



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fruitvale School District

CDS Code: 15 63479 0000000

School Year: 2024-25

LEA contact information:

Leslie Garrison

District Superintendent

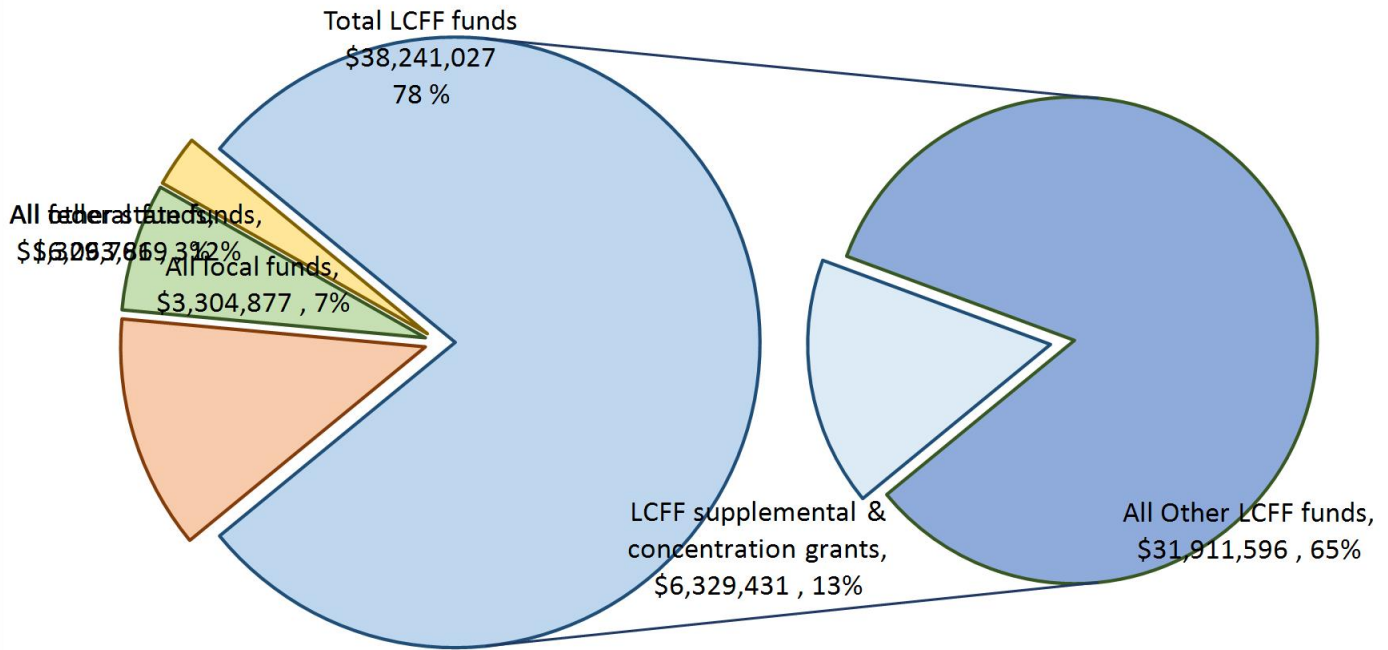
legarrison@fruitvale.net

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 2024-25 School Year

Projected Revenue by Fund Source

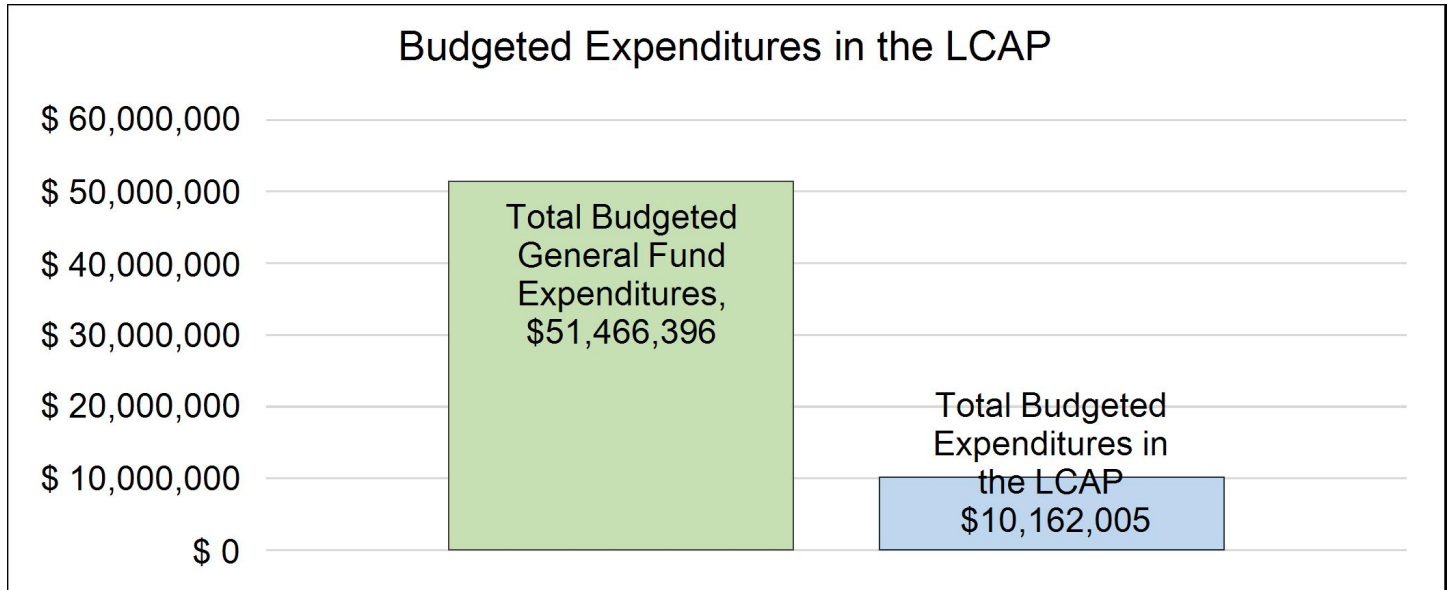


This chart shows the total general purpose revenue Fruitvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fruitvale School District is \$48,939,533.5, of which \$38,241,027 is Local Control Funding Formula (LCFF), \$6,063,869 is other state funds, \$3,304,877 is local funds, and \$1,329,760.5 is federal funds. Of the \$38,241,027 in LCFF Funds, \$6,329,431 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 2024-25. 