



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fruitvale School District

CDS Code: 15 63479 0000000

School Year: 2022-23

LEA contact information:

Leslie Garrison

District Superintendent

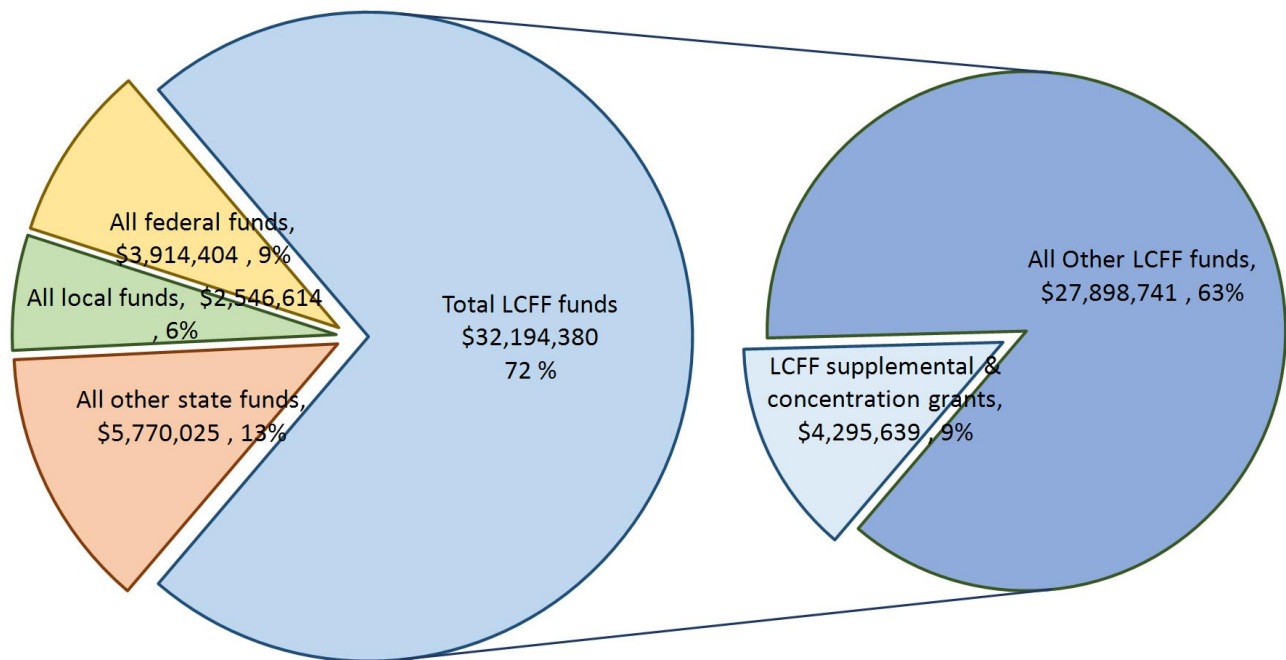
legarrison@fruitvale.net

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 2022-23 School Year

Projected Revenue by Fund Source

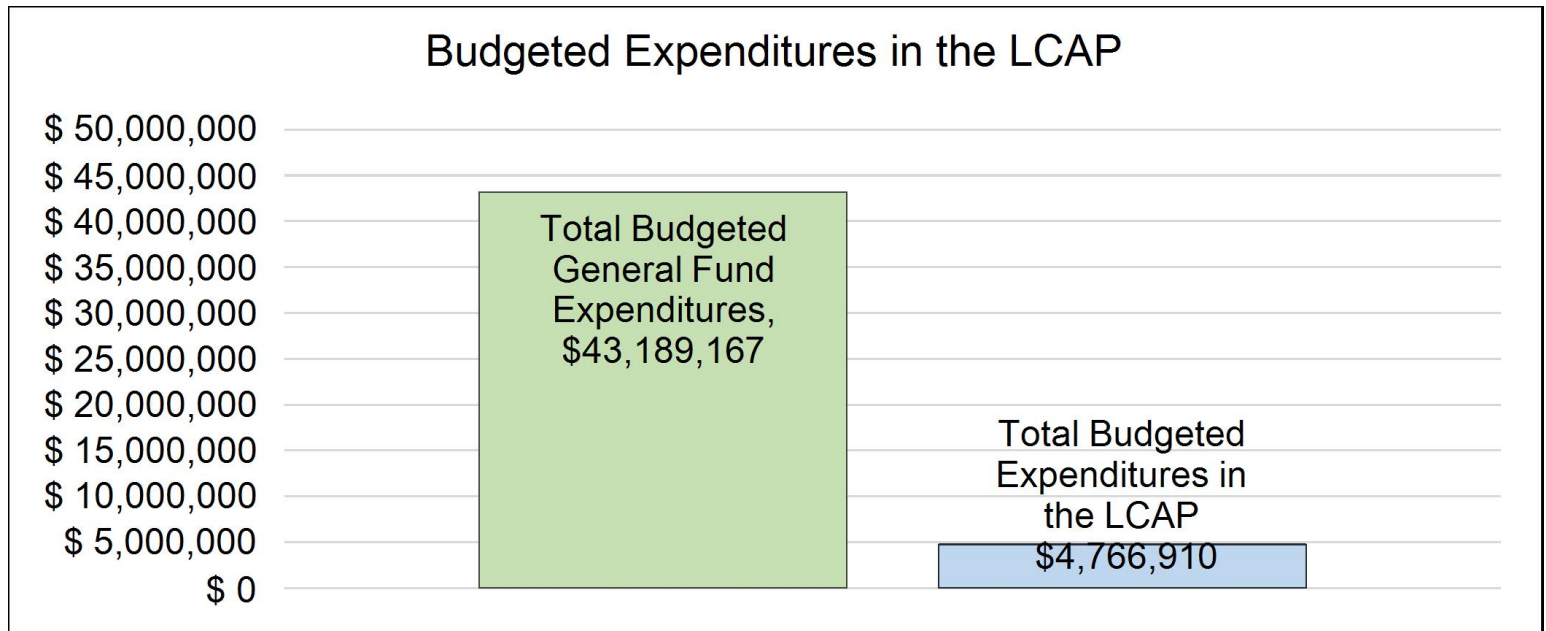


This chart shows the total general purpose revenue Fruitvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fruitvale School District is \$44,425,423, of which \$32,194,380 is Local Control Funding Formula (LCFF), \$5,770,025 is other state funds, \$2,546,614 is local funds, and \$3,914,404 is federal funds. Of the \$32,194,380 in LCFF Funds, \$4,295,639 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fruitvale School District plans to spend \$43,189,167 for the 2022-23 school year. Of that amount, \$4,766,910 is tied to actions/services in the LCAP and \$38,422,257 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

