



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fruitvale School District

CDS Code: 15 63479 0000000

School Year: 2023-24

LEA contact information:

Leslie Garrison

District Superintendent

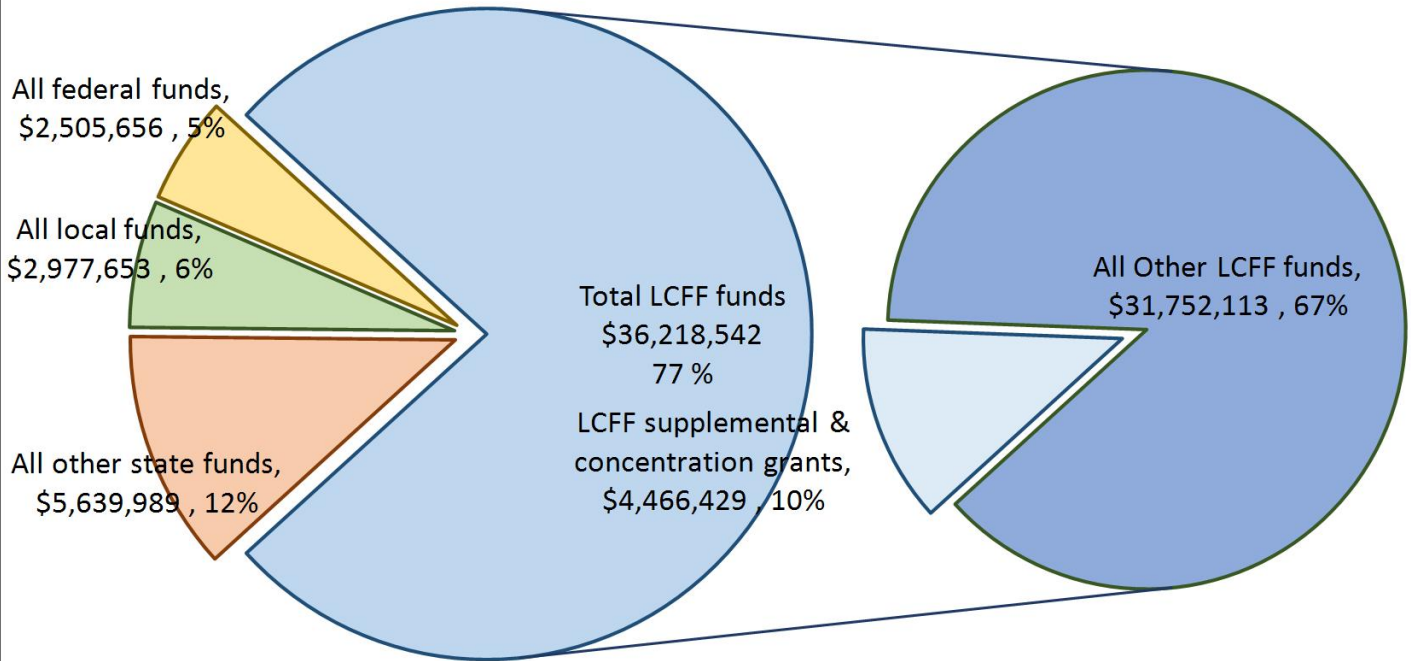
legarrison@fruitvale.net

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 2023-24 School Year

Projected Revenue by Fund Source

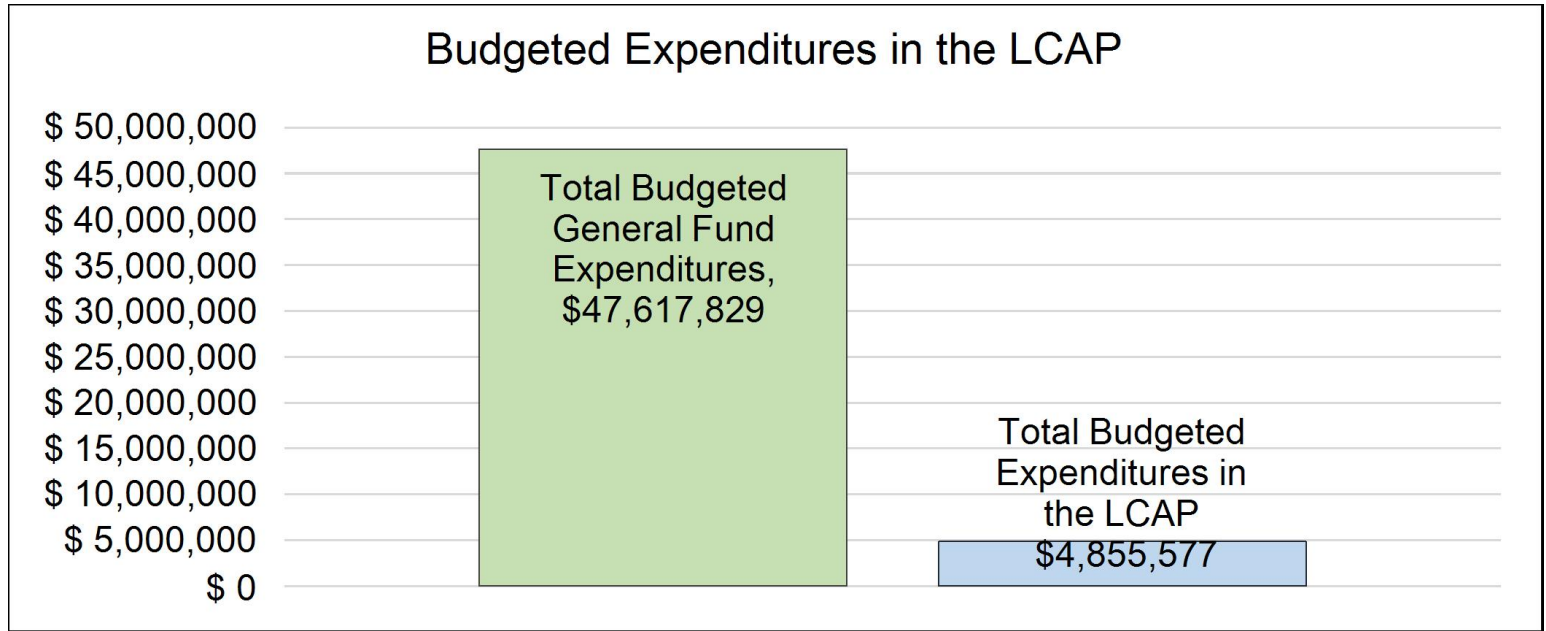


This chart shows the total general purpose revenue Fruitvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fruitvale School District is \$47,341,840.00, of which \$36,218,542.00 is Local Control Funding Formula (LCFF), \$5,639,989.00 is other state funds, \$2,977,653.00 is local funds, and \$2,505,656.00 is federal funds. Of the \$36,218,542.00 in LCFF Funds, \$4,466,429.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fruitvale School District plans to spend for 2023-24. 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 \$47,617,829.00 for the 2023-24 school year. Of that amount, \$4,855,577.00 is tied to actions/services in the LCAP and \$42,762,252.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