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 \$51,466,396 for the 2024-25 school year. Of that amount, \$10,162,005 is tied to actions/services in the LCAP and \$41,304,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

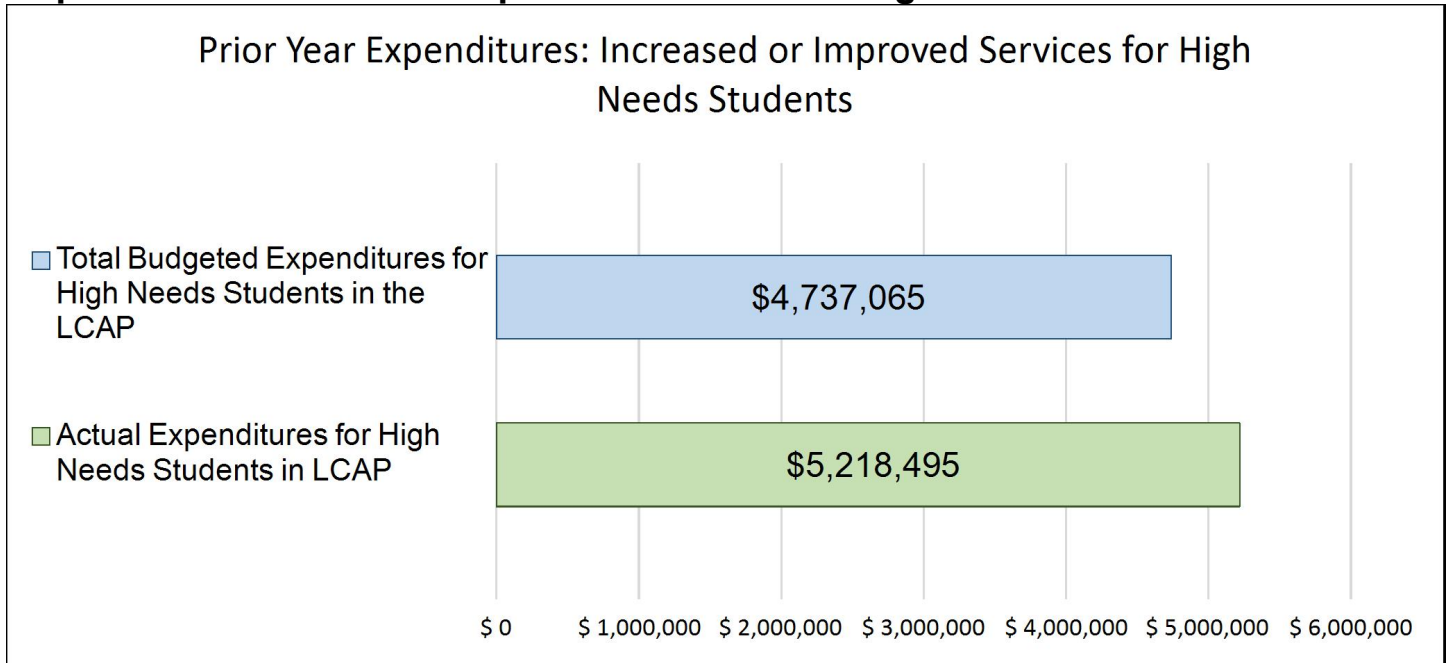
Certificated classroom teachers, speech teachers, instructional aides, school and district administrative staff, nurses, psychologists, occupational therapist, custodial, maintenance, and grounds staff, bus drivers, instructional materials, professional development, utilities, professional consulting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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Fruitvale School District is projecting it will receive \$6,329,431 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 \$6,891,781 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 2023-24