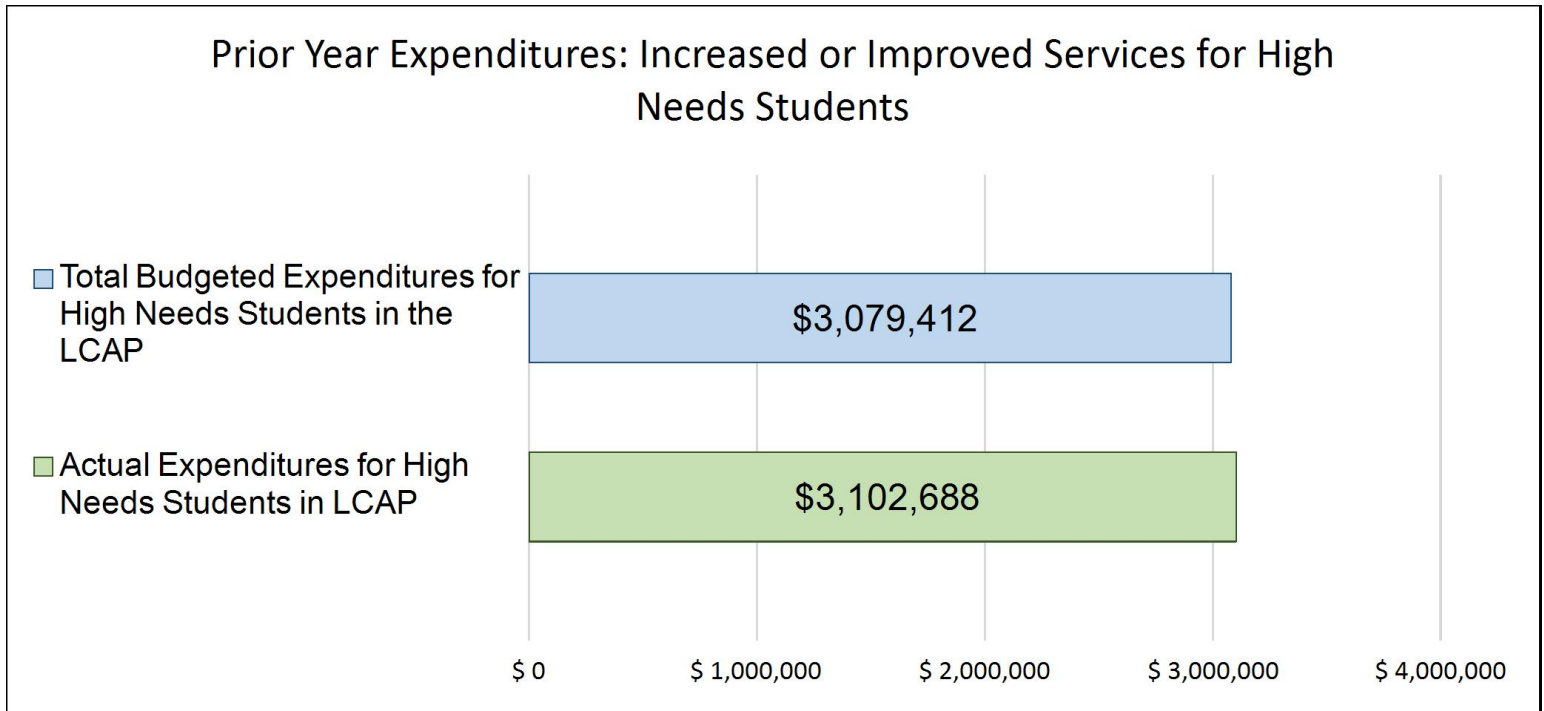
Certificated classroom and intervention teachers, speech teachers, instructional aides, school and district administrative staff, counselors, nurses, psychologists, occupational therapist, custodial, maintenance, and grounds staff, bus drivers, instructional materials, professional development, utilities, professional consulting services, operational costs, capital outlay, and Special Ed costs for students in county programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Fruitvale School District is projecting it will receive \$4,295,639 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 \$4,667,039 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 2021-22



This chart compares what Fruitvale School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Fruitvale School District's LCAP budgeted \$3,079,412 for planned actions to increase or improve services for high needs students. Fruitvale School District actually spent \$3,102,688 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fruitvale School District	Leslie Garrison District Superintendent	legarrison@fruitvale.net (661)589-3830

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include the Educator Effectiveness Block Grant, Expanded Learning Opportunity Program (ELO-P), and additional concentration supplemental funding. Throughout the LCAP development process, the LEA received input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

- A public meeting/forum was held on November 9, 2021, and the District Leadership Team meeting was held on November 4, 2021, regarding the Educator Effectiveness Block Grant
- Public Board meetings are held monthly with District status reports regarding Covid conditions, student achievement, staffing, and spending. The District reports current data and solicits public input.
- District Leadership Team Meetings are held bi-monthly with staff, and Administrative Team meetings are held monthly. Meetings include district updates, and solicit input from educational partners regarding the successes and needs of the district.
- A Public meeting/forum was held on February 8, 2022, regarding the Expanded Learning Opportunities Program (ELO-P).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following sites have an enrollment of unduplicated pupil student groups greater than 55%: Columbia Elementary, Discovery Elementary, Endeavour Elementary, and Quailwood Elementary. Quailwood Elementary has a 67.34% unduplicated pupil count while Endeavour Elementary is at 65.79%.

The Fruitvale School District will use the concentration grant add-on funding to increase the number of staff who will provide direct services to students at all elementary sites by adding a full-time psychologist. The addition of another full-time psychologist equates to each site receiving full-time services rather than splitting services between sites.

The Fruitvale School District will also use concentration grant add-on funding to retain certificated and classified support staff so that direct services to students are uninterrupted.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. The Fruitvale School District reflected upon LCAP surveys sent this year to solicit data from stakeholders to inform the setting of LCAP priorities. Surveys were sent to parents, students grade 3rd - 8th, teachers and other school personnel, principals, and administration. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. The LCAP Surveys and town hall meetings revealed district needs and drove spending of one-time federal funds. In addition, the LEA has engaged in Educational Partners during the 2021-22 school year as follows:

ESSER III Plan Development included multiple ESSER III "Town Hall" meetings with educational partners via Zoom and in-person to further input opportunities. The Town Hall format was intended to encourage two-way communication as stakeholders and community members could ask questions and receive immediate feedback. The fact that these meetings were streamed on Zoom also allowed for the engagement of members that could not be physically present. The District Town Hall meetings invited students and parents as well as families to review survey and performance data and provide input on identified priorities for both "Continuous and Safe In-Person Learning" and "Addressing the Loss of Instructional Time". The District also held meetings with all staff members including classified school staff, certificated staff, and site/district administration to share current data and trends and solicit input from a staff perspective. 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 ESSER III priorities and actions. The District met with the DELAC and the Parent Advisory Committee (PAC) to ensure all stakeholder groups were considered in reviewing our ESSER III Plan. The DELAC and PAC were asked to provide feedback and invited to pose questions via email or in writing to the Superintendent regarding the plan. The Expanded Learning Opportunity Grant (ELO-G) was developed from input solicited in both LCAP and ESSER meetings as well and officially approved by the Board of Trustees on May 27, 2021, in a public meeting.

Fruitvale School District Educator Effectiveness Grant:

<https://drive.google.com/file/d/1AFShCsxnggNY1e9FOeia5k3zIFEdDYy2/view?usp=sharing>

Fruitvale School District Expanded Learning Opportunity Grant Plan: https://drive.google.com/file/d/17F6BoxoB3QMsYTXyv5GAS-KRzLfnlQz_/view?usp=sharing

Fruitvale School District ESSER III Plan: <https://drive.google.com/file/d/1SIr4sYyVExd7UkU-JPbt792pqtJPOKMw/view?usp=sharing>

Fruitvale School District LCAP: <https://drive.google.com/file/d/1BLK4q3YbAvcF0SokMP6k05SvOmOUariz/view?usp=sharing>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Fruitvale School District to ensure the health and safety of students, staff, and our community as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, the Fruitvale School District has carefully and intentionally implemented the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan to ensure safety while continuing to provide excellent instruction and support to our students.

The Fruitvale School District has implemented the majority of the actions identified in our ESSER III Expenditure Plan. Specifically, we have successfully implemented the ESSER III Section 1 "Strategies for Continuous and Safe In-Person Learning" with the installation of our bus cameras and the increase in nursing staff. Bus cameras are instrumental in determining safety needs and management of behavioral concerns. The increase in nursing staff has proven to be invaluable during this challenging year, most especially during the January 2022 surge in which we are running a student and staff drive-up testing clinic daily from 9:00 a.m. - 1:30 p.m. at the District Office. Their availability and services have contributed to the quick identification of student and staff cases as well as the speedy return of those who have recovered.