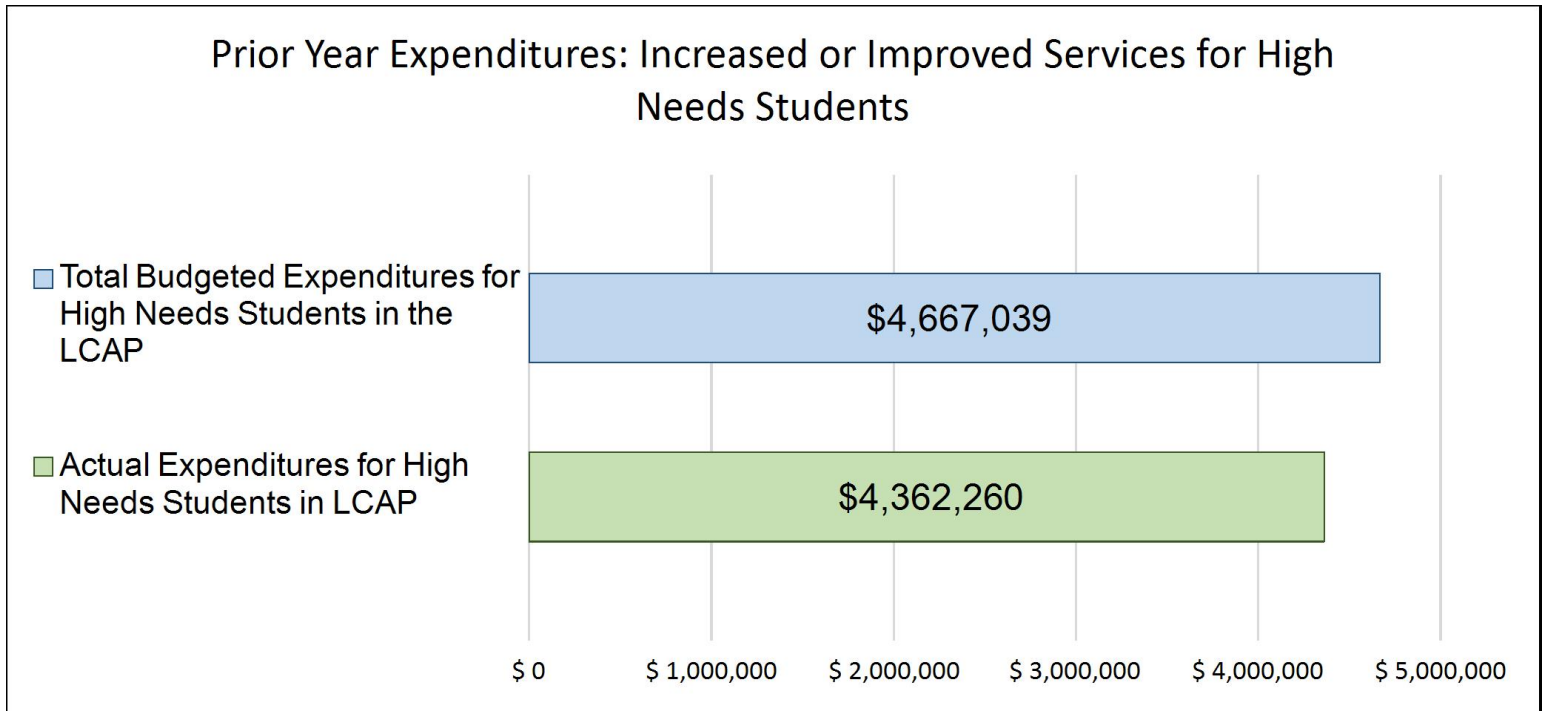
Certificated classroom and intervention teachers, speech teachers, instructional aides, school and district administrative staff, counselors, nurses, psychologists, occupational therapist, custodial, maintenance, and grounds staff, bus drivers, instructional materials, professional development, utilities, 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 2023-24 School Year

In 2023-24, Fruitvale School District is projecting it will receive \$4,466,429.00 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 \$4,737,065.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Fruitvale School District's LCAP budgeted \$4,667,039.00 for planned actions to increase or improve services for high needs students. Fruitvale School District actually spent \$4,362,260.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$304,779.00 had the following impact on Fruitvale School District's ability to increase or improve services for high needs students:

The District planned to hire an additional Speech Pathologist and was unable to find a qualified candidate due to staff shortages across the state in the area of Speech Pathology. The District was able to hire a SLP for the 2023-2024 school year to complete the planned goal. The remaining actions were executed as planned.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fruitvale School District	Leslie Garrison District Superintendent	legarrison@fruitvale.k12.ca.us 661-589-3830

Plan Summary [2023-24]

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 had remained reasonably steady from 2015-2020 with an average annual enrollment of 3200 students. The Covid-19 pandemic impacted the District enrollment with a decline of over 200 students between the 2019-20 and 2020-21 school years. 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 3,090 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 and in 2020, Fruitvale Junior High was awarded as a National School to Watch, and 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 all backgrounds, 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.” 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, 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. Fruitvale Jr. High was once again identified as a Kern County Innovative and Impactful School in the Spring of 2023.

