,888 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28,021 3000-3999: Employee Benefits LCFF Supplemental and Concentration 8,009 4000-4999: Books And Supplies LCFF Supplemental and Concentration 17,659
Maintain full-time Campus Supervisor and Security to target ELs, FY & LI students who are habitually truant. Services may include parent contact (letters, phone class, home visits) and aid in providing a safe and secure school environment that helps students feel comfortable and safe, thus want to come to school every day.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40,845 3000-3999: Employee Benefits LCFF Supplemental and Concentration 27,843	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 44,181 3000-3999: Employee Benefits LCFF Supplemental and Concentration 28,588
Maintain 2.0 FTE counseling services, specifically for targeted students, to meet all academic, social and behavioral needs, reduce truancy and address bullying issues.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 139,026 3000-3999: Employee Benefits LCFF Supplemental and Concentration 51,572	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 81,789 3000-3999: Employee Benefits LCFF Supplemental and Concentration 35,331

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF Base 99,384 3000-3999: Employee Benefits LCFF Base 32,737

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 funds budgeted for Actions/Services were implemented as planned, except for Summer School. The district budgeted \$2.7 million in expenditures in the action items in the LCAP, which exceeds the LCFF Supplemental Funds the district received by approximately \$200,000. As a result of the closures in the Spring, the district only had approximately \$69,000 in Supplemental funds unspent from what it received in 2019-20. Summer School was postponed due to COVID-19 regulations and closures. March of 2020, the District experienced COVID-19 closures and continual regulations throughout the summer and the following school year. Staffing expenditures within the LCAP continued through the spring closure as the Governor's Executive Order required the District to continue paying existing staff through the end of the year. The District agreed upon a Memorandum of Understanding with the Labor Unions, and most staff performed new duties outside of their original classification in response to the COVID-19 pandemic. Staff was utilized to ensure the smooth transition to digital learning and continuum of instruction while schools remained closed. Staff developed curriculum, created and deployed student materials, assisted in the access to student technology and wifi, provided instructional support in digital classrooms, and a variety of other roles to support student success.

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

The District was able to successfully implement the LCAP Actions/Services in the first three quarters of the school year while on campus and continued to serve students in the digital format after the spring 2020 school closures. After School programs were in full swing throughout the district offering students additional instruction, intervention, and enrichment opportunities. Even during the closure, students were offered digital extracurricular activities to keep them connected and engaged. The Jr. High Elective offerings continued to thrive while in person and online as teachers mobilized supplies for all electives, allowing students to continue to learn in the art or career pathway they desired. We had students playing music in virtual concerts, dissecting sheep eyes and pigs on their kitchen countertops, building robots at home, and even taking all of the top honors in the Kern County Codes virtual coding competition. The District continued to utilize the Campus Supervisor to assist in school safety and truancy reduction and even through closures were a challenge he continued to make home visits and delivered food and supplies to students across the district. Library

Clerks utilized their additional hours to ensure students had access to books and technology, and even during closures clerks pitched in to ensure student access to materials and digital instruction. Lastly, the counselors continue to provide support for students throughout the district as our unduplicated pupil count rises and their unique needs need special attention. During the challenge of the pandemic closure and the transition to distance learning, counselors collaborated with teachers to provide student connections to counseling supports and ensured students still received social-emotional and mental health assistance, even via digital platforms. The 2019-2020 school year began as most years, with LCAP priorities identified and planned actions/services implemented, and without warning, our world changed. The challenges and successes for this year can be placed in the same sentence as the Fruitvale School District succeeded despite the many challenges faced in the most unprecedented school years to date.

Goal 3

Increase Meaningful Partnerships with Fruitvale Families and Community Members

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 Parent Attendance at Parent-Teacher Conferences (Priority 3) 19-20 96% Baseline 96.2%	96% Parent Attendance at PT Conferences as per sign in sheets. (?)
Metric/Indicator Avg # of parents attending ELACs each year (Priority 3) 19-20 7 Baseline 6.5	8 parents on average attended ELAC Meetings.
Metric/Indicator Avg # of parents attending DELACs each year (Priority 3) 19-20 6	13 parents on average attended DELAC Meetings

Expected	Actual
Baseline 9	
Metric/Indicator # of Parents attending parent involvement/engagement offerings (Priority 3) 19-20 250 Baseline 288	250 parents attended parent involvement/engagement offerings.
Metric/Indicator Parents of unduplicated students will be offered opportunities to attend all parent offerings (Priority 3) 19-20 100% Baseline 100%	100% of parents of unduplicated students were offered opportunities to attend all parent offerings.
Metric/Indicator Parents of SWDs will be offered opportunities to attend all parent offerings (Priority 3) 19-20 100% Baseline 100%	100% of parents of SWDs will be offered opportunities to attend all parent offerings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase and engage parent participation in the ELACs. Services will include child care, translators, supplies, food, etc. when necessary. Increased parent involvement will improve the programs offered for ELs by receiving input and feedback from parents to strengthen language acquisition for students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 405 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,995	4000-4999: Books And Supplies LCFF Supplemental and Concentration 416 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
Provide Parent Engagement/Involvement Offerings District-wide that were added in 2014-15. Each school will offer at least one parent night (e.g. Parent University/Parent Engagement) a year. Topics will include strategies for increasing social, behavioral and academic growth for the targeted students. Services will include stipends for presenters, child care, translators, supplies, food, etc. when necessary.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 853 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 128 3000-3999: Employee Benefits LCFF Supplemental and Concentration 188 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,031	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Efforts will be made to increase communication through email, website, and text messaging. The District will develop a plan to request that parents sign up for access through the portal that can provide regular updates for attendance and grades. In doing so, parents will provide the district their most recent contact information for event, news, and emergency alerts. Our student information system (SIS) allows for parents to receive communication via email, text, and phone calls.	\$0	\$0

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 funds budgeted for Actions/Services were implemented to the fullest extent in-person for the first three quarters of the 2019-2020 school year, as planned. The third quarter was adjusted due to COVID-19 closures. In March of 2020, the District experienced COVID-19 closures and continual regulations throughout the summer and the following school year. Staffing expenditures within the LCAP continued through the spring closure as the Governor's Executive Order required that the District continue to pay existing staff through the end of the fiscal year. The District agreed upon a Memorandum of Understanding with the Labor Unions and most staff performed new duties outside of their original classification in response to the COVID-19 pandemic. Staff was utilized to ensure the smooth transition to digital learning and continuum of instruction while schools remained closed. Staff developed curriculum, created and deployed student materials, assisted in the access to student technology and wifi, provided instructional support in digital classrooms, and a variety of other roles to support student success.

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

The District implemented the actions/services from Goal 3 successfully throughout the first three quarters of the year while in-person. The third quarter presented multiple challenges as the District experienced the closure of schools however, the closure proceeded to reveal new and innovative ways to complete the actions of this goal. Goal 3 had a focus on increasing meaningful partnerships with Fruitvale families and community members. Once closed, the District recognized the extreme importance of continuing to communicate and involve all of our stakeholders. Digital conferencing platforms became an avenue to connect, and proved to be even more beneficial than we had ever realized. The District continued to hold ELAC and DELAC meetings, parent and district level meetings via Zoom and experienced a higher level of participation than the traditional in-person meetings of old. The District also fully utilized the other communication tools available including email, website, text, and perhaps the most valuable, Parent Square via our student information system, Aeries. The LCAP surveys for the 2021 school year revealed that all stakeholders felt communication was positive during this challenging time as: 91% of staff and 88% of parents reported the School/District effectively communicates with families. A majority of complimentary comments in the survey praised the District's communication and consideration of stakeholders in district decisions. Teacher Comment: "Communication is transparent with parents, children and staff from administration on site and the District Office." Parent Comment: "The District listens to stakeholders and keeps families informed."

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
Special Education Cohort In-Person Instruction Safety Plan Development	5,000	1,551	No
Staff and Family Training	2,000	3,000	No
Safety Precaution Assurance: PPE, plexiglass shields, signage, disinfecting/sanitizing supplies, hand washing station rentals, bottled water filling stations, touchless thermometer kiosks, and classroom configuration	550,000	662,670	No
Certificated teacher and instructional assistants extra duty hours for use after school and/or on weekends /summer school in order to mitigate learning loss. Students will be invited to this opportunity based on their documented learning loss which will be based on assessments.	235,000	45,000	Yes
Supplemental instructional materials to mitigate learning loss	50,000	0	Yes

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.

The Fruitvale School District had a student-centered determination to quickly return students and safely to school during the 2020-21 school year. The District began planning with a District Task Force comprised of teachers, administrators, and classified support staff. We took every opportunity and opening to apply for Special Education Cohort returns beginning in September 2020, to the Elementary Waiver in October 2020, Hybrid scheduling, and finally the full-day return of all students in April 2021. The District was the leader in opening schools and followed every turn placed before us with CDPH and Cal/OSHA guidance in regard to expediting the return of students to school for in-person instruction.

The District spent more funds than it had anticipated on personal protective equipment, disinfecting/sanitizing supplies, and hand washing station rentals.

The Summer programs to mitigate learning loss will not occur at the end of the 2020-21 school year as originally planned. The program was shifted to the month of July 2021 as a "jumpstart" program for the 2021-22 year to allow students and staff a break and make learning more meaningful.

The district chose to purchase more supplemental support programs than materials, as reflected in additional expenditures in the Distance Learning Section.

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 Fruitvale School District started the school year in full-distance learning with the unwavering determination and focus to return students to school. The universal and collaborative efforts of the entire Fruitvale Community are to be recognized and commended. Everyone did their part. Our labor unions and staff were exceptionally flexible and willing to do what was needed to return our students. Our families and community rallied together to support one another. Perhaps most notable was everyone's strict adherence to rules and protocols related to safety. All of the planned actions were implemented and contributed to the successful return to in-person instruction.

We were able to open our doors to our small cohorts (SDC classes and at-risk students) for full-day instruction starting on September 14, 2020, before any other district in the county. October 2020 our Transitional Kindergarten and Kindergarten classes opened in an a.m./p.m. hybrid schedule. By November 2020 our schools were serving all grades TK-4th in-person. The district was able to remain open through December and January during the height of the pandemic with minimal class closures while our neighboring districts completely closed. February our elementary schools were complete with the 5th and 6th grades returning for instruction on campus. March the Jr. High opened its doors beyond small cohorts. April was the most exciting month as we fully opened for all grades TK-8th grades. It is important to note the District made some important decisions to improve the educational experience for all students. The District continued to offer a Distance Learning Option to all families as we opened schools. The staffing of these courses were carefully planned as to allow elementary teachers to only teach in one model, online or in-person. This required the addition of 6 teachers to complete the program and provide for all students. Additionally, the District recognized the detrimental effects of a substitute teacher shortage, so each site was allowed two permanent substitutes to utilize as quarantines and other factors impacted teacher attendance. It is imperative to recognize that every staff member and family rose to the momentous challenge of the pandemic, and in the large perspective, Fruitvale succeeded. By November 2020 over 57% of students in the district were back on campus and by April 2021 in-person daily attendance was over 85% choosing on-campus instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Professional Development [ELD Instruction (Dr. Jill Hamilton Bunch), Canvas (KCSOS), Distance Learning, Science of Reading (Dr. Stephanie Stollar), Grief Training, Counseling, Social Emotional Learning,	525,000	426,724	Yes
200 Lenovo 500 E Chromebooks & 200 Webcams for Staff as supplemental equipment in order to facilitate distance learning for all students	96,823	112,615	Yes
Canvas Staff Mentors to provide needed tech support (1/school site) \$640.00/month each mentor stipend. This action will enable teachers to be able to assist students with their technology challenges right away in real time.	31,986	18,242	Yes
Distance Learning materials such as academic work packets, paper, other general classrooms supplies for home use throughout distance learning - district wide.	50,000	54,684	Yes
Purchase of 2000 student Chromebooks for student use at home for accessing distance learning opportunities.	447,382	345,265	Yes
Purchase of student hot spots for internet connectivity for use at home for accessing distance learning opportunities.	19,679	54,688	Yes
Canvas accounts for teachers, students, and parents as our distance learning management platform.	17,225	17,225	Yes
Zoom License to provide distance learning to students	9,697	10,009	Yes
Screencastify License for recording lessons for asynchronous learning	3,750	3,750	Yes
Software for filtering data for the online safety of students and staff, and for teachers to monitor students' work on their devices	28,000	11,384	Yes
Supplemental support Programs: Heggerty Digital Access, Listenwise, Mindplay, Mystery Science, Positivity Project	12,302	60,033	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Task Force Distance Learning Plan Development Training.	1,500	0	No
Repurposing Staff (instructional aides, yard aides) to assist attendance reporting and with family phone calls for reengagement, on line learning assisting of teachers, small instructional break our rooms practice with teacher supervision.	20,000	0	Yes
Parent Square Communication Tool	4,800	4,800	Yes
Distance Learning Teachers	0	171,584	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.