The ESSER III Section 2 "Addressing the Impact of Loss of Instructional Time" is successfully underway with the Professional Development and District increase in support staff for the Walk to Learn Tier 1 Literacy Instruction and Tier 2 Reading Intervention Program. Staff is able to address the learning loss identified as well as enrichment needs of students while all students receive targeted reading instruction tailored to their specific needs and/or learning levels. Struggling readers, in all grades, receive research-based instruction to ensure reading success. Students performing at or above grade level have opportunities to dive deeper into the standards and access enrichment experiences.

Acadience Progress Monitoring Data for Beginning of the Year to Middle of the Year 2021-22:

Kindergarten	August 2021	December 2021
At/Above Grade Level	45%	51%
Below/Far Below	55%	49%

First Grade	August 2021	December 2021
At/Above Grade Level	42%	44%
Below/Far Below	58%	56%

Second Grade	August 2021	December 2021
At/Above Grade Level	55%	57%
Below/Far Below	45%	43%

Third Grade	August 2021	December 2021
At/Above Grade Level	70%	66%
Below/Far Below	30%	34%

Fourth Grade	August 2021	December 2021
At/Above Grade Level	67%	68%
Below/Far Below	33%	32%

Fifth Grade	August 2021	December 2021
At/Above Grade Level	52%	58%
Below/Far Below	48%	42%

Sixth Grade	August 2021	December 2021
At/Above Grade Level	80%	81%
Below/Far Below	20%	19%

Seventh Grade	August 2021	December 2021
At/Above Grade Level	32%	48%
Below/Far Below	68%	52%

Eighth Grade	August 2021	December 2021
At/Above Grade Level	35%	36%
Below/Far Below	65%	64%

Interestingly, some grade levels do not directly reveal significant growth in the overall scores, however, students are progressing through the internal levels within each group as many students needed intensive Tier 2 instruction with skills far below their grade level. Now as students are hitting grade-level skill targets, we expect to see great gains in the end-of-year data.

Additionally in the ESSER III Section 2 "Addressing the Impact of Loss of Instructional Time" the District implemented summer offerings for families. First, the District opened our Elementary Libraries for Summer Community Library Events through the summer. These evenings offered family reading time, book checkouts for all, guest readers, arts and crafts activities, STEM challenges, coding competitions, family bbq, and game nights. The events were very well attended and the primary feedback centered around gratitude for family events free of charge. The second summer offering is our Jump Start Summer School. Jump Start is exactly what it says, a jump start to the fall where students are

chosen by need and placed in a three-week summer school program at the end of the summer, just before the school year begins. This program gives students a jump start on reading and math skills so they are ready for the coming year. Parents and staff response was in favor of having the program shifted to connect to the beginning of the school year as opposed to the end. Additionally, with the targeted instruction, teachers reported that many students who struggled in the past flourished as leaders in their learning groups. Junior High students also had summer opportunities to explore Career Technical Educational pathways with a partnership with Kern High School District and programs at their CTEC and ROC facilities.

Personnel additions in the ESSER III Section 2 "Addressing the Impact of Loss of Instructional Time" have been successfully implemented and are making a direct impact on student success. The District maintains two deans in our smaller schools, Quailwood and Columbia Elementary, as well as paid counselor interns in elementary and Jr. High specifically for targeted students, to assist staff in meeting academic, social, and behavioral needs, reduce truancy, and address behavioral and social-emotional concerns.

The remaining ESSER III funds were allocated for a variety of needs. District Substitute Teachers were perhaps one of the most valuable and impactful expenditures as each site has permanent subs who have been impactful in keeping classes open while staffing was affected by the pandemic, most especially in the surge of January 2022. The Independent Study Teacher has been successful in delivering a quality independent study program to our families with students who have health needs impeding their in-person attendance. The District Firewall and technological tools are certainly necessary to ensure the safety of our students, staff, and district operations as well as supporting exceptional instruction during these challenging times.

Implementation of the ESSER III expenditure plan has not been without challenges. Covid-19 has posed unanticipated challenges in the past two years, yet educators continue to persevere. Staffing shortages and attendance challenges were our primary concerns. One planned expenditure, Camp Keep, may not come to fruition in 2022 as Covid may keep the program virtual. Amidst the many roadblocks and hurdles, the Fruitvale School District has continued to strive to address the effects of the pandemic and meet student academic needs. Their efforts specifically reading instruction and ensuring the impact of loss of instructional time is addressed have been extraordinary. The staff and administration have truly utilized the additional ESSER III relief funds to impact student lives.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Fruitvale School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are: LCAP Goal 1, "Supplement the Core Academic Programs Provided to meet the unique needs of ALL students" is consistent with the ESSER III plan components of summer programs, substitute teachers, technological instructional tools, and the Walk to Learn Enhance the Core

Program. LCAP Goal 1 is also aligned with the ESSER I and II components to ensure student safety and access to the academic program. The ELO Grant Plan also aligns with LCAP Goal 1 and addresses potential learning loss. LCAP Goal 2, "Tiered Support Systems: Academic and Social-emotional Interventions, Increase Student, Parent, and Community Connectedness, and Ensure a Positive School Climate" is directly connected to the additional fiscal resources as, in addition to academic supports, the Fruitvale District recognizes the need for increased supports for mental health, behavioral concerns, and family needs with the ESSER III and ELO Grant expenditures. The District has hired Behavioral Support Deans for two of the elementary schools that did not previously have an assistant principal. The District has planned for six support positions to be filled by counseling and/or social worker interns. Additionally, the additional concentration monies will fund psychologist support for our highest needs campus.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 3,054 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 four times. In addition, all 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. In the Spring of 2022, the Fruitvale received District recognition as a California Pivotal Practice District while Discovery, Endeavour, and Quailwood Elementary Schools were also recognized by the California State Superintendent as 2022 Pivotal Practice Schools for their advancement in reading instruction and social-emotional support.

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, and 62% entering 2022-23.

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

2021-22 Fruitvale School District Data:

Enrollment: 3086

Attendance Rate: 93.52%

Chronic Absenteeism: 21%

Unduplicated Pupil Count (Combined Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth): 62%

Free & Reduced Lunch: 59.23%

English Learners: 6.8%

Fluent English Proficient: 7%

Redesignated Fluent English Proficient: 5%

Foster Youth Count: 16 students

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, spelling, robotics, 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, National Spelling Bee, and Math Counts Competitions. FJH recently swept the top honors at the Kern County Coding Competition in April 2022.

Extended Day Care and after-school programs are offered by the District. Fruitvale and North Bakersfield Parks and Recreation District cooperate in offering after-school sports programs including football, volleyball, basketball, and track-and-field. The District is implementing an Extended Learning Opportunity Program in 2022-23 at all elementary school sites. ELOP will include intervention instruction, recreation, health/wellness, and enrichment programs for participating students.

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 2020-21 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.

2021-22 Acadience Reading Data:

Reading Composite Score % of Students At or Above Benchmark

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

Kindergarten	45%	51%	73%	+28%
1st	42%	43%	54%	+13%
2nd	56%	55%	55%	0%
3rd	70%	66%	67%	-3%
4th	68%	69%	70%	+2%
5th	52%	58%	66%	+14%
6th	80%	80%	75%	-5%

Jr. High MAZE Average Adjusted Score

7th	52.7	64.6	64	+11.3
8th	61.2	69.7	73.6	+12.4

2021-22 Fruitvale District Acadience Reading Data reflects improvement in most grade levels. The highest increase is in Kindergarten with a 28% increase. 1st, 4th, and 5th grades also made significant gains. It is important to note the year-to-year data of specific student groups as well. 20-21 2nd graders ended at 64% at/above grade level and they increased to 67% by the end of 21-22 as 3rd graders. 20-21 3rd graders ended at 65% at/above grade level and they increased to 70% by the end of 21-22 as 4th graders. 20-21 4th graders ended at 62% at/above grade level and they increased to 66% by the end of 21-22 as 5th graders. 20-21 5th graders ended at 50% at/above grade level and they reflect a 25% gain with 75% by at/above grade level at the end of 21-22 as 6th graders.