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% for 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

2022-23 Fruitvale School District Data:

Enrollment: 3096

Attendance Rate: 94%

Chronic Absenteeism: 17%

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

Free & Reduced Lunch: 56%

English Learners: 6.8%

Fluent English Proficient: 7%

Redesignated Fluent English Proficient: 5%

Foster Youth Count: 11 students

Fruitvale Programs include Walk-to-Learn Reading, Tier 2 and 3 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, music, and a host of local and state competition events. (History Day, Science Fair, Battle of the Books, Henry Greve Speech, Bank of America Speech/Essay, STEM Olympiad, Oral Lanugage Festival, Kern Coding, Mock Trial, Music Festivals, Color Guard , Athletics, Robotics, and many more)

Fruitvale Junior High Students consistently place in the top rank at the High School Mock Trial Competition where they compete and win, against local high schools. FJH students take top honors as well as the Kern County Coding Competitions and Robotics Events. In March of 2023 three teams from FJH earned positions at the VEX Worlds Robotics Competition in Dallas, Texas. 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. Fruitvale took top honors in County History Day sending all entries on to the state competition in 2023. The Group Performance from FJH will be competing at the University Of Maryland in June of 2023 at the National History Day Event. 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 2023.

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 offers the Extended Learning Opportunity Program at all elementary school sites. ELOP offers intervention instruction, recreation, health/wellness, and enrichment programs for participating students providing a nine-hour school day program.

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. Fruitvale accolades include local, state, and national recognition. Since the implementation of the Local Control Funding Formula, Fruitvale has reduced class sizes, implemented a comprehensive reading instructional system, added more elective options for 7th and 8th graders, increased the Multi-tiered Systems of Support including increased mental health supports, and 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. Fruitvale continues to be recognized by the county and State for excellence.

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

Acadience testing is completed throughout the year to determine student reading instructional needs which range from strategic interventions to grade-level enrichment.

Reflection on three-year Acadience data reveals significant success annually as well as through grade-level annual progressions.
% at or above grade level

(KEY: EOY=end of year MOY=Middle of Year)

Kindergarten (First sound fluency measurement):

EOY 2021	EOY 2022	MOY 22-23
65%	65%	75%

1st Grade: (Nonsense Word Fluency Letter Sounds):

EOY 2021	EOY 2022	MOY 22-23
58%	51%	65%

2nd Grade: (Oral Reading Fluency, Words Correct):

EOY 2021	EOY 2022	MOY 22-23
67%	54%	70%

3rd Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
73%	70%	75%

4th Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
74%	83%	70%

5th Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
67%	63%	65%

6th Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
71%	81%	70%

7th Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
----------	----------	-----------

51% 84% 65%

8th Grade: (Oral Reading Fluency Accuracy):

EOY 2021	EOY 2022	MOY 22-23
66%	85%	70%

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.

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 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%

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 to meet or exceed grade-level standards. Our Tier 1 Walk-to-learn system, Tier 2 & 3 interventions, and District 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, 2022 CAASPP 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%

Mathematics continues to be a concern for Fruitvale. Although math CAASPP scores are above Kern County and California, it is evident Mathematics instruction and data-informed intervention is needed. The District is deploying a math specialist teacher to each elementary school in the 2023-24 school year to provide a full year of instruction to one grade level per year for the next 5 years. The specialists will also provide daily professional development to each classroom teacher including model lessons, lesson development, and short and long-term planning. This endeavor is not funded through the LCAP at this time, it is slated to be funded with the Learning Recovery Emergency Block Grant.

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 2021, 2022, and 2023 in order to collaborate regarding the ongoing development of the 2021-24 LCAP. Over the course of each 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 year with educational partner groups via Zoom and in-person to further input opportunities. Each school site offered an LCAP town hall and LCAP Booth at Resource Fairs for students and parents where performance data was reviewed and surveys were available. The District also held site meetings with all staff members to share current data and trends and solicit input from a staff perspective. The District Administration 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 early 2023 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 the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) on March 23, 2023 to seek input regarding the continued review and adjustment 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 April 12, 2023 (in addition to each site meeting) and the CSEA Labor Representatives on April 12, 2023. The District met with the DELAC on May 3, 2023 and the Parent Advisory Committee (PAC) on May 2, 2023 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 13th and it was adopted on June 12, 2023.

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.

Overall, the qualitative feedback from parents is largely positive. They appreciate the district's ability to get kids excited about learning and the inclusion of programs like Walk to Learn. The parents have full confidence in the education their children receive and express their love for the school and its library. Parent communication, family involvement, and social-emotional learning supports are highly valued. The school is commended for keeping students safe, supporting both students and parents, and maintaining clean facilities. The teachers and staff are praised for their care and dedication to students, as well as their effective communication. The district office is acknowledged for reaching out to parents and attempting to return to normal operations following COVID. Equity support, passionate teachers, and a sense of community are also highlighted. Some specific mentions include the Walk to Learn program, maintaining high academic standards, listening to concerns, offering daycare, and making meaningful connections with students. Overall, communication, caring staff, and effective parent outreach are key themes in the feedback.

A summary of staff feedback indicates a positive and supportive environment in the Fruitvale School District, with a focus on student success, staff support, community engagement, and continuous improvement.

The qualitative feedback from the students indicates a positive perception of their school environment, teachers, and peers. The common themes that emerge from their feedback are:

1. Supportive and kind teachers: Many students appreciate the helpfulness and support they receive from their teachers. They mention that teachers assist them with difficult questions, help improve their writing, and provide extra help when needed.
2. Positive and friendly atmosphere: Students highlight the friendly nature of their peers and the overall positive atmosphere in the school. They feel safe and supported by both their friends and the adults at the school.
3. Enjoyable learning experiences: Students express enjoyment in their learning experiences. They mention fun activities, engaging lessons, and a variety of subjects like math, reading, writing, art, and social studies.
4. Opportunities for physical activity: Students appreciate physical education classes and recess, as it allows them to stay fit, have fun, and socialize with their friends.
5. Feeling of safety: Students value the sense of safety and security they experience at school. They appreciate the caring nature of the teachers and staff, who help them when they are hurt or in need.

6. Inclusion and acceptance: Students mention that their school promotes inclusivity and values all students. They appreciate the opportunity to make friends and feel listened to.

Additional aspects: Some students mention specific aspects they like, such as the school library, the school store, the playground, the cafeteria food, and the availability of ice packs when they get hurt.

Overall, the students' feedback reflects a positive perception of their school, emphasizing a supportive and welcoming environment, engaging learning experiences, and positive relationships with teachers and peers.