The Fruitvale School District recognized the need to significantly improve Distance Learning after the Spring 2020 closure experience and as we projected the start of the 2020-21 school year amidst the continuing pandemic. The District formed a Task Force, which began determining the needs and parameters for Distance Learning to continue in the fall and ensure the rigor of Fruitvale instruction for students. The Task Force, including both teachers, classified staff, and site and district administrators, began implementing the actions and expenditures in the LCP. Each stakeholder group provided valuable input and performed their piece of the plan for the success of distance learning. All actions and planned expenditures were implemented, while some went over or under the budgeted projections.

The District provided the majority of the training for distance learning during the week before school started in August 2020. The majority of the funds we paid at the beginning of the year. Throughout the 2020-21 year, staff continued to receive training related to Distance Learning. However, professional development sessions occurred during minimum days while the staff was on duty, and there was no need to pay them extra duty.

The District purchased 2000 Chromebooks. However, only 1,500 are reflected in the Annual LCP Update because 500 were paid for in the 2019-20 school year using Learning Loss Mitigation Funds. The remaining 1,500 were received and paid for in 2020-21. The District hired five full-time Distance Learning Teachers under temporary contracts for the 2020-21 year.

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.

The challenges of the fall distance learning program were many, however, around every pivot, the Fruitvale Family emerged successfully. The gathering of many perspectives in an effort to tackle this unknown obstacle of closure was instrumental in the overcoming of many challenges and barriers and providing the vision to ensure continuity of instruction, access, and connectivity, and promote participation and the success of students, especially students with unique needs including unduplicated students and students with disabilities. The District purchased and deployed student and staff devices and hot spots to ensure equitable access to digital instruction. The District recognized the need for professional development on the many platforms and methods of instruction for distance learning. The challenge was that we simply did not know enough, so the school year was pushed 5 school days to provide intensive professional development on the many programs to be utilized including Heggerty Digital Access, Listenwise, Mindplay, Mystery Science, Positivity Project, Canvas, Parent Square, Zoom, Screencastify, and the many, many other facets of digital academic and social-emotional instruction. Staff immediately began collaborating and preparing for students to receive instruction digitally, including preparing take-home materials to supplement virtual instruction. The District also provided each site with a technological mentor to assist teachers with the implementation of Canvas and all other instructional platforms. A multitude of our workforce was repurposed to support the grand undertaking of digital instruction including new support roles managing attendance recording, re-engagement attempts, online instructional supports, and compilation of home supplies. The District greatly utilized the many tools from the Parent Square communication tool which, as per parent, student, teacher and staff feedback, were appreciated by all and contributed to the connectivity of families during this incredibly difficult transition. Lastly, as we transitioned each grade level back to in-person learning on campus, the District secured additional staff to continue to provide digital instruction to families who chose to remain home. The addition of the new teachers allowed all teachers to only teach in one model, either in-person or digitally, which ensured each student group to have their teacher's undivided attention.

The challenges are numerous, from the complete overhaul of our educational delivery system to the social-emotional concerns and needs connected to an extended pandemic school closure, however, the Fruitvale School District looked at every obstacle, made informed decisions, and rallied together to overcome the difficulties and continue to provide the exceptional instructional program that Fruitvale is known for.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Walk To Learn Consultant to provide professional development and supplemental staff coaching for tiered literacy to support students. This will be especially helpful for students who are experiencing learning loss to ensure they are intervened with and supported appropriately.	75,000	93,600	Yes
Supplemental instructional materials from 95% Group to support Walk To Learn program.	100,000	102,191	Yes
Acadience Testing & Progress Monitoring Program, Training, and materials to assess students specific reading skills - for tiered grouping in to skill deficit or strength areas - this will help to mitigate learning loss learning loss.	26,650	3,375	Yes
Supplemental Renaissance STAR Program to support the measurement of learning loss and the documentation of academic acceleration.	12,500	0	Yes
Supplemental reading program (Read Naturally) to assist with reading fluency and comprehension to further mitigate learning loss.	30,552	19,820	Yes
Certificated teacher and instructional assistants extra duty hours for use after school and/or on weekends /summer school in order to mitigate learning loss. Students will be invited to this opportunity based on their documented learning loss which will be based on assessments. (Duplicate Action)	\$235,000	0	Yes
Certificated staff extra duty for professional development for the Walk to Learn program	65,000	22,489	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.

The District anticipated learning loss at the moment of the March 2020 closure as students and in person instruction became out of our immediate reach. Additionally, staff had a steep learning curve to transition to effective digital instruction. As the 2020-21 school year began with the continuance of distance learning, the district and its stakeholders became very concerned. Learning loss

mitigation was addressed through the implementation of the Walk-to-Learn Reading Instruction Plan and staff provided this Tier 1 instruction digitally every day. Funds were spent on the program including consultation fees, materials, and additional assessment platforms. The projections for the consultant and 95% Group materials was exceeded while the budget for Acadience Testing training was not completely spent. Teacher training goals were not met due to the challenges of scheduling and the insufficiency of substitutes throughout the year. As the District began their early return of students to in-person learning, the additional funding for in-person instruction and extended learning opportunities was also utilized to address learning loss. The Renaissance STAR Program was paid for in the 2019-20 budget year for two years. The Summer programs to mitigate learning loss will not occur at the end of the 2020-21 school year as originally planned. The program was shifted to the month of July 2021 as a "jumpstart" program for the 2021-22 year to allow students and staff a break and make learning more meaningful.

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.

Pupil learning loss was one of the greatest concerns in the District, aside from the mental and physical health of students and staff during the pandemic. The primary challenge to addressing and mitigating learning loss was school closure and the requirement of digital instruction. The primary grades, most especially, were challenging to truly assess and respond to student learning loss needs. The Fruitvale School District began tackling this challenge immediately through the utilization of our district consultant and the Walk-to-Learn Reading Instructional program. Teachers assessed students, requiring learning new assessment techniques to administer screenings online, and coordinated a plan of action based on individual student data for all students and especially English learners, low income students, students with disabilities, as well as foster and homeless youth. Teachers and instructional aides ran small group instruction via Zoom and provided data-driven, targeted instruction in reading to address students' identified deficits. Fruitvale School District was able to compare 2019-20 learning progress and Acadience data to the pandemic year, and clearly recognize learning loss. FSD continued to monitor student progress with Beginning of Year, Middle of Year, End of Year, and regular progress monitoring of students in Reading. Each benchmark assessment data revealed growth in most grade levels, despite the challenges of Covid-19.

Acadience Data for Reading Composite Scores % of students At-or-Above Benchmark overall growth by grade level:

Kindergarten - 66 % of total students performing at or above benchmark at the end of 2020-21, a 26% increase from the start of 2020-21(In-person instruction began in October 2020)

1st Grade - 48% of total students performing at or above benchmark at the end of 2020-21, a 21% increase from the start of 2020-21 (In-person instruction began in November 2020)

2nd Grade - 64% of total students performing at or above benchmark at the end of 2020-21, a 0% increase from the start of 2020-21 (2nd grade started with a significant number of students at or above benchmark, however, they reflected no growth). (This was the grade level with the highest number of students remaining on distance learning after we opened schools in November).

3rd Grade - 65% of total students performing at or above benchmark at the end of 2020-21, a 4% increase from the start of 2020-21(In-person instruction began in November)

4th Grade - 61% of total students performing at or above benchmark at the end of 2020-21, a 9% increase from the start of 2020-21(In-person instruction began in November)

5th Grade - 50% of total students performing at or above benchmark at the end of 2020-21, a 4% increase from the start of 2020-21(In-person instruction began in February 2021)

6th Grade 64% of total students performing at or above benchmark at the end of 2020-21, a 6% increase from the start of 2020-21(In-person instruction began in February 2021)

It is important to note that due to the District's diligence in returning students to school for full-day instruction based on feedback from parents, students, teachers, and staff and their assessment data monitoring, the District is poised to offer additional learning loss mitigation in the Jump Start Summer Program offered July-August 2021 and each school is prepared with current student information regarding deficits to start the year.

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.

The District experienced a variety of challenges in monitoring and supporting mental health and social and emotional well-being during the pandemic school year resulting primarily with the lack of in-person connection with students and families. Teachers and staff did not have daily in-person interactions with students which ordinarily assist us in responding to student and family concerns. This year staff began the school year digitally, which was extremely challenging as some students did not turn on cameras, remained quiet, didn't participate at all, or had a number of other onlookers in their "home classroom". The Fruitvale District deployed a number of new strategies to assist staff in the analysis of the mental health and social and emotional well-being of students through the digital platform. The District successfully deployed our digital screening programs to monitor student use of devices and software. These programs screen student and staff usage for key words and phrases that raise red flags of concern for self-harm, depression, suicide, and other dangerous concerns. The technology department in collaboration with administration and the District Social Worker, were able to successfully intervene on a number of occasions resulting in saving students from attempted suicide, self-harm, running away, and also assisted in rescuing a student from a dangerous home situation. Additionally, this type of program monitoring assisted our staff in recognizing other home concerns including homelessness, food uncertainty, and unsafe home conditions, to which we could respond with supports within the school and outside community resources. One positive side to the pandemic and online learning is that for a moment the school had a window into homes we would not ordinarily be in, and it gave us an opening to connect with families in need. Our school counselors had success as they adapted their programs to have connection buttons on all teachers' Canvas instructional websites for easy connection for all students while learning from home. Counselors held open office hours and ran support groups through digital platforms. The social-emotional support programs at each site, including the positivity project and advisory classes at the Jr. High, continued throughout the year, providing safe outlets for students during this tumultuous year. The District also provided mindfulness sessions and mental health connections to staff as we recognized the toll this year was taking on the adults as well as the students. Parent workshops were also offered to assist families with the challenges of distance learning. The District has also extended the connection and support of families into the summer of 2021 as the school libraries will be open for 6 weeks, offering parenting classes, stress relief workshops, family reading opportunities and game nights, as well as community BBQ events.

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.