District STAR Mathematics Data Reflection:

Grade	2020-21 END	2021-22 END	Annual Increase	2023-24 Goal
2nd	59%	36%	-23%	60%
3rd	5%	39%	+4%	50%
4th	26%	37%	+11%	51%
5th	21%	26%	+5%	52%
6th	21%	27%	+6%	53%
7th	24%	29%	+5%	54%
8th	39%	33%	-6%	55%

Most grades showed improvement in mathematics post-pandemic, however, the overall percentages are far from the District goals and clearly reflect a need for improvement in mathematics.

2022 Spring District MATH CAASPP Data % of students who met/exceeded standard:

Grade	% met/exceeded
3rd	49%
4th	38%
5th	30%
6th	35%
7th	47%
8th	28%

2022 Spring District ELA CAASPP Data % of students who met/exceeded standard:

Grade	% met/exceeded
3rd	44%
4th	53%
5th	51%
6th	56%
7th	56%
8th	49%

As the District has not had CAASPP data for comparison since the Spring of 2019, we reflect on the most current data from 2022. 2022 data reveals some success in ELA with 4/6 grade levels achieving higher than 50% meeting/exceeding standards. Although this is higher than the state percentages, Fruitvale still strives for more students meeting or exceeding grade level standards. Our Walk-to-learn system and goal that 95% of students in Fruitvale read at grade level every year will impact future CAASPP scores.

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.

2021-22 Acadience Reading Data:

Reading Composite Score % of Students At or Above Benchmark

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

Kindergarten	45%	51%	73%	+28%
1st	42%	43%	54%	+13%
2nd	56%	55%	55%	0%
3rd	70%	66%	67%	-3%
4th	68%	69%	70%	+2%
5th	52%	58%	66%	+14%
6th	80%	80%	75%	-5%

Jr. High MAZE Average Adjusted Score

7th	52.7	64.6	64	+11.3
8th	61.2	69.7	73.6	+12.4

2021-22 Fruitvale District Acadience Reading Data reflects improvement in most grade levels however, 2nd grade made no progress with maintenance of 55% at or above benchmark. 3rd grade dropped by 3% and 6th grade also dropped 5% (it is important to note that 6th grade started very high at 80%). It is important to note the year-to-year data of specific student groups as well. The only group of students to drop from year to year as a whole was the 20-21 Kindergarteners. They ended 2020-21 at 66% at/above grade level and they decreased to 54% by the end of 21-22 as first graders. Each grade level, instructional plan, and testing protocols are reviewed and targeted for improvement. 2022-23 will be the second year of true Walk-to-Learn implementation districtwide and each grade level/site is receiving enhanced professional development and support to improve student reading performance.

District STAR Mathematics Data Reflection:

Grade	2020-21 END	2021-22 END	Annual Increase	2023-24 Goal
2nd	59%	36%	-23%	60%
3rd	5%	39%	+4%	50%
4th	26%	37%	+11%	51%
5th	21%	26%	+5%	52%
6th	21%	27%	+6%	53%
7th	24%	29%	+5%	54%
8th	39%	33%	-6%	55%

Most grades showed improvement in mathematics post-pandemic, however, the overall percentages are far from the District goals and clearly reflect a need for improvement in mathematics. The District will utilize the Math T.O.S.A. and professional development time to identify and address mathematics instructional needs throughout the District.

2022 Spring District MATH CAASPP Data % of students who met/exceeded standard:

Grade	% met/exceeded
3rd	49%
4th	38%
5th	30%
6th	35%
7th	47%
8th	28%

2022 Spring District ELA CAASPP Data % of students who met/exceeded standard:

Grade	% met/exceeded
3rd	44%
4th	53%

5th	51%
6th	56%
7th	56%
8th	49%

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Fruitvale School District sent out surveys to solicit preliminary data and feedback from our educational partners to inform the setting of LCAP priorities in both 2021 and 2022 in order to initiate the ongoing development of the 2021-24 LCAP. Over the course of this last school year, surveys have been 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 educational partner 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 2022-2023 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 meetings to inform the development of LCAP priorities and actions.

Beginning in February of 2022 the District delivered additional presentations and engaged District Leadership, Site Administration, the Board of Trustees, District Certificated and Classified staff as well as parents and the public through surveys, meetings, and public hearings. Surveys were again sent to students grades 3-8, parents, teachers, and classified staff. The District held interactive staff meetings at each school site utilizing 3'X4' posters in a gallery walk format in which staff had the opportunity to post comments, questions, and feedback on every action item, data reflection, and expenditure for each LCAP goal. Parent meetings and public forums were held in the same format, as well as via Zoom to provide access to all. The District also consulted with Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) on March 29, 2022 to seek input regarding the development of our 2022-23 LCAP. The purpose of this meeting was to ensure the needs of students with disabilities are being addressed appropriately by the district. The district met with the Fruitvale Teacher's Association on March 31, 2022 and the CSEA Labor Representatives on April 7, 2022. The District met with the DELAC on May 13, 2022 and the Parent Advisory Committee (PAC) on May 11, 2022 to ensure all educational partner groups were considered in reviewing 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. The governing board held a public hearing to share the LCAP with our community on June 14th and it was adopted on June 16, 2022.

The Fruitvale School District greatly values all educational partner groups including parents, students, classified and certificated staff, labor unions, the Board of Trustees, DELAC, Parent Advisory, SELPA, and the community, and sincerely appreciate 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 educational partners.

Educational partner 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 complimentary of the Tier 2 interventions including MTSS and Walk to Learn which provide additional support to students in need. All Educational partners were in favor of regularly refreshing technology and making sure that devices and connectivity is available to all students. All educational partners believed that the use of counselors and social workers at the schools is 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 input from educational partners.

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

Goal 1 - Core Instructional Program Components influenced by educational partner 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 educational partners responded overwhelmingly in favor of ensuring refreshed, updated, and accessible technology Students-88% Elementary & 93% Jr. High, Staff-95%, and Parents-87%.

1.9 (Added for 2022-23) Jr. High PE and Intramural Sports: Student Behavioral Incident Data indicates a need for additional recreational offerings and supervision during lunch periods and during p.m. physical education classes due to high incidents during unstructured lunch recess and afternoon classes. Additionally, a 10th-period physical education course will be offered to allow students with disabilities and English Language Learners the option to take an additional elective course in their schedules. Educational partners expressed the need for alternative PE sessions to allow students' flexibility with schedules.

1.10 (Added for 2022-23) iReady Digital Mathematics Platform: Mathematics performance data and Educational Partner Feedback indicated the need for individualized mathematics support for students K-8th Grade.

Goal 2 - Multitiered Systems of Support Components influenced by educational partners 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.

2.7 (Added for 2022-23) Registered Behavior Therapist: Behavioral incidents and need for Tier 3 behavior support as well as staff input indicated the need for a Registered Behavioral Therapist to address the highest level of behavior intervention for the District.

2.8 (Added for 2022-23) Speech Pathologist: The addition of a Speech and Language Pathologist will provide staffing for early identification and intervention for students and assist in the district's response to lost instructional and in-school time.

2.9 (Added for 2022-23) School Psychologist: The addition of a District School Psychologist will allow each school site to have a full-time psychologist available to provide support, intervention, and evaluation of student mental health and behavioral needs. Behavioral and mental health data reflects the need for each site to have support from a school psychologist.

2.10 (Added for 2022-23) Student Safety Intervention Liaison: Fruitvale Jr. High has experienced a drastic increase in student behavior incidents, chronic absenteeism, and a host of student intervention needs. The SSIL will work closely with administration, counselors, psychologists, and social worker, to support students, make connections, and provide interventions to remove barriers to student success. Staff and parent input was highest requesting the SSIL support for FJH.