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	2022-23 The Fruitvale School District has 0 misassigned teachers, 93% of teachers appropriately 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.	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 following the 2024 planned bond. The district has a robust maintenance program with upgrading projects planned for FJH and Quailwood.	The Annual FIT data reports were completed in April 2023. 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 following the 2024 planned bond. The district has a robust maintenance program with upgrading		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
			projects planned for FJH and Quailwood.		
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. The District maintains full implementation at this time.	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. The District maintains full implementation at this time.	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. The District maintains full implementation at this time.		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	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	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		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
master schedules and administrative observations.		English proficient in 21-22.	English proficient in 21-22.		
<p>Priority 4A Pupil Achievement: Statewide Assessments - English Language Arts</p> <p>Statewide Assessments - Math</p> <p>Statewide Assessments - California Science Test</p>	<p>2018-19 Dashboard Data for ALL: ELA Green Dashboard with 14.8 points above standard Math Green Dashboard with 3.1 points above standard</p> <p>2018-19 CAASPP Science Test Results: 31.10% of All Students Met or Exceeded Standard on the CAST.</p>	2020 & 2021 State Assessments were not taken due to COVID. See local data above and below.	<p>2022 Spring CAASPP Results % Met/Exceeded (Status Only):</p> <p>ELA:</p> <p>MATH:</p> <p>ALL District - 51%</p> <p>ALL District - 37%</p> <p>3rd - 45%</p> <p>3rd - 44%</p> <p>4th - 53%</p> <p>4th - 39%</p> <p>5th - 51%</p> <p>5th - 31%</p> <p>6th - 52%</p> <p>6th - 36%</p> <p>7th - 57%</p> <p>7th - 47%</p> <p>8th - 49%</p> <p>8th - 28%</p>		<p>ELA: Green or Blue Dashboard ALL: increase 2 points to 16 points above standard</p> <p>Mathematics: Green or Blue Dashboard ALL: increase 2 points to 5 points above standard</p> <p>CAASPP Science Test Results to reveal at least 45% of All Students will score Met or Exceeded Standard on the CAST.</p>
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical	NA	NA	NA		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education sequences and programs of study that align with SBE-approved career technical education 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		NA
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA	NA	NA		NA
Priority 4E: % of English learner pupils who make	2019 Dashboard: (144 students)	2021 Dashboard Data 55.93 of students making progress	2022 Dashboard Data Medium Level		ELPAC Outcomes: Dashboard: 60% of students making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	57.6% of students making progress towards English Language Proficiency	toward English Proficiency.	50.3% making progress toward English Language Proficiency. 42.7% of ELs progressed at least one ELPI Level.		progress towards English Language Proficiency
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%	2020-21 Reclassified English Fluent Rate: 43 students out of 212 total = 20.3%	2021-22 Reclassified English Fluent Rate: 75 reclassified English Learners out of 157 EL students = 47.7%		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		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		NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A: Extent to which pupils have access to and are enrolled in a broad course of study as measured by administrative oversight and use of a master instructional schedule.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.		Evidence of maintenance of 100% of students have access and are enrolled in a broad course of study evidenced by Instructional Master Schedules, ELA Walk-to-Learn and Mathematics Tier 1 Instructional time included.
Priority 7B: Extent to which unduplicated students enrolled in the core subjects of ELA, Math, 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.	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	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.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as per the master schedule.					
Priority 8: Pupil Outcomes as per local Acadience Reading Data and iReady Mathematics Data.	<p>2020-21 Acadience Reading Data (During Covid Distance Learning and Transition to In-Person Hybrid a.m./p.m. then full day April & May):</p> <p>Reading Composite Score % of Students At or Above Benchmark</p> <p>1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year Last % is the increase in 2020-21</p> <p>K 40% 45% 66% 26%</p> <p>1st 27% 48% 48% 21%</p> <p>2nd 64% 65% 64% 0%</p> <p>3rd X 61% 65% 4%</p> <p>4th X 52% 61% 9%</p> <p>5th X 46% 50% 4%</p>	<p>2021-22 Acadience Reading Data</p> <p>Reading Composite Score % of Students At or Above Benchmark</p> <p>1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year Last % is the increase in 2021-22</p> <p>K 45% 51% 73% +28%</p> <p>1st 41% 43% 54% +13%</p> <p>2nd 55% 56% 55% +0%</p> <p>3rd 70% 66% 67% -3%</p> <p>4th 67% 68% 70% +3%</p> <p>5th 52% 58% 66% +14%</p> <p>6th 80% 80% 75% -5%</p> <p>Jr. High MAZE Average Score</p> <p>1st=Beginning of Year 2nd=Middle of Year</p>	<p>2022-23 Middle of Year Acadience Reading Data (KEY: EOY=end of year MOY=Middle of Year)</p> <p>Kindergarten (First sound fluency measurement):</p> <p>EOY 2021 EOY 2022 MOY 22-23</p> <p>65% 65% 75%</p> <p>1st Grade: (Nonsense Word Fluency Letter Sounds):</p> <p>EOY 2021 EOY 2022 MOY 22-23</p> <p>58% 51% 65%</p> <p>2nd Grade: (Oral Reading Fluency, Words Correct):</p> <p>EOY 2021 EOY 2022 MOY 22-23</p> <p>67% 54% 70%</p>		<p>Acadience Reading Data End of Year Outcomes</p> <p>% of Students At or Above Benchmark</p> <p>K 75%</p> <p>1st 65%</p> <p>2nd 70%</p> <p>3rd 75%</p> <p>4th 70%</p> <p>5th 65%</p> <p>6th 70%</p> <p>Jr. High MAZE Average Score</p> <p>7th 100</p> <p>8th 100</p> <p>STAR MATH DATA changed to iReady in 2023:</p> <p>% At or Above Grade Level (Proficient levels 3&4)</p> <p>2nd 52%</p> <p>3rd 50%</p> <p>4th 51%</p> <p>5th 52%</p> <p>6th 53%</p> <p>7th 54%</p> <p>8th 55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>6th X 58% 64% 6%</p> <p>1st=Beginning of Year 2nd=Middle of Year 3rd=End of Year Last=increase in 2020-21</p> <p>Jr. High MAZE Average Score 7th 43.6 45 50.5 +6.9 8th 51.7 59.1 66 1+4.3</p> <p>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%</p>	<p>3rd=End of Year Last=increase in 2021-22</p> <p>7th 52.7 64.6 64 +11.3 8th 61.2 69.7 73.7 +12.5</p> <p>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</p>	<p>3rd Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 MOY 22-23 73% 70% 75%</p> <p>4th Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 MOY 22-23 74% 83% 70%</p> <p>5th Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 MOY 22-23 67% 63% 65%</p> <p>6th Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 MOY 22-23 71% 81% 70%</p> <p>7th Grade: (Oral Reading Fluency Accuracy):</p>		All Students: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>EOY 2021 EOY 2022 MOY 22-23</p> <p>51% 84%</p> <p>65%</p> <p>8th Grade: (Oral Reading Fluency Accuracy):</p> <p>EOY 2021 EOY 2022 MOY 22-23</p> <p>66% 85%</p> <p>70%</p> <p>2022-23 iReady Math Overall Score Data (at or above grade level):</p> <p>BOY 22-23 MOY 22-23 1/2 yr Growth</p> <p>Kinder: 10%</p> <p>29% +19%</p> <p>1st: 3.3%</p> <p>15% +12%</p> <p>2nd: 3.35%</p> <p>15% +12%</p> <p>3rd: 6.61%</p> <p>20% +14%</p> <p>4th: 14%</p> <p>30% +16%</p> <p>5th: 20%</p> <p>28% +8%</p> <p>6th: 18%</p> <p>34% +16%</p> <p>7th: 20%</p> <p>29% +9%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			8th: 22%	17% +5%	