School closures and COVID-19 safety regulations posed challenges to the traditional avenues for pupil and family engagement and outreach however, a direct benefit of the COVID-19 experience was the learning and flexibility the District experienced in this area. Virtual meetings became the primary avenue for face-to-face connection and actually proved to increase community participation. Town-hall meetings informing families of changes to instructional models, safety precautions, and district updates, were much better attended during the pandemic as we were able to provide multiple options and times to accommodate families. The District successfully utilized the Aeries student information platform and the Parent Square communication component throughout the year.

The communication with students and families was commended on in our 2020-21 parent, staff, and student survey as a success. The LCAP surveys for the 2021 school year revealed that all stakeholders felt communication was positive during this challenging time as 91% of staff and 88% of parents reported the School/District effectively communicates with families. A majority of complimentary comments in the survey praised the District's communication and consideration of stakeholders in district decisions. Teacher Comment: "Communication is transparent with parents, children, and staff from administration on site and the District Office." Parent Comment: "The District listens to stakeholders and keeps families informed." As regulations subsided and the county moved into less restrictive tiers, each school ended the year with distanced awards ceremonies and the reconnection was strong. Again, the District has also extended the connection and support of families into the summer of 2021 as the school libraries will be open for 6 weeks, offering parenting classes, stress relief workshops, family reading opportunities, and game nights, as well as community BBQ events. We look forward to returning to the high level of family engagement next year and will continue with the new outreach methods we have learned.

Analysis of School Nutrition

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

The Food Service Department of the Fruitvale School District may have experienced the most transition and flexibility of the COVID-19 impact. Students in the district received meals regardless of conditions imposing challenges. During closures the District provided curbside pick up, deployed busses into neighborhoods for drop off locations, and personally delivered meals to our most needy families. Schedules for meal pick-ups were regularly adjusted to address the needs of our school communities and the staff was incredibly willing and accommodating. Special Education students returned in September and consumed meals on campus 5 days per week for the duration of the year. As grade levels transitioned to in-person instruction meal distribution changed many times. Curbside meals continued for students who were on Distance Learning and take-home meals were given to in-person students as they departed each day. In April students returned for full-day instruction students were served meals on campus to be consumed in highly orchestrated distanced areas. Amidst the everchanging regulations, instructional model configurations, and health/safety requirements, the success for our School Nutrition program is that they did it. They were successful in ensuring that all students, even students who do not attend our district, were provided healthy meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	There were no additional actions	0	0	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.

N/A - There were no additional actions.

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 Fruitvale School District views the COVID-19 pandemic year as a year of immense challenge and tremendous growth. The perspective taken by the District is not negative, but positive as we had the opportunity to learn, grow, adjust, reflect, and truly collaborate with all stakeholders to best serve our community. With the immediate requirement to develop a distance learning program, the District had the unexpected and unprecedented opportunity to collaborate, develop, and implement new methods of instruction. The creation of the 2020-21 Task Force, made up of general education and special education teachers, classified staff, site and district administration, set the path for success in the district as all stakeholders participated in our response to the pandemic and learned together. We learned new ways to utilize technology and virtual instructional enhancements, monitor student learning, and respond to instructional shifts. The pandemic required us to stretch in ways we never imagined. Each step of the way, every decision, and "shift" in regulations or instructional models required the full participation of the Fruitvale Team which built relationships and strength in our community. The District stakeholders held an unwavering focus on returning students to in-person instruction and led the county in this effort.

With the implementation of distance learning and transition to in-person instruction, the District has learned lessons about institutional change, excellent instructional practices, student assessment, mitigating learning loss, the power of family engagement and outreach, responding to mental health and social-emotional needs, and the value of school nutrition.

After responding to the numerous challenges this year we now have a deeper understanding of our population, especially as our socioeconomic demographics have changed drastically over the past 10-15 years. The lessons learned in the 2020-21 school year directly connected to the development of goals and actions of the 2021-21 LCAP as we recognize the unique needs of our

unduplicated students as well as our overall student population. We created two over-arching goals, one which is supplemental to the Tier 1 core academic and social-emotional instructional program, and the second addresses the many needs and lessons we learned through the pandemic about providing a multi-tiered system of support for students that connects and supports their specific needs, above Tier 1.

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

Pupil learning loss will be a focus of the instructional program for years to come as many students missed a significant part of their education while on distance learning due to school closures during the pandemic. The Fruitvale School District has the majority of the LCAP goals and actions connected to addressing learning loss including:

- Maintain the increased support of class size reduction in grades TK-3rd. (Action 1.1) Small class sizes are especially supportive of unduplicated pupils as they have an opportunity to build relationships in a small setting, receive individualized attention and supports, and receive attentive progress monitoring throughout instruction.
- Action 1.1 is continued from the previous LCAP as it was deemed successful based on the State and Local Assessment Scores.
- Maintain supplements to the core instructional time in ELA and Math for the Junior High, through the block schedule. (Action 1.2) The extended instructional time in the Jr. High ELA and Mathematics courses allow for smaller class sizes (24-16 students, rather than 34-36 found in other courses) which also provide for intimate connections with students, teachers, and peers, as well as the environment for teachers to attend to specific students needs in a smaller group with additional time.
- Continue to offer supplemental elective courses for Junior High students. (Action 1.3) The extensive elective offerings at Fruitvale Jr. High provide students with opportunities to experience career pathways and the arts that many would not ordinarily have an opportunity to explore. Students, especially our unduplicated students, regularly report they find strong connections and a motivation to succeed due to their involvement in their elective of choice.
- Expand library hours and offerings, including an Accelerated Reader Club, increased library materials, and welcoming the community to utilize site libraries. (Action 1.4) The school site libraries are a place of refuge and connection for many students as reflected in our student surveys with 79% of students reporting their libraries are a safe place to be. Unduplicated students and families have access to books, technology, and family support through the library corridor.
- Tier 1 Supplemental Reading Instruction, Walk-to-Learn program including teacher development, materials, and additional paraprofessional consulting services to implement needs-based small group instruction. (Action 1.5) The Walk-to-Learn Instructional program utilizes detailed assessment data to pinpoint student needs in reading development and provides small group instruction in addition to the core ELA instructional program. Unduplicated pupils are provided an even smaller group instruction environment which provides supports specific to each child daily. The unique needs of unduplicated pupils are

regularly identified through the Walk-to-Learn program and students continue to make gains as recognized by the Acadience Data above. Even amidst the pandemic and school closures, students in Fruitvale made gains in reading.

- Supplement core instruction with the AVID program, structures, and materials to enhance the success of Junior High students in the classroom and beyond. (Action 1.6) Although the AVID program impacts all students, it is designed specifically for students in the unduplicated category. AVID prepares students to succeed and empowers students to lift themselves to the next level of desired success through specific instructional structures and skills.
- Provide supplemental supports for student needs in social-emotional learning with the Positivity Project daily curriculum. (Action 1.7) As students have returned to in-person instruction, the district has recognized that many students, including a large portion of our unduplicated pupils, have struggled without the daily structure and redirection they experience at school. Behaviors including non-preferred behaviors, empathy, social connection, and a sense of community need to be adjusted through specific supports. The Positivity Projects' lessons on the 24 character traits and the emphasis on "other people matter" will contribute to students' healthy return to school and the overall positive campus climate. All surveys resulted in the recognition that parents and staff are concerned about student mental health after the pandemic.
- Bolster student and family access to technology to ensure all students have appropriate district-provided technology and wireless access. (Action 1.8) Through the district's response to the pandemic, we recognized the large need for technological access support. The district provided over 3000 student and staff devices and 176 wireless hotspots. 68% of the hotspots utilized were for unduplicated students. This action item in particular is imperative to ensure equitable access for our unduplicated student population.
- Supplement the core reading instructional program with a District Reading Teacher on Special Assignment "TOSA" (Action 2.1). The Reading TOSA will support the unique needs of unduplicated students within the Tier 1 Walk-to-Learn instruction as well as Tier 2 and 3 reading intervention programs. The Reading TOSA will assist teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in the science of reading, intentionally recognizing the learning loss supports needed for our unduplicated students.
- The District will supplement mathematics instruction, teacher training, and support, with the addition of a full-time District Mathematics Teacher on Special Assignment (Action 2.2). The Mathematics TOSA will support the unique needs of unduplicated students by leading teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in mathematics mindset and instruction with specific alignment to the newly revamped mathematics framework.
- The District will maintain counseling support services for elementary students and increase the half-time counselor to a full-time position to provide daily support at Fruitvale Junior High (Action 2.3). Prior to, and following the pandemic, the district has experienced a significant demographic change in student enrollment. As the District continues to serve increasingly more unduplicated students, we understand the need to provide additional mental health and social-emotional supports for

unduplicated students and their families. Additional counseling staff, will directly benefit the unduplicated students and provide connections, restorative options, and supports to assist our most needy youth.

- The District has added a new student/family support provider, a full-time Social Worker (Action 2.4). The District Social Worker's primary focus is upon our unduplicated students, meeting families' ever-changing and often home/community or non-academic needs. The Social Worker's function is to assist in removing barriers to reduce truancy, improve student engagement, and address and support behavioral and social-emotional concerns. Unduplicated students' and families' vast needs will be recognized and supported by the social worker.
- The District will enhance the school student support system with the Attention2Attendance supplemental program (Action 2.5). A2A serves as a valuable truancy reduction and early detection tool to drive interventions and supports to remove barriers to student learning. The program will assist the administration, teachers, counselors, and the social worker, to identify concerning trends and provide information for interventions as needed. A2A is a valuable tool for staff to have a jump start to recognizing unduplicated student needs and provide a multi-tiered system of support.

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.

See above sections.

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 analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan informed the development of the 2021-2024 LCAP specifically in the following areas.

Providing all students with a well-rounded educational experience, the delivery of high-quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Promoting safe and healthy learning environments with special attention to the mental health and well-being of our students as it relates both academically and social-emotionally. Also the continuance of providing all needed academic and counseling services on campus to maintain multi-tiered systems of support.

Committing to meaningful partnerships with all stakeholders through consistent communication and outreach efforts such as Town Halls, On-site School Events, School Site Council, Library Family events, emails, and Parent Square among others in order to support student achievement.

Technology needs and creating equal opportunities for all students must continue to be addressed moving forward by moving to an equitable access model for students. All other necessary technology needs such as wifi hotspots, chrome books, etc. need to continue to be supported in efforts to provide all students with equal access to the materials required to be successful.