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.	2021-22 The Fruitvale School District has 0 missassigned teachers, 93% 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.	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 2023.	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 2023. The district has a robust maintenance program with upgrading projects planned for FJH and Quailwood.			Maintain Annual FIT data reports with all facilities maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A: Implementation of CA academic and performance standards as per administrative observations school and district wide.	Site and District Administrators observe instruction in all classes to ensure implementation of the CCSS at each grade level. Administration utilizes evaluation tools to monitor the implementation of CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.	Site and District Administrators observe instruction in all classes to ensure implementation of the CCSS at each grade level. Administration utilizes evaluation tools to monitor the implementation of CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.			Administration Observations will reflect full implementation of CSTP 3.1 Demonstrating knowledge of subject 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.	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. 43 students were redesignated as fluent English proficient in 21-22.			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement: Statewide Assessments - English Language Arts	2018-19 Dashboard Data for ALL: ELA Green Dashboard with 14.8 points above standard Math Green Dashboard with 3.1 points above standard	2020 & 2021 State Assessments were not taken due to COVID. See local data above and below.			ELA: Green or Blue Dashboard ALL: increase 2 points to 16 points above standard
Statewide Assessments - Math	2018-19 CAASPP Science Test Results: 31.10% of All Students Met or Exceeded Standard on the CAST.				Mathematics: Green or Blue Dashboard ALL: increase 2 points to 5 points above standard
Statewide Assessments - California Science Test					CAASPP Science Test Results to reveal at least 45% of All Students will score Met or Exceeded Standard on the CAST.
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	NA	NA			NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards and frameworks.					
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 technical education standards and frameworks.	NA	NA			NA
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA	NA			NA
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency	2019 Dashboard: (144 students) 57.6% of students making progress towards English Language Proficiency	2021 Dashboard Data 55.93 of students making progress toward English Proficiency.			ELPAC Outcomes: Dashboard: 60% of students making progress towards English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California (ELPAC).					
Priority 4F: The English learner reclassification rate as per local data.	2019-20 Reclassified English Fluent Rate (based on 18-19 ELPAC scores): 16 students out of 191 students = 8.38%	2021-22 Reclassified English Fluent Rate: 43 students out of 212 total 20.3%			9% Reclassification English Fluent
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	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			NA
Priority 7A: Extent to which pupils have access to and are enrolled in a broad course of study as measured by	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE,	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE,			Evidence of maintenance of 100% of students have access and are enrolled in a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrative oversight and use of a master instructional schedule.	and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.	and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.			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, Social Studies, and Science required by the State and District as per the master schedule.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.			Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and 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 participate in the regular programs with support from special education teachers and aides.	100% of students with disabilities 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 as per local Acadience data.	2020-21 Acadience Reading Data (During Covid Distance	2021-22 Acadience Reading Data			Acadience Reading Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Last % is the increase in 2020-21 K 40% 45% 66% 26% 1st 27% 48% 48% 21% 2nd 64% 65% 64% 0% 3rd X 61% 65% 4% 4th X 52% 61% 9% 5th X 46% 50% 4% 6th X 58% 64% 6% 1st=Beginning of Year 2nd=Middle of Year 3rd=End of Year	Reading Composite Score % of Students At or Above Benchmark 1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year Last % is the increase in 2021-22 K 45% 51% 73% +28% 1st 41% 43% 54% +13% 2nd 55% 56% 55% +0% 3rd 70% 66% 67% -3% 4th 67% 68% 70% +3% 5th 52% 58% 66% +14% 6th 80% 80% 75% -5% Jr. High MAZE Average Score 1st=Beginning of Year 2nd=Middle of Year 3rd=End of Year Last=increase in 2021-22 7th 52.7 64.6 64 +11.3			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 7th 100 8th 100 STAR MATH DATA: % At or Above Grade Level (Proficient levels 3&4) 2nd 52% 3rd 50% 4th 51% 5th 52% 6th 53% 7th 54% 8th 55% All Students: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Last=increase in 2020-21 Jr. High MAZE Average Score 7th 43.6 45 50.5 +6.9 8th 51.7 59.1 66 1+4.3 2020-21 STAR MATH DATA: % At or Above Grade Level (Proficient levels 3&4) 3rd 35% 4th 26% 5th 21% 6th 21% 7th 24% 8th 39% All: 29%	8th 61.2 69.7 73.7 +12.5 2021-22 STAR MATH DATA: % At or Above Grade Level (Proficient levels 3&4) 2nd 36% 3rd 40% +5% from 20-21 4th 37% +11% from 20-21 5th 26% +5% from 20-21 6th 27% +6% from 20-21 7th 29% +5% from 20-21 8th 33% -6% from 20-21 All: 31% +2% from 20-21			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	\$1,626,016.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports smaller group instruction sizes, one-to-one teacher connections, supporting strong relationships to meet the unique needs of our unduplicated students.		
1.2	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.	\$298,805.00	Yes
1.3	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 and their unique needs in mind first, provide students connections to the school community and enhance their participation.	\$143,981.00	Yes
1.4	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.	\$149,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	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.	\$586,037.00	Yes
1.6	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.	\$0.00	Yes
1.7	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. Site initiatives include curriculum, instruction, and behavior incentive programs.	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	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.	\$188,799.00	Yes
1.9	Lunch Intermural Recreation and P.E. Support	Student Behavioral Incident Data indicates a need for additional recreational offerings and supervision during lunch periods and during p.m. physical education classes. Additionally, a 10th-period physical education course will be offered to allow students with disabilities and English Language Learners the option to take an additional elective course in their schedules. Expenditures include personnel and program supplies/materials. (made possible by 2022-23 additional concentration funds)	\$100,603.00	Yes
1.10	TK-8 Mathematics Digital Platform	Although Fruitvale STAR Math data indicates growth in most grade levels and a 2% growth overall from 2020-2021 to 2021-2022, mathematics achievement is lower than desired. The District recognized the need for individualized mathematics support and piloted multiple digital support platforms during the 2021-22 school year. The iReady mathematics support platform will be deployed district-wide in 2022-23 to provide enrichment and intervention depending on each students' individual needs in math. (made possible by 2022-23 additional concentration funds)	\$86,038.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

FSD Goal 1, District-wide implementation of 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, was well carried out, despite challenges faced due to the Covid-19 pandemic. The 2021-22 school year wasn't anticipated to be a year of recovery, yet instead it posed additional challenges in the areas of attendance, independent study, instructional barriers (mitigation strategies), staffing shortages, as well as student mental health and behavior. Despite the new challenges, the Fruitvale District implemented Goal 1 with much success. 1.1 Class Size Reduction, 1.2 Jr. High Block Schedule, 1.3 Jr. High Electives, 1.6 A.V.I.D., 1.7 Positivity Project were all implemented as planned. 1.4 Library Community Centers was implemented however experienced some difficulty in usage as our sites were closed to visitors for most of the school year. Fourth Quarter families were welcomed back on campus and libraries will remain open throughout the summer sessions. 1.8 Technology Refresh was held off in implementation as other Covid funding was utilized for technology needs. Action 1.5, Walk to Learn Tier 1 Reading instructional system, is the most influential action item in the LCAP. The data-driven, targeted instruction has proven to be crucial for learning recovery. Delivering Walk-to-Learn reading instruction remained a focus throughout the district amidst the many challenges of the year.

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

Actual Expenditures pertaining to personnel were slightly higher than budgeted expenditures due to labor salary negotiations. 2022-23 Planned expenditures for Action 1.5 includes increased paraprofessional support for the Walk-to-Learn targeted reading instruction structure.