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 supports smaller group instruction sizes, one-to-one teacher connections, supporting strong relationships to meet the unique needs of our unduplicated students.	\$1,687,861.00	Yes
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.	\$315,659.00	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	\$149,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$99,262.00	Yes
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.	\$710,639.00	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 preparing 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	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connect them with skills and processes for current and future academic success.		
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.	\$43,975.00	Yes
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.	\$192,000.00	Yes
1.9	Lunch Intramural 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. Expenditures include personnel and program supplies/materials. (made possible by 2022-23 additional concentration funds)	\$32,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 student's individual needs in math. (made possible by 2022-23 additional concentration funds)	\$79,110.00	Yes

Goal Analysis [2022-23]

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.

Planned Actions and actual implementation of Goal 1 did not have substantive differences in staffing, materials, or implementation. Fruitvale was able to implement all ten action items in Goal 1 to support the core academic programs across the district. Goal 1 encompasses the Tier 1 core instructional programs in Fruitvale. We were able to implement each goal as planned. Successful implementation for specific goals is evident in the data connected to each goal, for example:

1.1 Class Size Reduction was implemented as planned and supported in our surveys: 94.7% of staff support class size reduction while 96.2% of parents agree.

1.2 Jr. High Block Schedule continues to provide additional instructional minutes to students in mathematics and language arts. Action 1.2 was implemented as planned and contributed to the mid-year result of 87% of all jr. high students reading at grade level.

1.3 Jr. High Electives are a vital and unique part of the FJH culture. We continue to offer over 20 elective options for students to find connections to high school and career pathways. This year FJH had three teams qualify and compete in the VEX Worlds Robotics Competition in Dallas, Texas. Elective accolades include top awards in local competitions in Colorguard, CSUB Art Expositions, Mock Trial, and Kern County Coding. 80% of Jr. High students report they like the elective options.

1.4 Library Community Centers continue to be enjoyed by all in our community. Post Covid, support and connection to District Libraries has significantly improved with survey data reflecting: 90% of staff, 75% of parents, and 86% of students indicating that the library is a safe and welcoming place to be.

1.5: Walk to Learn implementation is directly responsible for improved reading performance in all grades as measured by local Acadience Testing systems. Additionally, Walk to Learn is positively reflected in surveys with "71.8% of students report Walk to learn helps me in reading." 71.6% of staff report Walk to learn provides targeted reading support and enrichment for students based on need. 80.7% of parents report their children to receive assistance with reading challenges at Fruitvale.

1.6 The A.V.I.D. Program at FJH experienced some challenges in the 2022-23 school year with staffing absences. The primary course offerings did not have a stable teacher throughout the year. The course and supporting courses (content specific teachers trained and

utilizing AVID) were implemented, however one challenge was staffing of the primary class. In preparation for 2023-24, alternative staffing has been acquired to provide stability to students.

1.7, Positivity Project's implementation receives positive feedback in surveys with 76% of students declaring that they like the Positivity Project and it is good for students.

1.8 Technology Refresh is a supplement to our overall technology replenishment program. We continue to value the use of technology and maintain devices for all students and staff. However, it is interesting to note that post Covid, we are intentional about balancing excellent first instruction, face-to-face personal interactions, and hands-on learning with the appropriate use of technology.

1.9 FJH PE Intramurals/Extension has been a positive addition to the Jr. High Campus. Discipline infractions during lunch time were reduced by over 50% in the first year of implementation. Additionally, the Jr. High was able to offer an extra PE course at the end of the day to enable students access to one more elective course in their schedule.

1.10 TK-8 Digital Math Program, iReady, was rolled out in 2022-23. Reflection of first--year usage and student progress indicates that all students utilizing the program experienced between 80-120% growth during the first year.

Fruitvale experienced success in all areas of Goal 1 implementation, however, the year was not without challenges. Staffing challenges, primarily in classified staff, pose challenges with student support programs, including Walk-to-Learn.

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.

Material differences between budgeted expenditures and estimated actual expenditures were a direct result of increase staffing costs as well as inflation in Fruitvale. Funding/Expenditures were significantly higher than projected in all areas which included personnel. The 13% 2022 Cost of Living Adjustment in the California Governor's Budget allowed for a 6.75% COLA increase on the salary schedule for all staff in Fruitvale, resulting in significant increases in salaries which are reflected in goals 1.1-1.5 and 1.9. Inflation is another impact on expenditures which is reflected in increases to 1.7 and 1.8.

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

The effectiveness of action items 1.1 Class Size Reduction, 1.2 Jr. High Block Schedule, 1.5 Walk to Learn Tier 1 Reading, 1.6 AVID, and 1.10 iReady Digital Math Program, can all be reflected in the performance data throughout the District. Specifically, Student reading performance has improved in every grade level as well as longitudinally for the duration of this 3-year LCAP. Fruitvale has monitored student reading performance on the Acadience Testing System with every grade reducing the % of students reading below grade level and increasing the percentage of students performing at or above grade level. An example is the 2022-23 3rd grade students who ended 1st grade with 58% proficient, ended the following year in 2nd grade with 54% proficient (please note the test is also increasing in difficulty each year), and at the Mid-year mark of 3rd grade, December 2022, these same students have jumped to 64% reading at or above grade level. Fruitvale is witnessing our efforts to address learning loss from the pandemic pay off in our students' reading performance. Additional evidence of progress in reading includes the 2022-23 6th grade group jumping 13% in proficiency to hit 76% of the entire grade meeting reading proficiency by mid-year. 2022-23 Students in 7th and 8th grade are also reflecting 87% at or above grade level in reading. This is a remarkable improvement from their scores two years prior at 67% and 71% respectively. Although iReady is in its first year of

implementation in Fruitvale, we are already experiencing growth in every grade level from 2nd - 8th grades. Each grade has increased by an average of 10.25% from the start of the 2022-23 year to December's mid-year Acadience assessment.