A continued focus on professional development and collaboration around teaching practices, especially in Reading and Mathematics, and excellent instruction in order to increase student achievement and reading proficiency. All efforts made in the updates are a way to inform the 21-22 through 23-24 LCAP and are made with unduplicated populations in mind and in FSD's case, all students will receive the needed support and attention required of all efforts to succeed academically and socially. The focus of the Annual Update for Developing the 2021-22 Local Control and Accountability Plan actions and services sustained and included within the 2021-2024 LCAP is to provide the educational experiences, knowledge acquisition, and social-emotional/mental health supports so that our students emerge academically and mentally prepared for high school and beyond.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,408,087.00	2,734,823.00
	50,289.00	32,494.00
LCFF Base	600,000.00	132,121.00
LCFF Supplemental and Concentration	2,703,385.00	2,516,208.00
Title I	7,000.00	5,260.00
Title II	47,413.00	48,740.00
	47,413.00	48,740.00

* 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	3,408,087.00	2,734,823.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,709,867.00	1,663,459.00
2000-2999: Classified Personnel Salaries	178,281.00	167,156.00
3000-3999: Employee Benefits	743,980.00	743,874.00
4000-4999: Books And Supplies	750,964.00	146,306.00
5000-5999: Services And Other Operating Expenditures	24,995.00	14,028.00

* 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	3,408,087.00	2,734,823.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries		38,556.00	24,293.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	99,384.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,629,579.00	1,503,093.00
1000-1999: Certificated Personnel Salaries	Title I	6,000.00	250.00
1000-1999: Certificated Personnel Salaries	Title II	35,732.00	36,439.00
2000-2999: Classified Personnel Salaries		0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	178,281.00	162,667.00
2000-2999: Classified Personnel Salaries	Title I	0.00	4,489.00
3000-3999: Employee Benefits		10,733.00	8,201.00
3000-3999: Employee Benefits	LCFF Base	0.00	32,737.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	720,566.00	690,114.00
3000-3999: Employee Benefits	Title I	1,000.00	521.00
3000-3999: Employee Benefits	Title II	11,681.00	12,301.00
4000-4999: Books And Supplies	LCFF Base	600,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	150,964.00	146,306.00
5000-5999: Services And Other Operating Expenditures		1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	23,995.00	14,028.00

* 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	2,731,844.00	2,173,312.00
Goal 2	671,643.00	561,095.00
Goal 3	4,600.00	416.00

* 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	\$842,000.00	\$712,221.00
Distance Learning Program	\$1,268,144.00	\$1,291,003.00
Pupil Learning Loss	\$544,702.00	\$241,475.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,654,846.00	\$2,244,699.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$557,000.00	\$667,221.00
Distance Learning Program	\$1,500.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$558,500.00	\$667,221.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$285,000.00	\$45,000.00
Distance Learning Program	\$1,266,644.00	\$1,291,003.00
Pupil Learning Loss	\$544,702.00	\$241,475.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,096,346.00	\$1,577,478.00

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
Fruitvale School District	Leslie Garrison District Superintendent	legarrison@fruitvale.k12.ca.us 661-589-3830

Plan Summary [2021-22]

General Information

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

The Fruitvale School District is located in northwest Bakersfield. Founded in 1895, Fruitvale's enrollment has remained reasonably steady over the past 10 years, although this year (2020-21) saw a decline of over 200 students. The District includes Columbia Elementary, Discovery Elementary, Endeavour Elementary, Quailwood Elementary, and Fruitvale Junior High Schools, and has a current preschool-grade 8 enrollment of 3,044 students. The District's mission is to continue to build on academic excellence, strong community support, and high expectations for student learning. It states, "The Fruitvale School District provides an environment of excellence where students and staff are engaged responsibly in 21st century learning within the context of priority standards. Each student will be inspired to innovate, collaborate, and persevere as critical thinkers in real-world problem-solving."

The Fruitvale School District has a long-held reputation for excellence in its programs for students. All of the District's schools have been named California Distinguished Schools by the State Department of Education at least three times. In addition, four schools have been recognized by the State as Gold Ribbon Schools. Three schools have been selected by the United States Department of Education as National Blue Ribbon Schools, in 2018, Fruitvale Junior High was awarded as a National School to Watch, and in 2019-20, Endeavour Elementary was awarded as a California Distinguished School. Fruitvale School District was named as one of California's 54 Positive Outliers Districts, which "identified districts in which students of color, as well as their white peers, have demonstrated extraordinary levels of academic achievement, measured by California's new assessments in English language arts and mathematics, taking into account, race, family income, and education levels." Most recently, amidst the 2020-21 pandemic, Fruitvale Junior High was redesignated as a National School to Watch, a KCSOS Innovative and Impactful School, and the only middle/high school in Kern County to be named a 2021 California Distinguished School for its success in closing the achievement gap.

The Fruitvale School District is landlocked and has very little room for new construction expansion. The District has a large enrollment of interdistrict transfer students, primarily from parent employment and childcare needs however, FSD is experiencing a significant decline in enrollment. The District's demographic data has changed over the last six years. The District Unduplicated Pupil Count (Combined

Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth) rose over 15% with 40% in 2015-16 and 55.49% heading into 2021-22.

2019-20 Fruitvale School District Data:

Enrollment: 3232

Average Daily Attendance: 3089

Unduplicated Pupil Count (Combined Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth): 53.69%

Free & Reduced Lunch: 51.7%

English Learners: 6%

Fluent English Proficient: 6.5%

Redesignated Fluent English Proficient: 8.51%

Foster Youth Count: 15 students

Certificated Teachers: 150

Per Pupil Ratio: 21.7

Classified Staff: 121

Pupils per Administrator ratio: 265.3

Fruitvale Programs Include: Walk-to-Learn Reading, Reading Camp, Title I, English Language Development, Resource Specialist Program, Special Day Class, Speech Pathology, Occupational Therapy, Vocal and Instrumental Music, Physical Education, Social-emotional Instruction with the Positivity Project and Advisory Class, and Technology. Students are very active in history, math, science, speech, music, and mock trial events. Fruitvale Junior High Students consistently place in the top rank at the High School Mock Trial Competition (competing against local high schools) as well as the Kern County Robotics Events. Fruitvale students have won numerous State History Day Championships and 16 gold, silver, or bronze medals at the National History Day competition in Washington, D. C. during the past 18 years. Students have also been very successful at the annual State Science Fair, Science Bowl, Math Field Day, and Math Counts Competitions. FJH recently swept the top honors at the Kern County Coding Competition in April 2021.

Extended Day Care and after-school programs are offered by the District. Fruitvale and North Bakersfield Parks and Recreation District cooperate in an extensive after-school sports program including football, volleyball, basketball, and track-and-field.

Reflections: Successes

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

The District continues to be one of the highest performing school districts in the county and was recently recognized by the Learning Policy Institute of California as one of “California’s Positive Outlier” Districts. Since the implementation of the Local Control Funding Formula, Fruitvale has reduced class sizes, added more elective options for 7th and 8th graders, increased counseling support, provided Summer School and After School Program opportunities for students, particularly the district’s high needs students. During this time, all Fruitvale

schools have been designated as California Distinguished schools and Fruitvale has received eight awards from the state for its efforts. Most recently, Fruitvale Junior High School received three awards amidst the pandemic 2020-21 school year including the Kern County Superintendent of Schools Innovative and Impactful School, the National Middle Grades School to Watch redesignation year 1, and FJH was the only school in Kern County to be recognized as a 2021 California Distinguished School for its success in Closing the Achievement Gap.

Data Reflection is based on the 2019 CAASPP and California Dashboard Data:

ALL District Students fall in the GREEN Dashboard Category for English Language Arts, maintaining at 14.8 points above standard

ALL District Students fall in the GREEN Dashboard Category for Mathematics increasing 5 points

ALL District Students fall in the YELLOW Dashboard Category for Chronic Absenteeism

ALL District Students fall in the YELLOW Dashboard Category for Suspension Rate maintaining at 2.2%

Below is a list of subgroups that have made improvements and/or maintained success from the prior year according to the California School Dashboard's 2019 Fall Release:

ELA Academic Dashboard Performance:

ORANGE: Students with Disabilities increased 3.2 points & Socioeconomically Disadvantaged Students maintained at just below standard

YELLOW: Hispanic students maintained at 4.8 points above standard

GREEN: American Indian Students increased 11.8 points (28.8 points above standard), White Students maintained at 21.6 points above standard

BLUE: Homeless Students increased 21 points (13.1 points above standard)

English Language Learners:

Current ELL students increased 3.1 points

English Only Students maintained at 15.2 points above standard

Math Academic Dashboard Performance:

YELLOW: Students w/ Disabilities increased 21.6 points & English Language Learners maintained at 24.5 points below standard

GREEN: Hispanic Students increased 8.1 points, Socioeconomically Disadvantaged Students increased 6.2 points, and White students increased 4.5 points to 11.2 points above standard

BLUE: American Indian Students increased 19.5 points to 15.1 points above standard, Asian Students increased 8.1 points to 65.1 points above standard, and homeless students increased 27.7 points

English Language Learners:

Current English Learners increased 14.5 points

Reclassified English Learners maintained at 9.4 points above standard

English Only Students increased 5.5 points to 2.9 points above standard

Student Engagement/Chronic Absenteeism:

ORANGE: Socioeconomically Disadvantaged Students

YELLOW: White Students maintained

GREEN: American Indian Students Declined 9.4%, African American Students declined 1%, Foster Youth declined 6.1%, and Hispanic students declined 0.5%

BLUE: Asian Students declined 0.8%

School Climate/Suspension Rates:

ORANGE: Foster Youth declined 6.1%

YELLOW: American Indian Students declined 1.6% and Students with Disabilities declined 0.6%

GREEN: African American Students declined 3.7%, Asian Students maintained at 1%, English Language Learners declined 1.2%, Homeless Students declined 0.3%, Socioeconomically Disadvantaged Students declined 0.3%, and White Students declined 0.3%

BLUE: Filipino Students declined 2%

The District also utilized Local Assessments for Data Reflection Guidance including Acadience Reading and STAR Math Assessments.

2020-21 Acadience Reading Data (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May):

Reading Composite Score % of Students At or Above Benchmark

GRADE Beginning of Year Middle of Year End of Year Annual Increase

Kindergarten	40%	45%	66%	26%
1st	27%	48%	48%	21%
2nd	64%	65%	64%	0%
3rd		61%	65%	4%
4th		52%	61%	9%
5th		46%	50%	4%
6th		58%	64%	6%
Jr. High MAZE	Average Adjusted Score			
7th	43.6	45	50.5	6.9
8th	51.7	59.1	66	14.3

The District is proud that Acadience Data reveals successes in that all grade levels with the exception of 2nd grade, made gains in reading composite scores. Perhaps the most notable success is that during Covid and expected learning loss, students still made growth. The District intends to maintain and build upon the success in reading through the complete implementation of the Tier 1 Walk-to-Learn Reading Instructional program, utilization of the District Reading Teacher on Special Assignment, and Tier 2 Reading Interventions.

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.

The District continues to analyze data to identify areas of concern that may reveal that an achievement gap exists. Below is a description of identified needs for the District according to the California School Dashboard's 2019 Fall Release and Local Assessment Data:

Although Fruitvale School has no student groups in RED on the California Dashboard for ELA or Math category and/or more recent data, there are still many areas for improvement.

ELA Academic Performance: (NO RED)

ORANGE: English Learners declined 11.3 points at 26.8 points below standard, Socioeconomically Disadvantaged Students are at 5.2 points below standard, Students w/ Disabilities are at 86.7 points below standard

YELLOW: African American Students declined 8.1 points at 0.3 points above standard

GREEN: Asian Students declined 4.6 points but are still performing 51.7 points above standard & Filipino Students declined 17.4 points but are still performing 47.3 points above standard

English Language Learners:

Current English Learners are 61.7 points below standard

Reclassified English Learners declined 8.8 points but are still performing 19.7 points above standard

The District identified needs from the Orange indicator in ELA for English Learners, SED students, and Students w/ Disabilities. All identified subgroups are performing below standard and an achievement gap exists between unduplicated students and All Students (Green). The District is addressing these areas of low performance through the Tier 1 Walk-to-Learn Reading Instructional program, utilization of the District Reading Teacher on Special Assignment, and Tier 2 Reading Interventions. The supplemental supports provided by the LCAP goal focus on restorative practices, including the continuation of the advisory period in the Junior High classrooms and the Positivity Project Social-Emotional Learning Component, additional counseling staff, and District Social Worker.

Math Academic Performance: (NO RED or Orange)

YELLOW: African American Students declined 10.9 points at 23.4 points below standard, English Learners are 24.5 points below standard, and Students with Disabilities are 92 points below standard

GREEN: Filipino Students declined 8.3 points but are still performing 49.4 points above standard, Hispanic Students are 11.5 points below standard, and Socioeconomically Disadvantaged Students are 15.9 points below standard (this is an improvement from Orange status the year prior).