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

2021-22 End: Each action contributed to progress toward Goal 1. Goal 1 includes supplements to the core academic program in Fruitvale. Each Action Item brought students closer to our academic and social emotional goals.
 Action Item 1: Class Size Reduction contributes to the foundational skills for students in the primary grades. Small class sizes provide opportunities for individual or small group instruction.
 Action Item 2: Jr. High Block Schedule provides increased instructional time for Mathematics and English Language Arts. (this schedule also contributed to the success of the Jr. High Walk to Learn reading Interventions)
 Action Item 3: Jr. High Electives have contributed to student connectivity and attendance as students, staff, and parents report on LCAP Surveys.

Action Item 4: Library expenditures have also contributed to student and family connectivity as reported on student, parent, and staff LCAP Surveys.

Action Item 5: Walk To Learn curriculum, assessments, and increased staffing are the most impactful expenditure in the LCAP increasing reading scores throughout the district and addressing Learning Loss from the Covid-19 Global Pandemic.

Action Item 6: AVID has contributed to the increased performance of select unduplicated pupil groups at the Jr. High and provided interventions and support to ensure their future performance.

Action Item 7: Positivity Project is a district-wide SEL instructional tool that has been implemented in all areas of student support. It contributes to our overall respectful culture and has been heralded in our student and staff surveys.

Action Item 8: Refreshing technology is crucial to all facets of the educational program. Staff and Students unanimously recognize the importance of maintaining proper technological tools in the classroom on surveys.

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.

2021-22 Beginning: One significant change reflected for 2022-24 is the planned expenditures in Action 1.5, full implementation of the daily supplemental Walk-to-Learn targeted Tier 1 Reading Instructional Program. The action includes increased paraprofessionals to facilitate the small group instruction. Additional paraprofessionals were crucial to address the unique needs of unduplicated students and widespread learning loss.

2021-22 End: Increased personnel expenditures in actions 1.5 include the addition of twenty Walk-to-Learn instructional aides 2022-23.

2021-22 End: Increased non-personnel expenditures in actions 1.1, 1.4, and 1.7 are designated for materials and supplies for each action. The non-personnel increases are a result of carryover from 2021-22.

2021-22 End: The addition of action item 1.9 was determined after the evaluation of discipline data and educational partner feedback and made possible by 2022-23 additional concentration funds.

2021-22 End: The addition of action item 1.10 was determined after the evaluation of mathematics scores and the district mathematics instructional program. Educational partner feedback, especially from parents and staff, contributed to the addition of 1.10. The addition of action 1.10 was and made possible by 2022-23 additional concentration funds.

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

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.	2021-22 Survey Data: 72% of staff and 63% of parents reported they believe students and families are considered when decisions are made in the Fruitvale School District.			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
	<p>All stakeholder groups 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.</p> <p>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.</p>	<p>Although the 2021-22 percentages are lower than last year, the district recognizes the above 50% results as positive. The Global Pandemic placed a dividing line between our community members with one side concerned for the impact of the virus and pushing hard for restrictions, while the other side outspoken about choice for citizens. Covid restrictions, vaccine requirements, testing requirements, quarantine and isolation requirements, masking, and much more caused an impossible situation for schools.</p> <p>The Fruitvale community, like many others, was somewhat divided. As the District navigated the everchanging climate and rules, they honored choice when</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		possible. It is understandable that there are some educational partners who felt their voices were not heard during this time.			
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, and support staff connections.	<p>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 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>In the Spring of 2022 the District opened our doors to the public, welcoming families to Picnic Days, Performances, Track Meets, Award Ceremonies, Celebrations, carnivals, and Summer Sendoff (open house). We experienced record numbers of community attendance at all sites with no less than 92% attendance at every event.</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 unduplicated pupils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2020-21 School Event Participation data is not available due to Covid as campuses were closed.</p> <p>However, town hall zoom events and parent trainings were held regularly and provided in English, Spanish, and with a Sign Language Interpreter.</p> <p>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>				
<p>Priority 3C:</p> <p>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>	<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,</p>	<p>See above. Students with Disabilities had above average attendance at all events in Spring 2022 when we opened to visitors. The response from families was overwhelmingly positive.</p>			<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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 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</p>				parents of students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent zoom meeting was held with each class to inform families of procedures and safety precautions.				
Priority 5A: School attendance rates.	KiDS Dashboard Attendance Data: 2019-2020 Attendance: Weeks 1-31 (pre-Covid)=95.9% 2020-21: 96.12%	KiDS Dashboard Attendance Data: 2021-22 Attendance Rate: 93.29%			School Attendance Rate: 96.5%
Priority 5B: Chronic absenteeism rates as reflected in the A2A, KiDS, and Aeries databases.	2019-20 Chronic Absence Data: Chronic Absent=4% 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.	2021-22 Chronic Absence Data: Chronic Absent=21% African American 26.47% American Indian 25.58% Hispanic 22.54% Pacific Islander 41.67% White 21.83%			Chronic Absence Data: Chronic Absent=9% African American 9% American Indian 9% Hispanic 9% (164 students) Pacific Islander 9% White 9% (131 students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 Chronic Absence Data: Chronic Absent=10.44% African American 14.6% American Indian 10.42% Hispanic 11.44% Pacific Islander 12.50% White 9.53%				
Priority 5C: Middle school dropout rates as per local data.	0%	0%			0%
Priority 5D: High school dropout rates.	N/A	NA			N/A
Priority 5E: High school graduation rates.	N/A	NA			N/A
Priority 6A: Pupil suspension rates.	2019 CA Dashboard Suspension Rate: 2.2% Suspended at least once	2022 Dashboard data TBA 2022 Kids Data: 24 students suspended at least once 0.72%			CA Dashboard/KiDS Dashboard Suspension Rate: 1% Suspended at least once

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6B: Pupil expulsion rates as per local data.	2020-21 No pupils were expelled.	2021-22 4 pupils were expelled			0 Pupils Expelled
Priority 6C: Other local measures of sense of safety and school connectedness as per local survey data.	<p>2020-21 Climate Survey Results:</p> <p>1. "School is a safe place for students" Staff: 99% Agree Students: 78% Agree Parents: 90% Agree</p> <p>2. "My child's school engages and motivates my child" Parents: 77% Agree</p> <p>3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 75% Agree</p> <p>4. "My teacher cares about me." Students: 88% Agree</p> <p>5. "My school helps families in need." Students: 88% Agree</p>	<p>2021-22 Climate Survey Results:</p> <p>1. "School is a safe place for students" Staff: 86% Agree Students: 74% Agree Parents: 87% Agree</p> <p>2. "My child's school engages and motivates my child" Parents: 80% Agree</p> <p>3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% Agree</p> <p>4. "My teacher cares about me." Students: 88% Agree</p> <p>5. "My school helps families in need." Students: 86% Agree</p>			<p>Climate Survey Results:</p> <p>1. "School is a safe place for students" Staff: 90% Agree Students: 80% Agree Parents: 90% Agree</p> <p>2. "My child's school engages and motivates my child" Parents: 80% Agree</p> <p>3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C Local: KiDS Student Behavioral Data	2020-21 Behavioral Actions Alternative Discipline- 14 Conference - 8 Demerit - 123 Detention - 2 Expulsion - 0 In School Suspension - 0 Referral - 23 Suspension -- 0 Warning/Verbal Reprimand - 54 Total Incidents - 310	2021-22 Behavioral Actions Alternative Discipline- 196 +1400% Conference - 80 +1000% Demerit - 2477 +2014% Detention - 666 +33,300% Expulsion - 4 +400% In School Suspension - 5 +500% Referral - 420 +1826% Suspension -- 24 +2400% Warning/Verbal Reprimand - 569 +1054% Total Incidents - 4772 +1539%			Behavioral Actions Goals Alternative Discipline- 100 Conference - 50 Demerit - 2000 Detention - 500 Expulsion - 0 In School Suspension - 5 Referral - 200 Suspension -- 20 Warning/Verbal Reprimand - 400 Total Incidents - 3275