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 2023-24, Fruitvale School District's LCAP budgeted \$4,737,065 for planned actions to increase or improve services for high needs students. Fruitvale School District actually spent \$5,218,495 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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, STAR Mathematics 2019-2022, iReady Mathematics 22-23, the reduction in the number of students in need of Tier 2 and Tier 3 supports, attendance/behavior incident data, and surveys.

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	2023-24 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.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 projects planned for FJH and Quailwood.	The Annual FIT data reports were completed in March 2024. 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.	Maintain Annual FIT data reports with all facilities maintained in good repair.
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	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	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	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	Administration Observations will reflect full implementation of CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks in all classrooms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	content standards, and curriculum frameworks. The District maintains full implementation at this time.	content standards, and curriculum frameworks. The District maintains full implementation at this time.	content standards, and curriculum frameworks. The District maintains full implementation at this time.	content standards, and curriculum frameworks. The District maintains full implementation at this time.	
Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per review of detailed master schedules and administrative observations.	100% of EL students have access to the CCSS and ELD Standards for the purposes of gaining academic content knowledge and EL proficiency through designated and integrated supports.	100% of EL students have access to the CCSS and ELD Standards for the purposes of gaining academic content knowledge and EL proficiency through designated and integrated supports. 43 students were redesignated as fluent English proficient in 21-22.	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. 21 students were redesignated as fluent English proficient in 22-23.	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. 24 students were redesignated as fluent English proficient in 23-24.	Maintain 100% EL student access to the CCSS and ELD Standards for the purposes of gaining academic content knowledge and EL proficiency through designated and integrated supports.
Priority 4A Pupil Achievement: Statewide Assessments - English Language Arts Statewide Assessments - Math	2018-19 Dashboard Data for ALL: ELA Green Dashboard with 14.8 points above standard Math Green Dashboard with 3.1 points above standard 2018-19 CAASPP Science Test Results:	2020 & 2021 State Assessments were not taken due to COVID. See local data above and below.	2022 Spring CAASPP Results % Met/Exceeded (Status Only): ELA: MATH: ALL District - 51% ALL District - 37% 3rd - 45% 3rd - 44% 4th - 53% 4th - 39%	2023 Spring CAASPP Results % Met/Exceeded (Status Only): ELA: MATH: ALL District - 52.91% ALL District - 39.9% 3rd - 50.86% 3rd - 50.72% 4th - 46.08% 4th - 40.94%	ELA: Green or Blue Dashboard ALL: increase 2 points to 16 points above standard Mathematics: Green or Blue Dashboard ALL: increase 2 points to 5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments - California Science Test	31.10% of All Students Met or Exceeded Standard on the CAST.		5th - 51% 5th - 31% 6th - 52% 6th - 36% 7th - 57% 7th - 47% 8th - 49% 8th - 28%	5th - 52.21 5th - 32.09% 6th - 49.29% 6th - 36.67% 7th - 60.87% 7th - 42.41% 8th - 58.77% 8th - 35.81% ELA: Yellow Dashboard Overall at 2.1 points above standard. MATH: Yellow Dashboard Overall at 28.3 points below standard.	CAASPP Science Test Results to reveal at least 45% of All Students will score Met or Exceeded Standard on the CAST.
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA	NA	NA	NA	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	NA
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA	NA	NA	NA	NA
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	2019 Dashboard: (144 students) 57.6% of students making progress towards English Language Proficiency	2021 Dashboard Data 55.93 of students making progress toward English Proficiency.	2022 Dashboard Data Medium Level 50.3% making progress toward English Language Proficiency. 42.7% of ELs progressed at least one ELPI Level.	2023 Dashboard Data Yellow Indicator: 50.7% making progress toward English Language Proficiency. 41.3% ELs progressed at least one ELPI Level.	ELPAC Outcomes: Dashboard: 60% of students making progress towards English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4F: The English learner reclassification rate as per local data.	2019-20 Reclassified English Fluent Rate (based on 18-19 ELPAC scores): 8.38%	2020-21 Reclassified English Fluent Rate: 20.3%	2021-22 Reclassified English Fluent Rate: 29.2%	2022-23 Reclassified English Fluent Rate: 14.40%	9% Reclassification English Fluent Rate or higher.
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	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	NA