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.

Fruitvale intends to uphold and continue all ten action items in Goal 1. Goal 1.9 was adjusted with the removal of the 10th period P.E. class offering. The course was removed due to lack of participation and a decrease in enrollment at the school. The intramural sports and p.m. class supervision support will continue. The District also adjusted the desired outcomes for mathematics to replace the metric from the STAR Renaissance Assessment program with our newly adopted iReady Digital Mathematics Program.

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, and further to 62% in 2022.

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.	2022-23 Survey Data: 87% 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 about the impact of the virus and pushing hard for restrictions, while the other side is 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. 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.			
<p>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>	<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>	<p>FSD continues to experience parent and community participation above 90% for elementary school events and 80% for Jr. high events including back to school, conferences, literary days, site celebrations, and open houses.</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 parents of unduplicated pupils.</p>

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. However, town hall zoom events and parent trainings were held regularly and provided in English, Spanish, and with a Sign Language Interpreter. Immediately prior to each special needs class' return to in-person instruction, a parent zoom meeting was held with each class to inform families of procedures and safety precautions.</p>				
<p>Priority 3C: How the school district will promote participation in programs for parents of students with disabilities as measured by attendance at events through sign-in documents.</p>	<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>Sign-in Documents indicate that Students with Disabilities had above-average attendance (above 95% attendance rate) at all events in Spring 2022 when we opened to visitors. The response from families was</p>	<p>Again, event attendance rates reflect students with disabilities above 95% for school-sponsored events. Summer Extended School Year/Summer School Jump Start Programs have been extended to 29 days</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>	<p>overwhelmingly positive.</p>	<p>in two 3-week sessions. Students with disabilities receive priority registration for all events.</p>		<p>parents of students with disabilities.</p>

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%	First-Semester Attendance Rate for 2022-23=93.86% Full-year Attendance Rate for 2022-23: 94.01%		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.	2020-21 Chronic Absence Data: Chronic Absent=21% African American 26.47% American Indian 25.58% Hispanic 22.54% White 21.83%	2021-22 Chronic Absence Data: 2022 KiDS Database Chronic Absent= 22 % African American 26.47% American Indian 25% Hispanic 22.7% White 21.8% SWD: 25.95% 2022-23 Chronic Absence Data: KiDS Database Chronic Absent: 16.15%		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%		African American: 21% Hispanic: 18% White: 15% SWD: 21%		
Priority 5C: Middle school dropout rates as per local data.	0%	0%	0%		0%
Priority 5D: High school dropout rates.	N/A	NA	NA		N/A
Priority 5E: High school graduation rates.	N/A	NA	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%	2022 CA Dashboard 1% suspended at least one day African American 3.7% American Indian 2.3%		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
			Hispanic 0.6% White 1.4% Homeless 3.3% Foster 0% SWD 3.4% SED 1.2% ELL 0.7% 2022-23 KiDS Database: Suspended Rate: 0.43% African American 0% American Indian 0% Hispanic 0.44% White 0.51% Homeless 0.00% Foster 0% SWD 1.19% SED 0.49% ELL 0%		
Priority 6B: Pupil expulsion rates as per local data.	2020-21 No pupils were expelled.	2021-22 4 pupils were expelled	2021-22 4 pupils were expelled 2022-23 1 pupil was expelled		0 Pupils Expelled
Priority 6C: Other local measures of sense of safety and school connectedness as per local survey data.	2020-21 Climate Survey Results: 1. "School is a safe place for students" Staff: 99% Agree Students: 78% Agree	2021-22 Climate Survey Results: 1. "School is a safe place for students" Staff: 86% Agree Students: 74% Agree	2022-23 Climate Survey Results: 1. "School is a safe place for students" Staff: 98.6% Agree Students: 74% Agree		Climate Survey Results: 1. "School is a safe place for students" Staff: 90% Agree Students: 80% Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents: 90% Agree 2. "My child's school engages and motivates my child" Parents: 77% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 75% Agree 4. "My teacher cares about me." Students: 88% Agree 5. "My school helps families in need." Students: 88% Agree	Parents: 87% Agree 2. "My child's school engages and motivates my child" Parents: 80% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% Agree 4. "My teacher cares about me." Students: 88% Agree 5. "My school helps families in need." Students: 86% Agree	Parents: 87.5% Agree 2. "My child's school engages and motivates my child" Parents: 77.5% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 70% Agree 4. "My teacher cares about me." Students: 83% Agree 5. "My school helps families in need." Students: 85.2% Agree		Parents: 90% Agree 2. "My child's school engages and motivates my child" Parents: 80% Agree 3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% Agree 4. "My teacher cares about me." Students: 90% Agree 5. "My school helps families in need." Students: 90% Agree
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	2021-22 Behavioral Actions Alternative Discipline-196 +1400% Conference - 80 +1000% Demerit - 2477 +2014% Detention - 666 +33,300% Expulsion - 4 +400%	2022-23 Behavior Actions from KiDS database Alternative Discipline-156 Conference - 387 Demerit - 2604 Detention - 738 Expulsion - 1 In-School Suspension - 2 Referral - 337		Behavioral Actions Goals Alternative Discipline-100 Conference - 50 Demerit - 2000 Detention - 500 Expulsion - 0 In School Suspension - 5 Referral - 200 Suspension -- 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Warning/Verbal Reprimand - 54 Total Incidents - 310	In School Suspension - 5 +500% Referral - 420 +1826% Suspension -- 24 +2400% Warning/Verbal Reprimand - 569 +1054% Total Incidents - 4772 +1539%	Suspension -- 18 Warning/Verbal Reprimand - 488 Total Incidents - 5252		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.	\$130,908.00	Yes
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.	\$127,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$668,015.00	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.	\$146,866.00	Yes
2.5	Attention2Attendance : Truancy Reduction and School Connectedness Program	The Attention2Attendance supplemental program serves as a valuable truancy reduction and early detection tool to drive interventions and supports to remove barriers to student learning. The program will assist the administration, teachers, counselors, and the social worker, to identify concerning trends and provide information for interventions as needed.	\$31,200.00	Yes
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.	\$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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)	\$36,588.00	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)	\$138,486.00	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)	\$141,904.00	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)	\$115,945.00	Yes

Goal Analysis [2022-23]

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.