English Language Learners:

Current English Learners are 49.9 points below standard

2020-21 STAR MATH DATA (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May):
GRADE % At or Above Grade Level (Proficient levels 3&4)

3rd 35%
4th 26%
5th 21%
6th 21%
7th 24%
8th 39%

STAR mathematics assessment data from the Covid year, reflect significant learning loss from spring 2020 through the 2020-21 school year. Although 2019 Dashboard data does not reflect any Red or Orange, the District recognizes the decline in math performance and will address the low performance with the utilization of the new District Math Teacher on Special Assignment to provide direction and professional development in the area of mathematics.

Student Engagement/Chronic Absenteeism:

RED: Students with Disabilities increased 5.6% with 16.5% Chronic Absenteeism

ORANGE: English Learners increased 3.5% with 9.9% & Homeless Students increased 3.6% with 16.7% Socioeconomically Disadvantaged students declined .4% to 11.6%.

YELLOW: Filipino Students increased 1.9% with 3.9% & White Students are 8.9%

GREEN: African American Students are 9.9% and Hispanic Students are 9%

School Climate/Suspension Rates: (NO RED) Overall 2.2% Suspension Rate

ORANGE: Hispanic Students increased slightly with a 2.1% suspension rate Foster Youth declined 6.1% to 8.7%.

YELLOW: Although declining, Students with Disabilities have a suspension rate of 4.8%

GREEN: Socioeconomically Disadvantaged Students have a suspension rate of 2.8% (reduction of .3%), Homeless Students have a suspension rate of 2.1%, African American Students have a suspension rate of 2%, and White Students have a suspension rate of 2.4%

Actions in the plan that will address the above English Language Arts and Mathematics indicators are reduced class sizes, professional development specifically in the Tier 1 Walk to Learn early literacy instruction program, Tier 2 95% Group Reading Intervention, Tier 3 Reading Clinic, District Reading T.O.S.A., District Math T.O.S.A., the addition of Instructional Aides in the Walk to Learn Literacy Program, block scheduling (FJH), extensive Jr. High Elective Courses, staff for intervention students, technology repair/replacement plan, library services, and specific EL supports.

Additional actions in the plan that will address the above Student Engagement/Chronic Absenteeism Rate and Student Suspension Rate indicator are reduced class sizes, focus on restorative practices, including the continuation of the advisory period in the Junior High classrooms and the Positivity Project Social-Emotional Learning Component, additional counseling staff and a District Social Worker.

LCAP Highlights

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

The 2021-24 Fruitvale School District LCAP includes two primary goals that address the eight state priorities. Goals are designed to supplement the academic and social-emotional instructional programs to support student success in the classroom and beyond.

GOAL 1 - Supplement the Core Academic Programs Provided to meet the unique needs of ALL Students to Access: Maintain High Levels of Student Achievement, Prepare Students to Learn in a 21st Century Classroom and Beyond, CCSS Academic and Social-Emotional Instruction.

GOAL 2 - Tiered Support Systems: Academic and Social-emotional Interventions, Increase Student, Parent, and Community Connectedness, and Ensure a Positive School Climate

District goals are a reflection of our community needs as identified through stakeholder engagement and data reflection in an attempt to have the most impact on students and their experience in our District schools. The District continues to review and evaluate the effectiveness of the plan to determine the appropriate use of resources to provide an exceptional educational experience to our students while meeting the needs of a diverse population.

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.

No schools in the Fruitvale School District qualified for CSI.

Support for Identified Schools

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

No schools in the Fruitvale School District qualified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools in the Fruitvale School District qualified for CSI.

Stakeholder Engagement

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

The Fruitvale School District initially sent out surveys to solicit preliminary data from stakeholders to inform the setting of LCAP priorities. Surveys were sent to parents, students grades 3rd - 8th, teachers and other school personnel, principals, and administration. The District then held multiple "Town Hall" meetings throughout the school year with stakeholder groups via Zoom and in-person to further input opportunities. Each school site offered an LCAP town hall for students and parents where survey and performance data were reviewed. The District also held site meetings with all staff members to share current data and trends and solicit input from a staff perspective. The superintendent reviewed each school site's School Plan for Student Achievement (SPSA) in order to ensure that all plans are aligned with the district's 2021-2022 LCAP goals and actions. The District Leadership Team made up of volunteer staff and certificated union representation as well as the classified union representation, also participated in two meetings to inform the development of LCAP priorities and actions. The District met with the DELAC and the Parent Advisory Committee (PAC) to ensure all stakeholder groups were considered in review our LCAP. The DELAC and PAC were asked to provide feedback and invited to pose questions via email or in writing to the Superintendent regarding the draft LCAP. There were no comments or questions submitted by the DELAC or PAC therefore the Superintendent did not need to respond in writing.

On April 8, 2021 the Fruitvale School District consulted with Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2021-22 LCAP. The purpose of this meeting was to ensure the needs of students with disabilities are being addressed appropriately by the district. A public hearing for the Fruitvale School District's 2021-22 LCAP was held on June 8, 2021. During this meeting, stakeholders were provided an opportunity to review and comment on our draft LCAP. At the June 10, 2021 board meeting, our 2021-22 LCAP was reviewed and adopted. The Fruitvale School District offered remote participation for these meetings through the use of Zoom. Stakeholders were able to participate through a link provided on the district's website.

The Fruitvale School District greatly values all stakeholder groups including parents, students, classified and certificated staff, labor unions, the Board of Trustees, DELAC, Parent Advisory, SELPA, and the community and sincerely appreciates the collective efforts made to ensure all students and groups have contributed to our Local Control Accountability Plan.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups provided valuable input and feedback in order to narrow our District to two student-centered LCAP goals.

Parents and the general community would like to maintain smaller class sizes at the elementary school sites. Additionally, they feel that maintaining an extensive list of elective offerings at the middle school is critical to continued success. Additionally, parents and the general community gave positive feedback for maintaining the teaching and learning supports that can be provided by having teachers of special assignment (TOSAs). Students were in favor of continuing with extensive elective choices and block scheduling at the middle school as well as the maintenance of library community centers. Students also stated that the Positivity Project had a positive effect at school (elementary

sites). Teachers, other school personnel and local bargaining units commented that maintaining block scheduling at the middle school was important for student success. They were also complementary of the Tier 2 interventions including MTSS and Walk to Learn which provide additional supports to students in need. All Stakeholders were in favor or regularly refreshing technology and making sure that devices and connectivity is available to all students. All stakeholders believed that the use of counselors and social workers at the schools are critical to success for students and staff.

Goal 1 applies to all students and supplements core instructional programs offered in the District while Goal 2 is a more targeted multitiered system of support. Goal 1 includes class size reduction, specific scheduling at the Jr. High including extended instructional time and extensive elective options, Library Community Centers with access to families, Walk-to-Learn targeted reading instruction, school culture and social-emotional support in the Positivity Project, and the prioritizing of technology refresh to ensure access for all.

Goal 2 is a needs-driven goal that provides targeted support for specific student needs including academic interventions/enrichment, EL student and family support, social-emotional/mental health supports, family/community supports, and supports to remove barriers to student success. Goal 2 includes District Reading and Mathematics T.O.S.A.s, Counselors, a District Social Worker, and a truancy reduction/school connectivity program called Attention to Attendance.

See below for explicit references of additional feedback connected to specific goals and actions.

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

The following are aspects of our LCAP that were influenced by specific stakeholder feedback by goal:

Goal 1 - Core Instructional Program Components influenced by stakeholder input:

1.1 Class size reduction: 93% of staff and 80.9% of parents responded in favor of maintaining CSR.

1.2 Block Schedule (extended instructional time) for Jr. High ELA & Math: the majority of parents and staff responded in favor of maintaining block scheduling.

1.3 Extensive Elective Offerings for Jr. High: 91% of staff and 84% of parents responded in favor of maintaining extensive elective offerings at FJH.

1.4 Library Community Centers: 80% of students responded in favor of enhancing school libraries, and stated the library is a safe place.

1.5 Walk to Learn Targeted Reading Program: 75% of students stated W2L is good for students. 47% of staff reported room for improvement in Reading Instruction to prepare students for the next grade level.

The Walk-to-Learn program will utilize data from the Acadience Testing System with three assessments, Beginning of the Year, Middle of the Year, and End of the Year. The desired outcome of the program is to see students showing positive growth and ending the year on the projection line. Additionally, students who are not meeting the expected/anticipated projected growth will access additional supports in Tier 2 and 3 interventions.

1.7 Positivity Project: 81% of elementary students stated the positive social-emotional impact of P2 and 89% of staff report specific social-emotional needs being met by P2.

1.8 Technology Refresh: All stakeholders responded overwhelmingly in favor of ensuring refreshed, updated, and accessible technology Students-88% Elementary & 93% Jr. High, Staff-95%, and Parents-87%.

Goal 2 - Multitiered Systems of Support Components influenced by stakeholder input:

2.1 Tier 2 Reading Intervention/Reading T.O.S.A. Only 61% of parents reported their children are provided reading interventions and/or support. Staff input also provided valuable support.

2.2 Math T.O.S.A.: 34% of students report needing additional support in mathematics and 50% of staff report a need for increased intervention/support in mathematics.

The Math T.O.S.A. action item includes expected growth to be measured in the STAR Mathematics and CAASPP Assessment results annually.

2.3 Counselors (2 Elementary & 1 Jr. High): 46.6% of parents do not know if their children have access to the counselor, 23% of elementary students, and 30% of Jr. High students do not know how to access a counselor.

2.4 Social Worker: 80% of staff and 70% of parents are concerned about the impact of Covid-19 on student social-emotional health.

Counselor and Social Worker goals are expected to demonstrate effectiveness through improved annual attendance and behavioral data.

2.6 ELL supplemental support for students and families: Although 60% of parents surveyed did not know the answer to the posed question, 29% felt students who are English Language learners are learning the English language and have the resources they need to learn. This data directed the ELL-specific support action item to assist students and families.

Goals and Actions

Goal

Goal #	Description
1	The District will implement supplements to the core academic and social-emotional programs to meet the unique needs of all students to maintain high levels of student achievement, prepare students to learn in a 21st-century classroom and beyond, and supplement the CCSS academic and social-emotional instruction and success of students. All students will demonstrate growth towards 1. Meeting or exceeding standards in ELA and Mathematics on state and local assessments, 2. Attendance/participation rates, and 3. Behavioral/mental support needs. The District will measure the success of the actions within Goal 1 through the increased success of students reflected on local assessments including Acadience Reading and STAR Mathematics, reduction in the number of students in need of Tier 2 and Tier 3 supports, attendance/behavior incident data, and surveys.

An explanation of why the LEA has developed this goal.