Priority 7A: Extent to which pupils have access to and are enrolled in a broad course of study as measured by administrative oversight and use of a	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	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	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	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	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-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
master instructional schedule.	adhered to at all school sites ensuring access for all.	adhered to at all school sites ensuring access for all.	adhered to at all school sites ensuring access for all.	adhered to at all school sites ensuring access for all.	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.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District.	Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District as evidenced by the Master Schedule.
Priority 7C: Extent to which students with disabilities are enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the State and District as per the master schedule.	100% of students with disabilities participate in the regular programs with support from special education teachers and aides.	100% of students with disabilities participate in the regular programs with support from special education teachers and aides.	100% of students with disabilities participate in the regular programs with support from special education teachers and aides.	100% of students with disabilities participate in the regular programs with support from special education teachers and aides.	Maintain 100% of students with disabilities are participate in the regular programs with support from special education teachers and aides.
Priority 8: Pupil Outcomes as per local Acadience Reading Data and iReady Mathematics Data.	2020-21 Acadience Reading Data (During Covid Distance Learning and Transition to In-Person Hybrid	2021-22 Acadience Reading Data Reading Composite Score % of Students At or Above Benchmark	2022-23 Middle of Year Acadience Reading Data (KEY: EOY=end of year MOY=Middle of Year)	2023-24 Acadience Reading Data (KEY: EOY=end of year MOY=Middle of Year)	Acadience Reading Data End of Year Outcomes % of Students At or Above Benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	a.m./p.m. then full day April & May): Reading Composite Score % of Students At or Above Benchmark 1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year Last % is the increase in 2020-21 K 40% 45% 66% 26% 1st 27% 48% 48% 21% 2nd 64% 65% 64% 0% 3rd X 61% 65% 4% 4th X 52% 61% 9% 5th X 46% 50% 4% 6th X 58% 64% 6% 1st=Beginning of Year 2nd=Middle of Year 3rd=End of Year Last=increase in 2020-21 Jr. High MAZE Average Score	1st %=Beginning of the year 2nd %=Middle of the Year 3rd %=End of Year Last % is the increase in 2021-22 K 45% 51% 73% +28% 1st 41% 43% 54% +13% 2nd 55% 56% 55% +0% 3rd 70% 66% 67% -3% 4th 67% 68% 70% +3% 5th 52% 58% 66% +14% 6th 80% 80% 75% -5% Jr. High MAZE Average Score 1st=Beginning of Year 2nd=Middle of Year 3rd=End of Year Last=increase in 2021-22 7th 52.7 64.6 64 +11.3 8th 61.2 69.7 73.7 +12.5	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%	Kindergarten (First sound fluency measurement): EOY 2021 EOY 2022 EOY 2023 EOY 2024 65% 65% 76% 81% 1st Grade: (Nonsense Word Fluency Letter Sounds): EOY 2021 EOY 2022 EOY 2023 EOY 2024 58% 51% 62% 63% 2nd Grade: (Oral Reading Fluency, Words Correct): EOY 2021 EOY 2022 EOY 2023 EOY 2024 67% 54% 66% 59% 3rd Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 EOY 2023 EOY 2024	K 75% 1st 65% 2nd 70% 3rd 75% 4th 70% 5th 65% 6th 70% Jr. High MAZE Average Score 7th 100 8th 100 STAR MATH DATA changed to iReady in 2023: % At or Above Grade Level (Proficient levels 3&4) 2nd 52% 3rd 50% 4th 51% 5th 52% 6th 53% 7th 54% 8th 55% All Students: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th 43.6 45 50.5 +6.9 8th 51.7 59.1 66 1+4.3 2020-21 STAR MATH DATA: % At or Above Grade Level (Proficient levels 3&4) 3rd 35% 4th 26% 5th 21% 6th 21% 7th 24% 8th 39% All: 29%	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	4th Grade: (Oral Reading Fluency Accuracy): EOY 2021 74% EOY 2022 70% MOY 22-23 83% 5th Grade: (Oral Reading Fluency Accuracy): EOY 2021 67% EOY 2022 65% MOY 22-23 63% 6th Grade: (Oral Reading Fluency Accuracy): EOY 2021 71% EOY 2022 70% MOY 22-23 81% 7th Grade: (Oral Reading Fluency Accuracy): EOY 2021 51% EOY 2022 65% MOY 22-23 84% 8th Grade: (Oral Reading Fluency Accuracy):	73% 70% 63% 75% 4th Grade: (Oral Reading Fluency Accuracy): EOY 2021 74% EOY 2022 70% EOY 2023 83% EOY 2024 73% 5th Grade: (Oral Reading Fluency Accuracy): EOY 2021 67% EOY 2022 59% EOY 2023 63% EOY 2024 69% 6th Grade: (Oral Reading Fluency Accuracy): EOY 2021 71% EOY 2022 75% EOY 2023 81% EOY 2024 79% 7th Grade: (Oral Reading Fluency Accuracy):	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>EOY 2021 EOY 2022 MOY 22-23 66% 85% 70%</p> <p>2022-23 iReady Math Overall Score Data (at or above grade level): BOY 22-23 MOY 22-23 1/2 yr Growth Kinder: 10% 29% +19% 1st: 3.3% 15% +12% 2nd: 3.35% 15% +12% 3rd: 6.61% 20% +14% 4th: 14% 30% +16% 5th: 20% 28% +8% 6th: 18% 34% +16% 7th: 20% 29% +9% 8th: 17% 22% +5%</p>	<p>EOY 2021 EOY 2022 EOY 2023 EOY 2024 51% 84% 90% 87%</p> <p>8th Grade: (Oral Reading Fluency Accuracy): EOY 2021 EOY 2022 EOY 2023 EOY 2024 66% 85% 82% 91%</p> <p>2023-24 iReady Math Overall Score Data (at or above grade level): BOY 22-23 EOY 22-23 EOY 23-24 Kinder: 10% 59.5% 62% 1st: 3.3% 44% 42% 2nd: 3.35% 46.7% 37% 3rd: 6.61% 46.7% 47% 4th: 14% 49.53% 49% 5th: 20% 47.5% 39% 6th: 18% 45.4% 45%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				7th: 20% 38.4% 38% 8th: 17% 32.1% 32%	