There was one difference between planned actions and the actual implementation of the actions for Goal 2 and it was within Action 2.8. The District planned to hire an additional Speech Pathologist and was unable to find a qualified candidate due to staff shortages across the state

in the area of Speech Pathology. The district was able to hire a SLP for the 2023-24 school year to complete the planned goal. All other actions have been implemented as planned.

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.

One material difference between budgeted expenditures of Action 2.8 and actual expenditures was due to staffing shortage. Fruitvale was unable to fill the Speech Pathologist position for the 2022-23 school year. They have filled this position for the 2023-24 school year therefore, the Action Item remains for the final year of the LCAP cycle. Material differences in budgeted expenditures for staffing included the 6.75% negotiated C.O.L.A. for the 2022-23 school year. The 2023-24 negotiations are currently on hold due to the postponement of California Tax Revenues resulting in uncertainty in educational funding.

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

Action 2.1 & 2.2, District Teacher On Special Assignment (T.O.S.A.) in Mathematics and Reading were staffed as intended. TOSAs focused on meeting the needs of students in their respective subjects. Reading TOSA supported reading instruction district-wide in Tier 1 Walk to Learn, Tier 2 and 3 Reading intervention. 2022-23 Acadience Reading Data end-of-year progress reflects the following % of students reading at or above grade level in specified grades: Kindergarten - 76% (31% annual growth) ending with only 18 students still below benchmark, 1st Grade - 62% (10% annual growth), 2nd Grade - 65%, 3rd Grade - 64%, 4th Grade - 69%, 5th Grade - 59%, 6th Grade - 77%, 7th Grade - 90%, and 8th Grade - 82%. The Math TOSA focused on the support of the TK expansion and implementation of the TK curriculum as well as the Tier 2 mathematics intervention curriculum. The Math TOSA also supported our elementary teachers and the special education department with numerous coaching and professional development sessions. For 2023-24 the Math TOSA is coordinating a collective effort in which four math specialists will be deployed to each elementary school to teach 6th-grade mathematics. The initial year of implementation will include instruction for students provided by the subject matter specialist, however, an additional intended benefit is a full year of professional development with the classroom teacher while the specialist is modeling instruction. The Math Specialists will be funded through the Learning Recovery Emergency Block Grant, yet our Math TOSA will be significantly involved.

Action 2.3 provided Counseling Services at all school sites with the increase in FTE staffing. 75% of students reported they know how to get help from the counselor if they need it, an over 13% increase from 2022-2023. 68% of students reported that their teachers and school staff care about them, on the Spring 2023 KiDS School Connectedness survey.

Action 2.4 The District Social Worker has been impacting our school community in a number of positive ways. As the Fruitvale demographics have shifted, she has bridged the gap to support a multitude of family needs in the areas of mental health, food uncertainty, homelessness, community connection, and foster youth care. Over the 3-yr duration of the LCAP, 85% of staff and students report that their school helps families in need.

Action 2.5 and 2.10 Attention to Attendance (A2A) have been operating as the District attendance tracking system in which students with attendance concerns are sought out to remove barriers to absences. Additionally, our Safety Intervention Student Liaison (SISL) has been tasked with truancy intervention and support. The SISL, in collaboration with our District Social Worker, counselors, administrators, and district officials utilize the A2A system to deploy a tiered system of communication improving attendance for each identified student. 2022-23 attendance data reflects improvements for chronic absenteeism for multiple subgroups: All Students-6% improvement, African American-

5.47% improvement, Hispanic-4.7%, and Students w/ Disabilities-4.95%. Additionally, 71% of students report that if they are absent, they feel like there is a teacher or some other adult at school who will notice their absence (KiDS school connectedness survey).

Action 2.6 English Learner Supports have been provided throughout the LCAP cycle including parent informational evenings and individual family supports. Over 73% of Parents and 79% of Staff report their school embraces family diversity by recognizing strengths, cultures, and languages.

Action 2.7 & 2.9 The addition of the Registered Behavior Therapist and School Psychologist positions were added in response to increased behavioral needs for Tier 3 level behavior interventions. Student behavior incident data, specifically for students with disabilities, decreased by 14% from 2021-22 to 2022-23.

Action 2.8 The Fruitvale School District planned for the addition of a Speech Pathologist in 2022-23 however, due to staffing shortages, this position was not filled until April of 2023 for the 2023-24 school year.

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.

There were no changes made to the planned actions in Goal 2. The metrics and desired outcomes were slightly adjusted with the addition of the Kern County Kern Integrated Data System (KiDS) district data.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,466,429	\$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
14.30%	0.67%	\$197,954.80	14.97%

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

2022 CAASPP: 2022 Spring was the first State Testing session post-pandemic. % students performing at or above grade level
ELA Mathematics

ALL 51% 37%

3rd: 45% 44%

4th: 53% 39%

5th: 51% 31%

6th: 52% 36%

7th: 57% 47%

8th: 49% 28%

Local Assessment Data: 2020-21 Acadience Reading Assessment Data

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

Reading Composite Score % of Students At or Above Benchmark

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

Kindergarten 40% 45% 66% 26%

1st 27% 48% 48% 21%

2nd 64% 65% 64% 0%

3rd 61% 65% 4%

4th 52% 61% 9%

5th 46% 50% 4%

6th 58% 64% 6%

Jr. High MAZE Average Adjusted Score

7th 43.6 45 50.5 6.9

8th 51.7 59.1 66 14.3

2021-22 Local Assessment Acadience Reading Data: % students performing at or above grade level

GRADE End of Year

Kindergarten	65%
1st	51%
2nd	54%
3rd	70%
4th	83%
5th	63%
6th	81%
7th	84%
8th	85%

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%

2022-23 iReady Mathematics Data:

Beg. of Yr Mid. Yr.