The Fruitvale School District holds a high standard for the Core Instructional Program accessible to all students. Analysis of stakeholder surveys, dashboard, and local indicator data reflects the need for this goal and included actions which are designed to supplement to the core instructional program. Data collected identifies that English Learners and Socioeconomically Disadvantaged Students are performing below standard in ELA while the district as a whole is maintaining performance at 14.8 points above standard. Through this goal, we will measure student progress toward using the metrics included below. Although ELL students and homeless student groups both increased in ELA and mathematics on the CA Dashboard, there is still evidence of the need to continue to close the achievement gap. Local 2021 STAR assessment data reveals only 29% of all students are at or above grade level in mathematics and that although the district showed an average of 20% growth in reading composite scores for 2021, only 60% of students scored at or above grade level on Acadience Reading Assessments at the end of 2021. Supplemental action items were prioritized to impact our unduplicated pupils first, and additionally the greater student population. The Covid closure of Spring 2020 and the transitional 2020-21 in which traditional in-person instruction for students was disrupted resulting in measurable learning loss. Although Fruitvale led the county in the swift return of students in hybrid format through the fall and full-time in the spring, student achievement and mental health were impacted as indicated by surveys, local assessments, and attendance/behavioral data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: Teachers appropriately assigned and fully credentialed as per staffing reports.	2019-20 The Fruitvale School District has 0 missassigned teachers, 92% of teachers appropriately assigned and fully credentialed.				95% of teachers will be appropriately assigned and fully credentialed as per staffing
Priority 1B: Pupil access to standards aligned materials as measured by school site inventory logs.	All students have access to standards aligned materials. Inventory is kept current with enrollment data. FSD has historically had no William's Complaint submissions.				Maintain all students have access to standards aligned materials. Maintain no William's Complaint submissions.
Priority 1C: School facilities maintained in good repair as per FIT	The Annual FIT data reports all facilities are maintained in good repair. Discovery Elementary was full remodeled in 2019 and Columbia Elementary in 2021. Endeavour Elementary is scheduled for remodel in 2022.				Maintain Annual FIT data reports with all facilities maintained in good repair.
Priority 2A: Implementation of CA academic and performance standards as per administrative	Site and District Administrators observe instruction in all classes to ensure implementation of the CCSS at each grade level. Administration				Administration Observations will reflect full implementation of CSTP 3.1 Demonstrating knowledge of subject

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
observations school and district wide.	utilizes evaluation tools to monitor the implementation of CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.				matter, academic content standards, and curriculum frameworks in all classrooms.
Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per review of detailed master schedules and administrative observations.	100% of EL students have access to the CCSS and ELD Standards for the purposes of gaining academic content knowledge and EL proficiency through designated and integrated supports.				Maintain 100% EL student access to the CCSS and ELD Standards for the purposes of gaining academic content knowledge and EL proficiency through designated and integrated supports.
Priority 4A Pupil Achievement: Statewide Assessments - English Language Arts Statewide Assessments - Math	2020 & 2021 State Assessments were not taken due to COVID. The District administered local assessments. Please see below for details.				ELA: Green or Blue Dashboard ALL: increase 2 points to 16 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments - California Science Test	2018-19 Dashboard Data for ALL: ELA Green Dashboard with 14.8 points above standard Math Green Dashboard with 3.1 points above standard				Mathematics: Green or Blue Dashboard ALL: increase 2 points to 5 points above standard
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA				NA
Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
technical education standards and frameworks.					
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA				NA
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	2019 Dashboard: (144 students) 57.6% of students making progress towards English Language Proficiency 2019-20 Reclassified English Fluent Rate (based on 18-19 ELPAC scores): 16 students out of 191 students = 8.38%				ELPAC Outcomes: Dashboard: 60% of students making progress towards English Language Proficiency 9% Reclassification English Fluent
Priority 4F: The English learner reclassification rate	2018-19 ELL Reclassification: 57.6% making progress towards English language proficiency				ELPAC Reclassification: 60% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA				NA
Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA				NA
Priority 7A: Extent to which pupils have access to and are enrolled in a broad course of study as measured by administrative oversight and use of a master instructional schedule.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.				Evidence of maintenance of 100% of students have access and are enrolled in a broad course of study evidenced by Instructional Master Schedules, ELA Walk-to-Learn and Mathematics Tier 1 Instructional time included.
Priority 7B: Extent to which unduplicated students enrolled in the core subjects of ELA, Math, subjects of ELA, Math,	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and				Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social Studies, and Science required by the State and District as per the master schedule.	Science required by the State and District.				Science required by the State and District as evidenced by the Master Schedule.
Priority 7C: Extent to which students with disabilities are enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District as per the master schedule.	100% of students with disabilities are participate in the regular programs with support from special education teachers and aides.				Maintain 100% of students with disabilities are participate in the regular programs with support from special education teachers and aides.
Priority 8: Pupil Outcomes	2020-21 Acadience Reading Data (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May): Reading Composite Score % of Students At or Above Benchmark 1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year				Acadience Reading Data Reading Composite Score % of Students At or Above Benchmark %=End of Year Data K 75% 1st 65% 2nd 70% 3rd 75% 4th 70% 5th 65% 6th 70% Jr. High MAZE Average Score

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Last % is the increase in 2020-21</p> <p>K 40% 45% 66% 26%</p> <p>1st 27% 48% 48% 21%</p> <p>2nd 64% 65% 64% 0%</p> <p>3rd X 61% 65% 4%</p> <p>4th X 52% 61% 9%</p> <p>5th X 46% 50% 4%</p> <p>6th X 58% 64% 6%</p> <p>Jr. High MAZE Average Score</p> <p>7th 43.6 45 50.5 6.9</p> <p>8th 51.7 59.1 66 14.3</p> <p>2020-21 STAR MATH DATA:</p> <p>% At or Above Grade Level (Proficient levels 3&4)</p> <p>3rd 35%</p> <p>4th 26%</p> <p>5th 21%</p> <p>6th 21%</p> <p>7th 24%</p> <p>8th 39%</p>				<p>7th 65</p> <p>8th 70</p> <p>STAR MATH DATA:</p> <p>% At or Above Grade Level (Proficient levels 3&4)</p> <p>3rd 50%</p> <p>4th 51%</p> <p>5th 52%</p> <p>6th 53%</p> <p>7th 54%</p> <p>8th 55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Class Size Reduction In Kindergarten through 3rd grade.	The District will maintain the ongoing increased services of reduced K-3 class sizes in prior years (2013-2021) and related costs for teachers hired in order to maintain reduced averages each year. This action supports smaller group instruction sizes, one-to-one teacher connections, supporting strong relationships to meet the unique needs of our unduplicated students.	\$1,457,740.00	Yes
2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Fruitvale Junior High offers extended learning time in English Language Arts and Mathematics. Students have 71-minute periods for ELA and Math with 45 minute periods for all other classes. The block schedule requires additional staff in ELA and Mathematics. Class sizes are considerably smaller and students are afforded additional time for individualized assistance to meet the unique learning and emotional needs of Jr. High Students, prioritizing our unduplicated students first.	\$268,000.00	Yes
3	Jr. High Extensive Elective Offerings	Fruitvale Junior High offers supplemental elective options to students. Students have the opportunity to enroll in four different classes while in junior high. The elective courses are all designed to give students an opportunity experience multiple high school and career pathways with the intent to connect them for their future path. Elective Offerings include: Agriculture, Introduction to Art, Advanced Art, Color Guard, CTE Computer Science, Introduction to Drama, Advanced Drama, CTE Design and Modeling Engineering, CTE Robotics, Journalism, CTE Medical Detectives, Mock Trial, Introduction to Spanish, and Spanish 1. Elective course offerings, with the unduplicated students	\$135,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and their unique needs in mind first, provide students connections to the school community and enhance their participation.		
4	Library Community Centers: A.R. Club and Access	Maintain additional Library Clerk hours at 5.5 hours/day, extended media, and library services for the unique needs of unduplicated learners. Expanded library time allows for more access to resources in media, especially for disadvantaged students who may lack access otherwise. Library centers are open to our community for families to gain access to technology and support their students.	\$93,670.00	Yes
5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	School sites will fully implement the supplemental daily Walk-to-Learn targeted Tier 1 Reading Instructional Program. Tier 1 Walk-to-Learn utilizes Acadience Reading Assessment data to pinpoint student needs on specific reading skills and provides student-centered, data-based instruction to remedy identified student skills deficits. Students performing at or above grade level are provided enrichment to enhance their core instruction. Walk-to-learn also utilizes multiple paraprofessionals to facilitate the small group instruction required where the unique needs of unduplicated students are addressed.	\$228,320.00	Yes
6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Fruitvale Junior High School will supplement core academic instruction with the AVID, Advancement Via Individual Determination, program. AVID's core enhancement aims to close the "opportunity" gap, by not only closing the achievement gap, but also prepare students for high school, college, and beyond. The AVID program includes professional development and resources that equip teachers and schools with tools to help students succeed, especially students who may be the first in their families to attend college and are from groups traditionally underrepresented in higher education. AVID program components will enhance the instructional program for unduplicated students and connect them with skills and processes for current and future academic success.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Positivity Project: Social-Emotional and School Culture Support Program	The Positivity Project is a daily social-emotional and school culture initiative in which students receive detailed social-emotional lessons focusing on positive psychology's 24 character strengths and empower their students to build positive relationships. Students learn the power of #otherpeoplematter. Positivity Project is an additional Tier 1 support for students' social-emotional and mental health which supports the unique needs of unduplicated students.	\$12,000.00	Yes
8	Technology Refresh	Technology and the availability of access have become a vital component of education. 95% of students in the Fruitvale School District checked out a district-issued Chromebook and 6% of the population utilized the district-issued hot spot services. 68% of the hotspots accepted were utilized by our unduplicated students and families. The Fruitvale School District is committed to continuing to offer access to technology to students. We recognize students and staff must have adequate devices and connectivity to learn and teach at the highest levels possible and the District will utilize funds to ensure unduplicated pupils, as well as all students, have adequate access to succeed academically.	\$178,164.00	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	The District will implement supplemental staffing, programs, and supports to facilitate the Multi-tiered System of Supports for students and families with targeted supports to positively impact academic and social-emotional interventions, increase student, parent, and community connectedness, and ensure a positive school climate.

An explanation of why the LEA has developed this goal.