Goal Analysis

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.

Fruitvale School District experienced success in implementing each action within Goal 1. No relevant challenges were experienced. There was no substantive difference in planned actions and actual implementation of the actions. The District implemented the goals 1.1 Class Size Reduction in K-3, 1.2 Jr. High Block Schedule, 1.3 Jr. High Electives, 1.4 Library and Community Centers, 1.5 Walk to Learn Reading Instruction, 1.6 A.V.I.D., 1.7 Social Emotional and School Culture Program, 1.8 Technology Refresh, 1.9 Lunch Intramural Recreation/PE Support and 1.10 TK-8 Mathematics Digital Platform.

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.

Action 1.1-1.5 had no material differences. Action 1.6 expenditures increased due to salary increases post negotiations. Action 1.8 expenditures increased due to inflation for goods and services. Action 1.9 expenditures increased due to salary increases post negotiations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1.1 Class Size Reduction reflects effectiveness in the student performance on local assessments including Acadience Reading with an average of 71.25% of students reading at grade level in Kindergarten through 3rd grade. The iReady Mathematics Assessment also reflects a 49.23% of K-3 students performing at grade level and an average of 43.4% annual growth in grades K-3. Similarly, action item 1.2, Jr. High Block Schedules, which provide additional time in ELA and Mathematics reflect effectiveness in that FJH students increased 13 points in ELA

with a Green Dashboard indicator and also increased 10.2 points in mathematics for 2023. action 1.3, Jr. High Elective courses is an extremely effective item as 97% of staff, 98% of parents, and 90% of students support elective offerings to continue at FJH according to the Spring 2024 survey. Action 1.4, has been effective as reflected in the Spring 2024 survey with 95% of staff, 92% of parents, and 96% of students, reporting the library is a welcoming place for students and families. Action 1.5 has proven effective with all grades showing reading improvement and coming close to the targets for 2023 in Acadience and ELA CAASPP. Action 1.6 has been beneficial to the few students who had an opportunity to enroll in the AVID courses however, the action will not continue in the next LCAP as many students do not participate and can be served alternatively. Action 1.7, SEL, Tier 1 Behavioral Social Emotional Learning support is effective and can be seen throughout the district as students articulate the character trait of the week and recognize that other people matter. 2024 Spring survey results show 81% of elementary students believe the positivity project helps their school be a better place. Action 1.8, Technology Refresh, is an ongoing item as students and staff utilize technology in education every day. 96% of students indicate that updated technology is important to have at school. Student Recreation Options, Action 1.9 has been effective, especially at the Jr. High with a reduction in lunchtime misbehavior and/or fighting. More than half of the jr. high students surveyed and 99% of elementary students state that students would enjoy games and sports during lunchtime. The Mathematics action item 1.10 has been effective as the district now has an assessment platform and digital math program to offer assistance to students daily. The assessment platform provides valuable information to drive instruction, intervention, and enrichment in mathematics.

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.

As we move into the new 3-yr LCAP Cycle, some adjustments have been made to the organization of the plan. Only one action item was discontinued, and the organizational changes to action items in Goal 1 as a result of analysis are as follows:

1.1 Class Size Reduction, no change for 24-25 LCAP

1.2 Jr. High Block Schedule: no change in implementation, just a change in order, now action 1.8 in 24-25 LCAP.

1.3 Jr High Elective Offerings: no change in implementation, just a change in order, now action 1.9 in 24-25 LCAP.

1.4 Library Community Centers and A.R. Club: no change in implementation, just a change in order, now action 1.5 in 24-25 LCAP.