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$127,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	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.	\$123,864.00	Yes
2.3	Increased Counseling Services: 2021-22 Three Counselors=2 Elementary & 1 Jr. High 22-23 Two more = 5 total counselors, one at each site	The District will increase counseling support services for elementary students and increase counseling staff to total 5 full time counselors, one serving each school site. Expenditures include materials, supplies, and training for each site.	\$696,638.00	Yes
2.4	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.	\$151,429.00	Yes
2.5	Attention2Attendance : Truancy Reduction and School	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,	\$31,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Connectedness Program	to identify concerning trends and provide information for interventions as needed.		
2.6	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
2.7	Registered Behavior Therapist	The District will add a Registered Behavior Therapist for the 2022-23 school year in response to the increased behavioral needs of the District. The District RBT will provide support to Tier 3 Behavior needs across the District. (made possible by 2022-23 additional concentration funds)	\$36,858.00	Yes
2.8	Speech Pathologist	As the District demographics change and the impact of Covid-19 continues to be addressed, interventions and referrals have increased for speech-related needs. The District will increase staffing by one full-time Speech Pathologist for 2022-23. (made possible by 2022-23 additional concentration funds)	\$118,691.00	Yes
2.9	School Psychologist	The District will increase School Psychologist support by one full-time psychologist to support increasing student behavioral needs and interventions. Behavioral incidents have increased exponentially post Covid. (made possible by 2022-23 additional concentration funds)	\$118,996.00	Yes
2.10	Student Safety and Intervention Liaison	The District will be adding a Student safety and Intervention Liaison to provide student and family supports in conjunction with administration, teachers, and social worker to impact barriers to student achievement including behavioral, absenteeism, and safety supports. (made possible by 2022-23 additional concentration funds)	\$102,487.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Goal 2, implementation of 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, has been instrumental in supporting the varying needs of students and families in the Fruitvale District. Each MTSS component found in every Action Item, has been impactful in assisting our school community in progress toward recovery from the impacts of Covid-19 including supports for numerous needs including: mental health, behavioral, health, instruction, special education, transportation, attendance barriers, socioeconomic challenges, and extensive connections to resources. All Action Items were carried out as planned, despite many challenges faced through the year. As the district responded to student and family challenges, additional needs were brought to light including the need for significant additional behavioral supports at every site.

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

Actual expenditures connected to personnel increased slightly due to salary negotiations with labor partners.
 2021-22 End: Increased in personnel and non-personnel expenditures in actions 2.3 include the addition of two school counselors for 2022-23 as well as materials and supplies for all counseling services district-wide.
 2021-22 End: Increased expenditures in action 2.4 are designated for materials and supplies. The increases in materials/supplies are a result of carryover from 2021-22.

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

Goal 2 supports all facets of the Multi-tiered Systems of Supports throughout the Fruitvale District. Students receive supports in academics, behavior, social-emotional needs, and beyond.
 Action 1 & 2: The District TOSAs, Teachers on Special Assignment, are an integral part of the Tier 2 and Tier 3 interventions for students in Reading and Mathematics. Student achievement in both arenas is greatly impacted by the TOSA's involvement in teacher professional development, and direct services to students.
 Action 3: The District's addition of counselors provides access to additional students. Student incidences have greatly increased and the additional counselors provide support to students, staff, and families.

Action 4: The District Social worker is one of the most impactful actions in goal 2. She has provided insight on the many levels of need for families throughout the District. Her impact has supported student/families with barriers to attendance, transportation, homeless, food insecurity, health needs, and much more.

Action 5: The A2A Attendance Program provides staff valuable tools to support attendance across the District. Although attendance rates have plummeted due to the Pandemic, A2A has provided valuable data to inform administration, support staff, and teachers regarding interventions and family needs.

Action 6: English Learner Supports are a valuable tool for families in the Fruitvale School District. In 2021-22 the District hosted two evening events that provided valuable connection and assistance to ELD families. Dr. Jill Hamilton-Bunch provided special information to families of English Learners. The District provided dinner and childcare to assist in attendance.

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.

2021-22 End Input:

Action Item 2.3, Counselors, reflects an increase for 2022-23 with the addition of two counselors allowing for one counselor to be devoted to each school site.

Actions 2.7-2.10 were added utilizing the increase of Concentration funds.

Action 2.7, Registered Behavior Therapist, will serve our highest needs behavioral and mental health support tiers.

Action 2.8, Speech Pathologist, will also serve our students with IEPs and assist in the early identification and support of speech needs.

Action 2.9, School Psychologist, will also support behavioral and mental health needs on campus. In response to the heightened concerns that emerged in the 2021-22 school year, each School Site will now have four support staff, the Principal, Assistant Principal or Dean, School Psychologist, and School Counselor, to provide the multi-tiered systems of support in academics and social-emotional well being.

Action 2.10 SSIL, Student Safety and Intervention Liaison will support our highest needs, unduplicated pupils, with their unique needs, especially in absenteeism and school connectedness. The SSIL will work closely with site administration and support staff to remove barriers for students. Again a reflection of attendance and behavioral data led the District to the addition of Action 2.10.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,295,639	\$266,060

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.46%	1.40%	\$371,400.00	16.86%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 Assesment 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 support 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.
- Added for 2022-23: -Provide alternative activities and connections for students in Jr. High during the peak behavior infraction time of non-structured lunch recess. (Action 1.9) Through the district's reflection of post-Covid student incident data, we recognized a significant need in behavioral support at the Jr. High. Out of the 4772 district incidents in 2021-22, 2,914 occurred at FJH. Additionally, the unduplicated student population will directly benefit from additional choices to participate in organized, structured sports opportunities they may not otherwise be involved in during unstructured time or outside of school.
- Action 1.9 is a new action made possible by 2022-23 additional concentration funds 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.
- Added for 2022-23: -Although District mathematics data improved from 2020-21 to the 2021-22 school year, math achievement is below expectations district-wide. Data reflection and inspection of educational partner feedback, the District piloted, and will implement the iReady digital mathematics platform to provide individualized student support in mathematics for TK through 8th grade. The iReady program provides additional individualized support in mathematics which will greatly benefit the district's unduplicated pupil students.
- Action 1.10 is a new action made possible by 2022-23 additional concentration funds with expected outcomes based on the State and Local Assessment Scores.

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.
- Increased for 2022-23: - The District will add counseling support services for elementary students to now provide a full-time counselor at each school site. (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.
- The District will support English Language Learners and their families with targeted support including curriculum, parent events/learning opportunities, and community involvement. (Action 2.6)
- Action 2.6 is continued from the previous LCAP with expected outcomes based on the CA Dashboard ELL Progress and parent participation and survey results.
- Added for 2022-23: -Behavioral incidents have increased exponentially post-Covid throughout the District. The addition of one full-time Registered Behavioral Therapist (Action 2.7) will respond to and provide support to the Tier 3 behavioral needs throughout the District. New support staff to address behavioral needs will provide additional support and services for unduplicated students who may otherwise have barriers to accessing behavior interventions.
- Action 2.7 new goal/action with expected outcomes based on the CA Dashboard Chronic Absenteeism Data, local attendance data, behavioral incident data, Suspension, and Expulsion rates, and counseling/social worker support logs.
- Added for 2022-23: -One additional Speech Pathologist will provide services to our most vulnerable population. (Action 2.8) Examination of speech-related needs post-Covid revealed increased needs for students district-wide. Increased services will impact district unduplicated students providing early interventions and added supports in the educational setting.
- Action 2.8 is a new implementation goal/action with expected outcomes based on the State and Local Assessment Scores.
- Added for 2022-23: --One additional School Psychologist will increase services to allow for one full-time Psychologist per campus. (Action 2.9) Examination of Behavior Incident Data revealed an increased need for behavioral supports for students. Unduplicated pupils will directly benefit from the additional staff allowing each campus to have a full-time psychologist available to address the unique needs of UPP students.
- Action 2.9 new goal/action with expected outcomes based on the CA Dashboard Chronic Absenteeism Data, local attendance data, behavioral incident data, Suspension, and Expulsion rates, and counseling/social worker/Psychologist support logs.
- Added for 2022-23: -Student Safety and Intervention Liaison will be added to the Fruitvale District. (Action 2.10) The SSIL will assist administration, counselors, psychologists, and the social worker in identifying and addressing barriers to student success including

chronic absenteeism, behavioral challenges, school connection, family and community needs, as well as assisting with the evaluation and assurance of campus safety. The SSIL addition will increase access to support, interventions, and community connections for unduplicated pupils.