The Fruitvale School District began the implementation of the Multitiered Systems of Supports in 2018-2019. Through the process, the District was able to see the needs of students in all levels of academic and social-emotional growth as well as targeted supports for each level. Tier 1 supports are available to all students, however, many students need additional tiers of support, intervention, or connection. Goal 2 and the accompanying actions and metrics addresses the various areas identified within the District where individuals need Tier 2 or 3 supports including academics, mental health, family or community needs, attendance supports, behavior supports, and other supports that address barriers to student success. The District is in the early implementation stages of MTSS while we are experiencing dramatic shifts in district socioeconomic status. In 2019 the district reflected 48.8% of students as socioeconomically disadvantaged while the percentage rose to 55.49% in 2021.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by District Surveys.	Fruitvale has a multitude of parent input opportunities throughout the District including School Site Councils, Parent/Teacher Organizations, ELAC, DELAC, Parent Advisory, and Education Foundation. All stakeholder groups				Increase in Survey Data Results: 87% of staff and 75% of parents will report they believe students and families are considered when decisions are made in the Fruitvale School District.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are solicited for feedback throughout the year. During the 2020 Spring Closure and 2020-21 school year, extensive communication occurred to solicit input and inform families about the District's response to Covid and ensure the speedy return of students to school. Survey Data: 85% of staff and 72% of parents reported they believe students and families are considered when decisions are made in the Fruitvale School District.				
Priority 3B: How the school district will promote participation in programs for parents of students for low income, English learner, and foster youth pupils as measured by priority enrollment, participation rates,	The District extends first priority enrollment invitations to families of low income, ELD, and foster youth for all parent programs. Additionally, school support personnel including administrators, counselors, and social worker provide				Increase School Event Participation (back to school nights, open houses, and parent/teacher conferences) will reflect 90% participation in the Elementary Schools and 80% participation at the Jr. High for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and support staff connections.	<p>personal connections and supports.</p> <p>2018-19 School Event Participation (back to school nights, open houses, and parent/teacher conferences) reflected 87% participation in the Elementary Schools and 70% participation at the Jr. High.</p> <p>2020-21 School Event Participation data is not available due to Covid as campuses were closed. However, town hall zoom events and parent trainings were held regularly and provided in English, Spanish, and with a Sign Language Interpreter. Immediately prior to each special needs class' return to in-person instruction, a parent zoom meeting was held with each class to inform families of procedures</p>				parents of unduplicated pupils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and safety precautions.				
Priority 3C: How the school district will promote participation in programs for parents of students with disabilities as measured by attendance at events through sign-in documents.	<p>The District extends first priority enrollment invitations to families of students with disabilities for all parent programs. Additionally, school support personnel including site and district administrators, counselors, psychologists, support providers, and social worker provide personal connections and supports.</p> <p>2018-19 School Event Participation (back to school nights, open houses, and parent/teacher conferences) reflected 87% participation in the Elementary Schools and 70% participation at the Jr. High.</p> <p>2020-21 School Event Participation data is not available due to</p>				Increase School Event Participation (back to school nights, open houses, and parent/teacher conferences) will reflect 90% participation in the Elementary Schools and 80% participation at the Jr. High for parents of students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Covid as campuses were closed. However, town hall zoom events and parent trainings were held regularly and provided in English, Spanish, and with a Sign Language Interpreter. Immediately prior to each special needs class' return to in-person instruction, a parent zoom meeting was held with each class to inform families of procedures and safety precautions.</p>				
Priority 5A: School attendance rates.	<p>KiDS Dashboard Attendance Data: 2019-2020 Attendance: Weeks 1-31 (pre-Covid)=95.9%</p> <p>2020-21: 96.12%</p>				School Attendance Rate: 96.5%
Priority 5B: Chronic absenteeism rates as reflected in	<p>2019-20 Chronic Absence Data: Chronic Absent=4%</p>				Chronic Absence Data: Chronic Absent=9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the A2A, KiDS, and Aeries databases.	<p>African American 4.14%</p> <p>American Indian 6.52%</p> <p>Hispanic 3.58% (52 students)</p> <p>Pacific Islander 0%</p> <p>White 3.64% (54 students)</p> <p>***School Closures began March 2020 and impacted data.</p> <p>2020-21 Chronic Absence Data: Chronic Absent=10.44%</p> <p>African American 14.6%</p> <p>American Indian 10.42%</p> <p>Hispanic 11.44% (164 students)</p> <p>Pacific Islander 12.50%</p> <p>White 9.53% (131 students)</p>				<p>African American 9%</p> <p>American Indian 9%</p> <p>Hispanic 9% (164 students)</p> <p>Pacific Islander 9%</p> <p>White 9% (131 students)</p>
Priority 5C: Middle school dropout rates.	0%				0%
Priority 5D:	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school dropout rates.					
Priority 5E: High school graduation rates.	N/A				N/A
Priority 6A: Pupil suspension rates.	2019 CA Dashboard Suspension Rate: 2.2% Suspended at least once				CA Dashboard/KiDS Dashboard Suspension Rate: 1% Suspended at least once
Priority 6B: Pupil expulsion rates.	2020-21 No pupils were expelled.				0 Pupils Expelled
Priority 6C: Other local measures of sense of safety and school connectedness.	Climate Survey Results: 1. "School is a safe place for students" Staff: 99% Agree Students: 78% Agree Parents: 90% Agree 2. "My child's school engages and motivates my child" Parents: 77% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 75% Agree				Climate Survey Results: 1. "School is a safe place for students" Staff: 90% Agree Students: 80% Agree Parents: 90% Agree 2. "My child's school engages and motivates my child" Parents: 80% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4. "My teacher cares about me." Students: 88% Agree</p> <p>5. "My school helps families in need." Students: 88% Agree</p>				<p>4. "My teacher cares about me." Students: 90% Agree</p> <p>5. "My school helps families in need." Students: 90% Agree</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	District Reading Teacher on Special Assignment (T.O.S.A.)	The District will supplement reading instruction, teacher training and support, with the addition of a full-time District Reading Teacher on Special Assignment. The Reading TOSA will support the unique needs of unduplicated students within the Tier 1 Walk-to-Learn instruction as well as Tier 2 and 3 reading intervention programs. The Reading TOSA will assist teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in the science of reading.	\$102,915.00	Yes
2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	The District will supplement mathematics instruction, teacher training, and support, with the addition of a full-time District Mathematics Teacher on Special Assignment. The Mathematics TOSA will support the unique needs of unduplicated students by leading teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in mathematics mindset and instruction with specific alignment to the newly revamped mathematics framework.	\$124,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Increased Counseling Services: 3 Counselors (2 Elementary & 1 Jr. High)	The District will maintain counseling support services for elementary students and increase the half-time counselor to a full-time position to provide daily support at Fruitvale Junior High.	\$378,462.00	Yes
4	District Social Worker	The District has added a new student/family support provider, a full-time Social Worker. The District Social Worker primary focus is upon our high-needs students, to meet families' ever-changing needs and assist in removing barriers to reduce truancy, improve student engagement, and address behavioral and social-emotional concerns. Unduplicated students' various needs will be recognized and supported by the social worker through her specialized training and skills to connect and support families.	\$127,101.00	Yes
5	Attention2Attendance : Truancy Reduction and School Connectedness Program	The Attention2Attendance supplemental program serves as a valuable truancy reduction and early detection tool to drive interventions and supports to remove barriers to student learning. The program will assist the administration, teachers, counselors, and the social worker, to identify concerning trends and provide information for interventions as needed.	\$25,000.00	Yes
6	English Learner Student and Family Supports	The District will provide family support events for parents of English Language Learners to assist families in connection with the school and provide additional avenues for parents to assist their children as they learn English and navigate school. The District will also provide supplemental instructional materials for use in the ELD program.	\$15,000.00	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.

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
11.57%	3,079,412

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

Required Descriptions

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

The District is principally directing its LCFF Supplemental and Concentration Grant funds to support unduplicated students as determined by the district's goals and action steps to focus on supplemental programs to the academic and social-emotional instructional program including Tier 1 offerings of student interventions and enrichment, course offerings, smaller class sizes, library access, SEL instructional curriculum, school connectedness, use of technology and access, Tier 2 & 3 instructional intervention, mathematics and reading instruction, counseling services, social worker supports, improving attendance, and the identification and removal of barriers to student success. 55.49% of the District's pupils are identified as either low income, English Learners, or foster youth; and as these students are enrolled proportionately throughout the district, the district has determined that the most effective use of the LCFF Supplemental and Concentration Grant funds would be to implement and support State Priorities and enhance educational services, increase opportunities and provide supplemental supports for all students, while prioritizing unduplicated pupils' unique needs both in academics and mental/social-emotional health and well being.

These Supplemental and Concentration funds are principally directed to support unduplicated students in the Fruitvale School District in the following Goals and Actions:

GOAL 1:

2019 ELA CAASPP: Although ALL District Students fall in the GREEN Dashboard Category for English Language Arts (ELA), maintaining at 14.8 points above standard, a review of the 2019 CAASPP data indicates that achievement gaps exist as student performance lower than the state expectation of standard met for some subgroups in the Fruitvale School District.

ORANGE: English Learners declined 11.3 points at 26.8 points below standard, Socioeconomically Disadvantaged Students are at 5.2

points below standard, Students w/ Disabilities are at 86.7 points below standard.

YELLOW: African American Students declined 8.1 points at 0.3 points above standard

GREEN: Asian Students declined 4.6 points but are still performing 51.7 points above standard & Filipino Students declined 17.4 points but are still performing 47.3 points above standard

English Language Learners: Current English Learners are 61.7 points below standard. Reclassified English Learners declined 8.8 points but are still performing 19.7 points above standard

Local Assessment Data: 2020-21 Acadience Reading Assessment Data

2020-21 Acadience Reading Data (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May):

Reading Composite Score % of Students At or Above Benchmark

GRADE Beginning of Year Middle of Year End of Year Annual Increase

Kindergarten 40% 45% 66% 26%

1st 27% 48% 48% 21%

2nd 64% 65% 64% 0%

3rd 61% 65% 4%

4th 52% 61% 9%

5th 46% 50% 4%

6th 58% 64% 6%

Jr. High MAZE Average Adjusted Score

7th 43.6 45 50.5 6.9

8th 51.7 59.1 66 14.3

2019 MATH CAASPP:

Although Fruitvale School has no student groups in RED on the California Dashboard for the Math category, there are still many areas for improvement.

Math Academic Performance: (NO RED or Orange)

YELLOW: African American Students declined 10.9 points at 23.4 points below standard, English Learners are 24.5 points below standard, and Students with Disabilities are 92 points below standard

GREEN: Filipino Students declined 8.3 points but are still performing 49.4 points above standard, Hispanic Students are 11.5 points below standard, and Socioeconomically Disadvantaged Students are 15.9 points below standard

English Language Learners: Current English Learners are 49.9 points below standard

2020-21 STAR MATH DATA (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May):

GRADE % At or Above Grade Level (Proficient levels 3&4)

3rd 35%

4th 26%

5th 21%

6th 21%

7th 24%

8th 39%

We believe the actions below will support the unique and identified needs of our unduplicated pupils and increase their academic achievement in all subject areas as described in our expected annual measurable outcomes in LCAP Goal 1. Expected Outcomes include improvement in achievement on the CAASPP in ELA and Mathematics for all subgroups as well as measurable growth on local assessments including Acadience Reading and STAR Math.

In consideration of the identified needs in ELA and Mathematics, the District plans to implement the following Action items in Goal 1:

- Maintain the increased support of class size reduction in grades TK-3rd. (Action 1.1) Small class sizes are especially supportive of unduplicated pupils as they have an opportunity to build relationships in a small setting, receive individualized attention and supports, and receive attentive progress monitoring throughout instruction.
- Action 1.1 is continued from the previous LCAP as it was deemed successful based on Green Dashboard Status due to continued high performance on State Assessments.
- Maintain supplements to the core instructional time in ELA and Math for the Junior High, through the block schedule. (Action 1.2) The extended instructional time in the Jr. High ELA and Mathematics courses allow for smaller class sizes (24-16 students, rather than 34-36 found in other courses) which also provide for intimate connections with students, teachers, and peers, as well as the environment for teachers to attend to specific students needs in a smaller group with additional time.
- Action 1.2 is continued from the previous LCAP as it was deemed successful based on Green Dashboard Status due to continued high performance on State Assessments for All Students as well as increased improvement in Math and ELA for Socioeconomically Disadvantaged students.
- Continue to offer supplemental elective courses for Junior High students. (Action 1.3) The extensive elective offerings at Fruitvale Jr. High provide students with opportunities to experience career pathways and the arts that many would not ordinarily have an opportunity to explore. Students, especially our unduplicated students, regularly report they find strong connections and a motivation to succeed due to their involvement in their elective of choice.
- Action 1.3 is continued from the previous LCAP as it was deemed successful based on Green Dashboard Status due to continued high performance on State Assessments.
- Expand library hours and offerings, including an Accelerated Reader Club, increased library materials, and welcoming the community to utilize site libraries. (Action 1.4) The school site libraries are a place of refuge and connection for many students as reflected in our student surveys with 79% of students reporting their libraries are a safe place to be. Unduplicated students and families have access to books, technology, and family support through the library corridor.
- Action 1.4 is continued from the previous LCAP and expanded to include A.R. Club and increased materials as it was deemed successful based on Green Dashboard Status due to continued high performance on State Assessments.
- Tier 1 Supplemental Reading Instruction, Walk-to-Learn program including teacher development, materials, and additional paraprofessional consulting services to implement needs-based small group instruction. (Action 1.5) The Walk-to-Learn

Instructional program utilizes detailed assessment data to pinpoint student needs in reading development and provides small group instruction in addition to the core ELA instructional program. Unduplicated pupils are provided an even smaller group instruction environment which provides supports specific to each child daily. The unique needs of unduplicated pupils are regularly identified through the Walk-to-Learn program and students continue to make gains as recognized by the Acadience Data above. Even amidst the pandemic and school closures, students in Fruitvale made gains in reading as evidenced by strong Acadience CBM Growth.