2nd	4%	14%
-----	----	-----

3rd 7% 21%
4th 14% 31%
5th 21% 29%
6th 18% 36%
7th 21% 21%
8th 17% 22%

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 allows for smaller class sizes (24-16 students, rather than 34-36 found in other courses) which also provides 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 and 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 (survey results).
- 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 (including non-English titles), 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 that provides support 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. Post-pandemic data reflects continued growth and positive impact on learning loss.
- Action 1.5 is a new implementation goal/action and research indicates a 3 to 5-year implementation period to produce 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. The District is committed to replacing devices as they age-out and maintaining our technology fleet.
- 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 on post-Covid student incident data, we recognized a significant need for 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 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 learners with additional resources and support in order to improve conversational and academic English language proficiency. We expect our English Language learners 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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,737,065.00			\$118,512.00	\$4,855,577.00	\$4,356,228.00	\$499,349.00

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	\$1,687,861.00				\$1,687,861.00
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	English Learners Foster Youth Low Income	\$315,659.00				\$315,659.00
1	1.3	Jr. High Extensive Elective Offerings	English Learners Foster Youth Low Income	\$149,596.00				\$149,596.00
1	1.4	Library Community Centers: A.R. Club and Access	English Learners Foster Youth Low Income	\$99,262.00				\$99,262.00
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	English Learners Foster Youth Low Income	\$710,639.00				\$710,639.00
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	English Learners Foster Youth Low Income	\$43,975.00				\$43,975.00

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	\$192,000.00				\$192,000.00
1	1.9	Lunch Intramural Recreation and P.E. Support	English Learners Foster Youth Low Income	\$32,450.00				\$32,450.00
1	1.10	TK-8 Mathematics Digital Platform	English Learners Foster Youth Low Income	\$79,110.00				\$79,110.00
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	English Learners Foster Youth Low Income	\$85,176.00			\$45,732.00	\$130,908.00
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	English Learners Foster Youth Low Income	\$82,869.00			\$44,744.00	\$127,613.00
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	\$668,015.00				\$668,015.00
2	2.4	District Social Worker	English Learners Foster Youth Low Income	\$118,830.00			\$28,036.00	\$146,866.00
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	\$5,500.00				\$5,500.00
2	2.7	Registered Behavior Therapist	English Learners Foster Youth Low Income	\$36,588.00				\$36,588.00

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	\$138,486.00				\$138,486.00
2	2.9	School Psychologist	English Learners Foster Youth Low Income	\$141,904.00				\$141,904.00
2	2.10	Student Safety and Intervention Liaison	English Learners Foster Youth Low Income	\$115,945.00				\$115,945.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$31,238,144	\$4,466,429	14.30%	0.67%	14.97%	\$4,737,065.00	0.00%	15.16 %	Total:	\$4,737,065.00
								LEA-wide Total:	\$3,804,437.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$932,628.00

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	\$1,687,861.00	
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	\$315,659.00	
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	\$149,596.00	

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	\$99,262.00	
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	\$710,639.00	
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	\$2,000.00	
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	\$43,975.00	
1	1.8	Technology Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,000.00	
1	1.9	Lunch Intramural Recreation and P.E. Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$32,450.00	
1	1.10	TK-8 Mathematics Digital Platform	Yes	LEA-wide	English Learners Foster Youth Low Income		\$79,110.00	
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,176.00	
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,869.00	

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	\$668,015.00	
2	2.4	District Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,830.00	
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	\$5,500.00	
2	2.7	Registered Behavior Therapist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia, Discovery, Endeavour, Quailwood	\$36,588.00	
2	2.8	Speech Pathologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia	\$138,486.00	
2	2.9	School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Quailwood and Discovery	\$141,904.00	
2	2.10	Student Safety and Intervention Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$115,945.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,766,910.00	\$4,468,446.00

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	\$1,626,016.00	\$1,594,618
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$298,805.00	\$309,145
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$143,981.00	\$151,601
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$149,440.00	\$103,013
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$586,037.00	\$556,409
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$0.00	\$2,500
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$65,000.00	\$18,317
1	1.8	Technology Refresh	Yes	\$188,799.00	\$191,835
1	1.9	Lunch Intermural Recreation and P.E. Support	Yes	\$100,603.00	\$53,956
1	1.10	TK-8 Mathematics Digital Platform	Yes	\$86,038.00	\$75,894

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	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	\$127,028.00	\$130,024
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$123,864.00	\$124,762
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	\$696,638.00	\$681,002
2	2.4	District Social Worker	Yes	\$151,429.00	\$143,186
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$31,200.00	\$31,200
2	2.6	English Learner Student and Family Supports	Yes	\$15,000.00	\$15,567
2	2.7	Registered Behavior Therapist	Yes	\$36,858.00	\$35,344
2	2.8	Speech Pathologist	Yes	\$118,691.00	\$0
2	2.9	School Psychologist	Yes	\$118,996.00	\$138,288
2	2.10	Student Safety and Intervention Liaison	Yes	\$102,487.00	\$111,785

2022-23 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)
\$4,145,892	\$4,667,039.00	\$4,362,260.00	\$304,779.00	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	\$1,626,016.00	\$1,594,618.00		
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$298,805.00	\$309,145.00		
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$143,981.00	\$151,601.00		
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$149,440.00	\$103,013.00		
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$586,037.00	\$556,409.00		
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$0.00	\$2,500.00		
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$65,000.00	\$15,079.00		
1	1.8	Technology Refresh	Yes	\$188,799.00	\$191,835.00		
1	1.9	Lunch Intermural Recreation and P.E. Support	Yes	\$100,603.00	\$53,956.00		

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	1.10	TK-8 Mathematics Digital Platform	Yes	\$86,038.00	\$75,894.00		
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	\$86,778.00	\$90,626.00		
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$84,563.00	\$88,342.00		
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	Yes	\$696,638.00	\$681,002.00		
2	2.4	District Social Worker	Yes	\$131,109.00	\$116,057.00		
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$31,200.00	\$31,200.00		
2	2.6	English Learner Student and Family Supports	Yes	\$15,000.00	\$15,567.00		
2	2.7	Registered Behavior Therapist	Yes	\$36,858.00	\$35,344.00		
2	2.8	Speech Pathologist	Yes	\$118,691.00	\$0.00		
2	2.9	School Psychologist	Yes	\$118,996.00	\$138,288.00		
2	2.10	Student Safety and Intervention Liaison	Yes	\$102,487.00	\$111,784.00		

2022-23 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)
\$29,594,486	\$4,145,892	1.40%	15.41%	\$4,362,260.00	0.00%	14.74%	\$197,954.80	0.67%

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