1.5 Walk-to-Learn Reading Instruction, Acadience Testing System, and Paraprofessional support: the action continues in the 24-25 LCAP with the addition of writing instruction and the 24-25 action title is ELA/Reading Instruction, action item 1.2.

1.6 A.V.I.D.- The AVID program was only implemented at the Jr. High school and was limited in the scope of influence as minimal students elected to take the course. 2023-24 enrollment data reports only 103 out of 700 students participated in A.V.I.D. Student interviews indicated they wished to take other elective courses that connected to their personal interests. The action item is not continuing in the next LCAP cycle, however, course section offerings will continue to support any students needing study skills and organizational support.

1.7 Positivity Project, Social-Emotional and School Culture Support System: no change in implementation, just a change in order, now action 1.4 in 24-25 LCAP.

1.8 Technology Refresh: no change in implementation, just a change in order, now action 1.7 in 24-25 LCAP.

1.9 Lunch Intramural Recreation and P.E. Support: This goal has been successful for each site, resulting in increased student engagement as measured by surveys. The goal will continue entitled Student Recreation Options as action 1.6 in the 2024-25 LCAP.

1.10 TK-8 Mathematics Digital Platform: The Digital Platform and Tier 1 Mathematics Support will continue in the 24-25 LCAP as action 1.3.

For 24-25 State Priorities 1A, 1B, 1C, 2A, 2B, 4A, 4E, 4F, 7A, 7B, and 7C will be addressed in Goal 1.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by District Surveys.	Fruitvale has a multitude of parent input opportunities throughout the District including School Site Councils, Parent/Teacher Organizations, ELAC, DELAC, Parent Advisory, and Education Foundation. All stakeholder groups 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	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. 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	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.	Spring 2024 Survey Data: 92% of staff and 83% 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>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>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.</p> <p>The Fruitvale community, like many others, was somewhat divided. As the District navigated the everchanging climate and rules, they honored choice when possible. It is understandable that there are some educational partners who felt their voices were not heard during this time.</p>			
<p>Priority 3B: How the school district will promote</p>	<p>The District extends first priority enrollment invitations to families</p>	<p>In the Spring of 2022 the District opened our doors to the</p>	<p>FSD continues to experience parent and community</p>	<p>FSD continues to experience parent and community</p>	<p>Increase School Event Participation (back to school nights, open</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>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>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</p>	<p>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>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>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>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>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, 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</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 overwhelmingly positive.</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 in two 3-week sessions. Students with disabilities receive priority registration for all events.</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 in two 3-week sessions. Students with disabilities receive priority registration for all events.</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 students with disabilities.</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	Attendance Rate Rate for 2023-24: 95.11%	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=10.44% African American 14.6% American Indian 10.42%	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% African American: 21% Hispanic: 18% White: 15% SWD: 21%	2023-24 Chronic Absence Data: KiDS Database Chronic Absent: 12.39% African American: 17.4% Hispanic: 12.8% White: 11.5% SWD: 17.9% SED:14.2%	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
	Hispanic 11.44% Pacific Islander 12.50% White 9.53%				
Priority 5C: Middle school dropout rates as per local data.	0%	0%	0%	0%	0%
Priority 5D: High school dropout rates.	N/A	NA	NA	N/A	N/A
Priority 5E: High school graduation rates.	N/A	NA	NA	N/A	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% Hispanic 0.6% White 1.4% Homeless 3.3% Foster 0% SWD 3.4% SED 1.2% ELL 0.7%	2023 Dashboard: Suspended Rate: 0.5% at least one day Blue Overall Rating African American 0% Blue American Indian 0% Blue Hispanic 0.4% Blue White 0.6% Green Homeless 0.9% Green Foster 0% Blue SWD 1.19%	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
			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%	SED 0.6% Green ELL 0% Blue 2023-24 KiDS Database: Suspended Rate: 0.37% African American 0% American Indian 0% Hispanic 0.36% White 0.52% Homeless 0% Foster 0% SWD 0.72% SED 0.35% ELL 0.43%	
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	2023-24 0 pupils were 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 Parents: 90% Agree	2021-22 Climate Survey Results: 1. "School is a safe place for students" Staff: 86% Agree Students: 74% Agree Parents: 87% Agree	2022-23 Climate Survey Results: 1. "School is a safe place for students" Staff: 98.6% Agree Students: 74% Agree Parents: 87.5% Agree	2024 Climate Survey Results: 1. "School is a safe place for students" Staff: 94% Agree Students: 87.4% Agree Parents: 90% Agree	Climate Survey Results: 1. "School is a safe place for students" Staff: 90% Agree Students: 80% Agree Parents: 90% Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2. "My child's school engages and motivates my child" Parents: 77% Agree	2. "My child's school engages and motivates my child" Parents: 80% Agree	2. "My child's school engages and motivates my child" Parents: 77.5% Agree	2. "My child's school engages and motivates my child" Parents: 89.8% 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: 75% Agree	3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 80% Agree	3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 70% Agree	3. "My child feels connected to the staff and the school. They look forward to going to school." Parents: 89.1% 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	4. "My teacher cares about me." Students: 88% Agree	4. "My teacher cares about me." Students: 83% Agree	4. "My teacher cares about me." Students: 93.9% Agree	4. "My teacher cares about me." Students: 90% Agree
	5. "My school helps families in need." Students: 88% Agree	5. "My school helps families in need." Students: 86% Agree	5. "My school helps families in need." Students: 85.2% Agree	5. "My school helps families in need." Students: 83.3% 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	2023-24 Behavior Actions from KiDS database Alternative Discipline-168 Conference - 91 Demerit - 2672 Detention - 802 Expulsion - 0 In-School Suspension - 1 Referral - 590	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	Suspension - 12 Warning/Verbal Reprimand - 610 Total Incidents - 5510	Warning/Verbal Reprimand - 400 Total Incidents - 3275