- Action 1.5 is a new implementation goal/action and research indicates a 3 to 5-year implementation period to produced expected outcomes based on Green Dashboard Status due to continued high performance on State Assessments as well as Local Assessment Scores.
- Supplement core instruction with the AVID program, structures, and materials to enhance the success of Junior High students in the classroom and beyond. (Action 1.6) Although the AVID program impacts all students, it is designed specifically for students in the unduplicated category. AVID prepares students to succeed and empowers students to lift themselves to the next level of desired success through specific instructional structures and skills.
- Action 1.6 is a new implementation goal/action with expected outcomes based on Green Dashboard Status due to continued high performance on State Assessments.
- Provide supplemental supports for student needs in social-emotional learning with the Positivity Project daily curriculum. (Action 1.7) As students have returned to in-person instruction, the district has recognized that many students, including a large portion of our unduplicated pupils, have struggled without the daily structure and redirection they experience at school. Behaviors including non-preferred behaviors, empathy, social connection, and a sense of community need to be adjusted through specific supports. The Positivity Projects' lessons on the 24 character traits and the emphasis on "other people matter" will contribute to students' healthy return to school and the overall positive campus climate. All surveys resulted in the recognition that parents and staff are concerned about student mental health after the pandemic.
- Action 1.7 is a new implementation goal/action with expected outcomes based on improvement on the CA Dashboard Climate/Conditions, Suspension, and Chronic Absenteeism Data as well as local discipline/student incident data.
- Bolster student and family access to technology to ensure all students have appropriate district-provided technology and wireless access. (Action 1.8) Through the district's response to the pandemic, we recognized the large need for technological access support. The district provided over 3000 student and staff devices and 176 wireless hotspots. 68% of the hotspots utilized were for unduplicated students. This action item in particular is imperative to ensure equitable access for our unduplicated student population.
- Action 1.8 is continued from the previous LCAP with adjustments as it previously produced expected outcomes based on Green Dashboard Status due to continued high performance on State Assessments.

GOAL 2:

2019 CA Dashboard Data for Student Engagement/Chronic Absenteeism:

ALL: YELLOW Maintained 8.7%

RED: Students with Disabilities increased 5.6% with 16.5% Chronic Absenteeism

ORANGE: English Learners increased 3.5% with 9.9% - Homeless Students increased 3.6% with 16.7% - Socioeconomically Disadvantaged Students maintained with a decrease of .4% to 11.6%

YELLOW: Filipino Students increased 1.9% with 3.9% & White Students maintained at 8.9%

GREEN: American Indian Students Declined 9.4% at 5.1% with 9.9%, African American Students declined 1%, Foster Youth declined 6.1% with 5.9%, and Hispanic students declined 0.5% at 9%

BLUE: Asian Students declined 0.8% -Filipino Students declined 2%

2019-20 Chronic Absence Data:

Chronic Absent=4%

Nearly Chronic=5%

Trending Chronic=14%

African American 4.14%

American Indian 6.52%

Hispanic 3.58% (52 students)

Pacific Islander 0%

White 3.64% (54 students)

***School Closures began March 2020 and impacted data.

2020-21 Chronic Absence Data:

Chronic Absent=10.44%

Nearly Chronic=4.43%

Trending Chronic=12%

African American 14.6%

American Indian 10.42%

Hispanic 11.44% (164 students)

Pacific Islander 12.50%

White 9.53% (131 students)

2019 CA Dashboard Data for Suspensions:

ALL: YELLOW Maintained 2.2% of students suspended at least once

ORANGE: Foster Youth declined 6.1% to 8.7% - Hispanic Students increased 0.3% to 2.1% -

YELLOW: American Indian Declined 1.6% to 3.3% - Students with Disabilities declined 0.6% to 4.8% -

GREEN: African American Students declined 3.7% to 2% - English Learners declined 1.2% to 0.9% - Homeless Students declined 0.3% to 2.1% -Socioeconomically Disadvantaged declined 0.3% at 2.8% - White Students declined 0.3% at 2.4%

BLUE: Filipino students declined 2% for 0 suspensions

2019-2020 1.75% students suspended at least once
2020-21 No students were suspended

We believe the actions below will support the unique and identified needs of our unduplicated pupils, increase their school connectedness, and support students in improving the school conditions and climate as described in our expected annual measurable outcomes in LCAP Goal 2. Expected outcomes include maintaining the reduced suspension rates for all subgroups, improved academic performance as reflected in outcomes for Goal 1, as well as a reduction in chronic absenteeism for all subgroups.

In consideration of the identified needs with the Multi-tiered Systems of Support, initially focused on the unduplicated pupils, the District plans to implement the following Action items in Goal 2:

- Supplement the core reading instructional program with a District Reading Teacher on Special Assignment "TOSA" (Action 2.1). The Reading TOSA will support the unique needs of unduplicated students within the Tier 1 Walk-to-Learn instruction as well as Tier 2 and 3 reading intervention programs. The Reading TOSA will assist teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in the science of reading, intentionally recognizing the learning loss supports needed for our unduplicated students.
- Action 2.1 is a new implementation goal/action with expected outcomes based on the State and Local Assessment Scores.
- The District will supplement mathematics instruction, teacher training, and support, with the addition of a full-time District Mathematics Teacher on Special Assignment (Action 2.2). The Mathematics TOSA will support the unique needs of unduplicated students by leading teachers in disaggregating student data/trends, choose and plan instructional interventions/enrichment, and provide professional development in mathematics mindset and instruction with specific alignment to the newly revamped mathematics framework.
- Action 2.2 is a new implementation goal/action with expected outcomes based on the State and Local Assessment Scores.
- The District will maintain counseling support services for elementary students and increase the half-time counselor to a full-time position to provide daily support at Fruitvale Junior High (Action 2.3). Prior to, and following the pandemic, the district has experienced a significant demographic change in student enrollment. As the District continues to serve increasingly more unduplicated students, we understand the need to provide additional mental health and social-emotional supports for unduplicated students and their families. Additional counseling staff, will directly benefit the unduplicated students and provide connections, restorative options, and supports to assist our most needy youth.
- Action 2.3 is continued from the previous LCAP with the addition of counseling services as it previously produced expected outcomes based on the CA Dashboard Climate/Conditions, Suspension, and Chronic Absenteeism Data as well as local discipline/student incident data.
- The District has added a new student/family support provider, a full-time Social Worker (Action 2.4). The District Social Worker's primary focus is upon our unduplicated students, meeting families' ever-changing and often home/community or non-academic needs. The Social Worker's function is to assist in removing barriers to reduce truancy, improve student engagement, and address

and support behavioral and social-emotional concerns. Unduplicated students' and families' vast needs will be recognized and supported by the social worker.

- Action 2.4 is a new goal/action with expected outcomes based on the CA Dashboard Climate/Conditions, Suspension, and Chronic Absenteeism Data as well as local discipline/student incident data.
- The District will enhance the school student support system with the Attention2Attendance supplemental program (Action 2.5). A2A serves as a valuable truancy reduction and early detection tool to drive interventions and supports to remove barriers to student learning. The program will assist the administration, teachers, counselors, and the social worker, to identify concerning trends and provide information for interventions as needed. A2A is a valuable tool for staff to have a jump start to recognizing unduplicated student needs and provide a multi-tiered system of support.
- Action 2.5 is a new goal/action with expected outcomes based on the CA Dashboard Chronic Absenteeism Data, local attendance data and counseling/social worker support logs.

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

In addition to the actions and services provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Providing English Learners and their families with additional resources and supports to increase their language proficiency, vocabulary, language acquisition, and provide family assistance to students learning English. (Action 2.6)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,079,412.00			\$92,494.00	\$3,171,906.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,858,235.00	\$313,671.00

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	Class Size Reduction In Kindergarten through 3rd grade.	\$1,457,740.00				\$1,457,740.00
1	2	English Learners Foster Youth Low Income	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	\$268,000.00				\$268,000.00
1	3	English Learners Foster Youth Low Income	Jr. High Extensive Elective Offerings	\$135,631.00				\$135,631.00
1	4	English Learners Foster Youth Low Income	Library Community Centers: A.R. Club and Access	\$93,670.00				\$93,670.00
1	5	English Learners Foster Youth Low Income	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	\$228,320.00				\$228,320.00
1	6	English Learners Foster Youth Low Income	A.V.I.D. Advancement Via Individual Determination Program Implementation	\$25,000.00				\$25,000.00
1	7	English Learners Foster Youth Low Income	Positivity Project: Social-Emotional and School Culture Support Program	\$12,000.00				\$12,000.00
1	8	English Learners Foster Youth Low Income	Technology Refresh	\$178,164.00				\$178,164.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	District Reading Teacher on Special Assignment (T.O.S.A.)	\$72,041.00			\$30,874.00	\$102,915.00
2	2	English Learners Foster Youth Low Income	District Mathematics Teacher on Special Assignment (T.O.S.A.)	\$87,432.00			\$37,471.00	\$124,903.00
2	3	English Learners Foster Youth Low Income	Increased Counseling Services: 3 Counselors (2 Elementary & 1 Jr. High)	\$378,462.00				\$378,462.00
2	4	English Learners Foster Youth Low Income	District Social Worker	\$102,952.00			\$24,149.00	\$127,101.00
2	5	English Learners Foster Youth Low Income	Attention2Attendance: Truancy Reduction and School Connectedness Program	\$25,000.00				\$25,000.00
2	6	English Learners	English Learner Student and Family Supports	\$15,000.00				\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,079,412.00	\$3,171,906.00
LEA-wide Total:	\$2,650,781.00	\$2,743,275.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$428,631.00	\$428,631.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Class Size Reduction In Kindergarten through 3rd grade.	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary, Discovery Elementary, Endeavour Elementary, Quailwood Elementary TK-3rd Grade	\$1,457,740.00	\$1,457,740.00
1	2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High 7th - 8th Grades	\$268,000.00	\$268,000.00
1	3	Jr. High Extensive Elective Offerings	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High School 7th - 8th Grades	\$135,631.00	\$135,631.00
1	4	Library Community Centers: A.R. Club and Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,670.00	\$93,670.00
1	5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,320.00	\$228,320.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Paraprofessional Supports					
1	6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High 7th-8th Grades	\$25,000.00	\$25,000.00
1	7	Positivity Project: Social-Emotional and School Culture Support Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary, Discovery Elementary, Endeavour Elementary, and Quailwood Elementary TK-6th Grades	\$12,000.00	\$12,000.00
1	8	Technology Refresh	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$178,164.00	\$178,164.00
2	1	District Reading Teacher on Special Assignment (T.O.S.A.)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,041.00	\$102,915.00
2	2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,432.00	\$124,903.00
2	3	Increased Counseling Services: 3 Counselors (2 Elementary & 1 Jr. High)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$378,462.00	\$378,462.00
2	4	District Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,952.00	\$127,101.00
2	5	Attention2Attendance : Truancy Reduction and School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Connectedness Program					
2	6	English Learner Student and Family Supports	LEA-wide	English Learners	All Schools	\$15,000.00	\$15,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.