- Action 2.10 new goal/action with expected outcomes based on the CA Dashboard Chronic Absenteeism Data, local attendance data, behavioral incident data, Suspension, and Expulsion rates, and counseling/social worker/Psychologist 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.

Our English Language learners faces many challenges including receptive and expressive barriers such as a lack of exposure to and practice with using both formal and informal English. This presents unique struggles for students learning English while learning content standards. In order to support our English Language learners, we are providing our English learner with additional resources and supports in order to improve conversational and academic English language proficiency. We expect our English Language learner will grow yearly on their EL proficiency levels as measured by ELPI. (Action 2.6)

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

The additional concentration grant add-on funding will be utilized to provide a Registered Behavior Therapist, School Psychologist, Speech Pathologist, two additional School Counselors, a Student Safety and Intervention Liaison, and Physical Education Teacher to provide direct services to schools with high populations of foster youth, ELLs, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31	1:26

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:15

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,667,039.00			\$99,871.00	\$4,766,910.00	\$3,963,283.00	\$803,627.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Class Size Reduction In Kindergarten through 3rd grade.	English Learners Foster Youth Low Income	\$1,626,016.00				\$1,626,016.00
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	English Learners Foster Youth Low Income	\$298,805.00				\$298,805.00
1	1.3	Jr. High Extensive Elective Offerings	English Learners Foster Youth Low Income	\$143,981.00				\$143,981.00
1	1.4	Library Community Centers: A.R. Club and Access	English Learners Foster Youth Low Income	\$149,440.00				\$149,440.00
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	English Learners Foster Youth Low Income	\$586,037.00				\$586,037.00
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	English Learners Foster Youth Low Income	\$0.00				\$0.00
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	English Learners Foster Youth Low Income	\$65,000.00				\$65,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Technology Refresh	English Learners Foster Youth Low Income	\$188,799.00				\$188,799.00
1	1.9	Lunch Intermural Recreation and P.E. Support	English Learners Foster Youth Low Income	\$100,603.00				\$100,603.00
1	1.10	TK-8 Mathematics Digital Platform	English Learners Foster Youth Low Income	\$86,038.00				\$86,038.00
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	English Learners Foster Youth Low Income	\$86,778.00			\$40,250.00	\$127,028.00
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	English Learners Foster Youth Low Income	\$84,563.00			\$39,301.00	\$123,864.00
2	2.3	Increased Counseling Services: 2021-22 Three Counselors=2 Elementary & 1 Jr. High 22-23 Two more = 5 total counselors, one at each site	English Learners Foster Youth Low Income	\$696,638.00				\$696,638.00
2	2.4	District Social Worker	English Learners Foster Youth Low Income	\$131,109.00			\$20,320.00	\$151,429.00
2	2.5	Attention2Attendance : Truancy Reduction and School Connectedness Program	English Learners Foster Youth Low Income	\$31,200.00				\$31,200.00
2	2.6	English Learner Student and Family Supports	English Learners	\$15,000.00				\$15,000.00
2	2.7	Registered Behavior Therapist	English Learners Foster Youth Low Income	\$36,858.00				\$36,858.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Speech Pathologist	English Learners Foster Youth Low Income	\$118,691.00				\$118,691.00
2	2.9	School Psychologist	English Learners Foster Youth Low Income	\$118,996.00				\$118,996.00
2	2.10	Student Safety and Intervention Liaison	English Learners Foster Youth Low Income	\$102,487.00				\$102,487.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$27,777,321	\$4,295,639	15.46%	1.40%	16.86%	\$4,667,039.00	0.00%	16.80 %	Total:	\$4,667,039.00
								LEA-wide Total:	\$3,746,618.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$920,421.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction In Kindergarten through 3rd grade.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary, Discovery Elementary, Endeavour Elementary, Quailwood Elementary TK-3rd Grade	\$1,626,016.00	
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High 7th - 8th Grades	\$298,805.00	
1	1.3	Jr. High Extensive Elective Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High School 7th - 8th Grades	\$143,981.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Library Community Centers: A.R. Club and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,440.00	
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$586,037.00	
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Junior High 7th-8th Grades	\$0.00	
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary, Discovery Elementary, Endeavour Elementary, and Quailwood Elementary TK-6th Grades	\$65,000.00	
1	1.8	Technology Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,799.00	
1	1.9	Lunch Intermural Recreation and P.E. Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$100,603.00	
1	1.10	TK-8 Mathematics Digital Platform	Yes	LEA-wide	English Learners Foster Youth Low Income		\$86,038.00	
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,778.00	
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,563.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Increased Counseling Services: 2021-22 Three Counselors=2 Elementary & 1 Jr. High 22-23 Two more = 5 total counselors, one at each site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$696,638.00	
2	2.4	District Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,109.00	
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,200.00	
2	2.6	English Learner Student and Family Supports	Yes	LEA-wide	English Learners	All Schools	\$15,000.00	
2	2.7	Registered Behavior Therapist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia, Discovery, Endeavour, Quailwood	\$36,858.00	
2	2.8	Speech Pathologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia	\$118,691.00	
2	2.9	School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Quailwood and Discovery	\$118,996.00	
2	2.10	Student Safety and Intervention Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$102,487.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,171,906.00	\$3,191,482.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class Size Reduction In Kindergarten through 3rd grade.	Yes	\$1,457,740.00	\$1,399,478.00
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$268,000.00	\$255,661.00
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$135,631.00	\$140,647.00
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$93,670.00	\$104,089.00
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$228,320.00	\$265,478.00
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$25,000.00	\$55,195.00
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$12,000.00	\$12,000.00
1	1.8	Technology Refresh	Yes	\$178,164.00	\$178,164.00
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	\$102,915.00	\$117,967.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$124,903.00	\$117,967.00
2	2.3	Increased Counseling Services: 3 Counselors (2 Elementary & 1 Jr. High)	Yes	\$378,462.00	\$381,862.00
2	2.4	District Social Worker	Yes	\$127,101.00	\$122,974.00
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$25,000.00	\$25,000.00
2	2.6	English Learner Student and Family Supports	Yes	\$15,000.00	\$15,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,474,088	\$3,079,412.00	\$3,102,688.00	(\$23,276.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction In Kindergarten through 3rd grade.	Yes	\$1,457,740.00	\$1,399,478.00		
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$268,000.00	\$255,661.00		
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$135,631.00	\$140,647.00		
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$93,670.00	\$104,089.00		
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$228,320.00	\$265,478.00		
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$25,000.00	\$55,195.00		
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$12,000.00	\$12,000.00		
1	1.8	Technology Refresh	Yes	\$178,164.00	\$178,164.00		
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	\$72,041.00	\$83,257.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$87,432.00	\$83,257.00		
2	2.3	Increased Counseling Services: 3 Counselors (2 Elementary & 1 Jr. High)	Yes	\$378,462.00	\$381,862.00		
2	2.4	District Social Worker	Yes	\$102,952.00	\$103,600.00		
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$25,000.00	\$25,000.00		
2	2.6	English Learner Student and Family Supports	Yes	\$15,000.00	\$15,000.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$26,572,483	\$3,474,088	0	13.07%	\$3,102,688.00	0.00%	11.68%	\$371,400.00	1.40%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022