Goal Analysis

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

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

Goal 2 focuses on Multi-Tiered Systems of Support for students and families based on individualized needs. Action 2.1 and 2.2 were implemented with the use of District Teachers on Special Assignment, one for reading/literacy and one for mathematics. The TOSAs facilitated implementation of district literacy initiatives including Walk to Learn, Writing Focus, Math Specialists Deployment, and improving mathematics instruction across grade levels. Action 2.3 was fully executed with each school in the district staffed with a school counselor. Action 2.4 was fully implemented and enhanced with the addition of a second social worker mid-year. Action 2.5 included the district attendance tracking system and was fully implemented with a conference rate of 95.5% completion and an improvement in FSD attendance rate. Action item 2.6, supporting English Learners, provided supports to students, staff, and families, resulting in over 9% reclassification rate. Action 2.7, registered behavior therapist support has been fully implemented and provides supports across the district to our highest behavioral needs. The benefits of the RBT have informed further use of individuals with the credentials. 2.8 and 2.9 include student support providers by way of Speech Pathologists and School Psychologists. FSD was able to remain fully staffed for 23-24 in both classifications to maintain in-person therapy and avoid teletherapy. Lastly action 2.10, the Student Safety and Truancy Liaison was a two-year position intended to positively impact student behavior, attendance and school safety. Therefore, Goal 2 was implemented with no relevant challenges.

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.

Actions 2.1, 2.2, 2.3, 2.6-2.10 had no material difference.

Action 2.4 expenditures increased due to salary increases post negotiations.

Action 2.5 expenditures increased due to the District utilizing additional features of the program and increasing the contract cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2, MTSS, has been effective in positively impacting student attendance, improving chronic absenteeism rates, maintaining low levels of student suspension and expulsion, and connecting students and families to the school community as evidenced by 2023-24 metrics. Action 2.1, Tier 2 Reading Support, has proven effective with significant growth for all grade levels in Reading/Literacy performance in 2023-24. Action 2.2, District Math Teacher on Special Assignment, Math Support has been effective with all grades making gains in mathematics performance as measured by the iReady platform. Action 2.3, Counseling Services' effectiveness is supported by the Spring Surveys 68% of elementary students and 60% of Jr. High students know how to see the school counselor if they need to and over 55% of elementary students utilize their site counselor when they need to. Action 2.4, Social Worker Supports have been extremely effective as our Unduplicated Pupil Percentage rises. Surveys support the Social Worker action item with over 95% of staff reporting that they recognize the District supports students and families in need, ie. homelessness, poverty, food uncertainty, transportation needs, and other needed support. Action 2.5, the District's Attendance Monitoring Programs have been effective in reducing chronic absenteeism over the past three years from 22% in 21-22 to 12% in 2023-24. English Learner Supports, Action 2.6 continues to remain effective with 54.5% of Fruitvale ELLs increasing at least one level in 2022-23. Action 2.7, Registered Behavior Therapist Support also continues to be effective and necessary while suspension rates have decreased over the past three years from 21-22: 29 suspensions, 22-23: 18 suspensions, and 23-24: 12. Action 2.8, Speech Pathologists are effective in serving our increasing population of students with Speech Services Needs. In 23-24 the District increased the number of SDC classes due to increased enrollment of students with IEPs, especially in preschool. Additionally, in 23-24 the District Speech Pathologists provided speech services to Fruitvale Students in Kern County Superintendent of Schools Programs to assist with the state-wide shortage of providers. Action 2.9 is connected to 2.8 as the District's population of students with Disabilities and IEPs increases, School Psychologist services continue to be necessary. The District has been able to maintain caseload limits as well as provide social-emotional and trauma-related mental health services to students without IEPs. Action 2.10 was not as effective as planned. Although chronic absenteeism rates reduced on the CA Dashboard, the position did not result in measurable impacts on student behavior, truancy reduction, and safety as planned in outcomes.

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.

The District recognizes the success of the current goal and action items. It will be continuing with the MTSS focus of Goal 2 in the coming LCAP cycle with few adjustments indicated below:

2.1 District Reading Teacher on Special Assignment: for 2024-24 LCAP action 2.1 has been broadened to encompass District Instruction and Intervention Support. The Reading TOSA position will shift to a District Program Specialist position responsible for district reading, literacy, and writing initiatives including core instruction, intervention, and enrichment.

2.2 District Math Teacher on Special Assignment: for 2024-24 LCAP action 2.1 has been broadened to encompass District Instruction and Intervention Support. The Math TOSA position will shift to a District Program Specialist position responsible for district mathematics initiatives including core instruction, intervention, and enrichment. Additionally the new 24-25 action 2.2 will also include a Special Education/Intervention Program Specialist position to support district instruction in Special education and behavioral interventions.

2.3 Increased Counseling Services: no change in implementation, Counseling services will be combined with other support service providers in the 24-25 LCAP under action 2.2, Student Support Services.

2.4 District Social Worker: The District added an additional fte Social Worker mid-year of 23-24 in response to increased caseloads. For 24-25 both social workers will continue in action 2.4, District Social Worker Services.

2.5 Attention to Attendance Truancy Reduction: A2A and truancy reduction will continue in the 24-25 LCAP under action 2.6 Attendance Management and Support.

2.6 English Learner Student and Family Supports: This action will continue for 24-25 with a new action number, 2.7.

2.7 Registered Behavior Therapist: The District will continue the Registered Behavior Therapist action for 24-25 under action 2.3, Behavior Support Services, in combination with additional behavior supports including the IMPACT District behavioral restorative practices class.

2.8 Speech Pathologist: no change in implementation, Speech Pathologist services will be combined with other support service providers in the 24-25 LCAP under action 2.2, Student Support Services.

2.9 School Psychologist: no change in implementation, Psychologist services will be combined with other support service providers in the 24-25 LCAP under action 2.2, Student Support Services.

2.10 Student Safety and Intervention Liaison: The addition of the SSIL position did not impact student behavior and attendance or safety as anticipated. The District will be moving to a Campus Supervisor position in which school safety and truancy reduction will be the focus of the job description and the new action item will be 2.5, School Safety.

For 24-25 State Priorities 3A, 3B, 3C, 5A, 5B, 5C, 6A, 6B, and 6C will be addressed in Goal 2.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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 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. Enrollment has remained steady post-pandemic, hovering between 3000-3100 students in grades Preschool-8th. 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 3,116 students for the end of 23-24. 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 and in 2020 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.” 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. Most recently, In 2023 Fruitvale Junior High received a trifecta of awards with the 2024 Kern County Innovative and Impactful School Award and the 2024 California Distinguished School Award. FJH was also named for a third time as a 2024 National School to Watch for its success in closing the achievement gap.

The Fruitvale School District is landlocked and has very little room for new construction expansion. The District has a large enrollment of interdistrict transfer students, primarily from parent employment and childcare needs however, FSD is maintaining transfer enrollment. The District's demographic data has changed rapidly over the last six years. The District Unduplicated Pupil Count (Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth) has steadily risen each year from 40% in 2015-16 to 69% for 2023-24. Fruitvale is proud of the continued diversity across the district with a student population consisting of 50% Hispanic, 35% White, 4% African American, 3% Asian, 2% Filipino, 14% Students with Disabilities, and 7% English Language Learners. Our Diversity creates an environment of inclusion and acceptance where all students, staff, and families are embraced and welcome.

2023-24 Fruitvale School District Data:
Enrollment: 3116

Attendance Rate: 11.62%
Chronic Absenteeism: 17%
Unduplicated Pupil Count (Combined Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth): 69%
Free & Reduced Lunch: 61.5%
English Learners: 7% (19 different languages spoken in the District)
Fluent English Proficient: 7%
Redesignated Fluent English Proficient: 5%
Foster Youth Count: 22 students
Homeless Youth Count: 58 students

Fruitvale provides Multiple Tiers of Student Support both in academics and behavior. Fruitvale support systems include Walk-to-Learn Reading/Writing, Tier 2 and 3 Reading Camp, Title I, English Language Development, Resource Specialist Program, Special Day Class, Speech Pathology, Occupational Therapy, Mental Health Services, Elementary and Jr. High Vocal and Instrumental Music, Elementary and Jr. High Art, Physical Education, Social-emotional Instruction with the Positivity Project and Advisory Class, and one-to-one Technology.

Students are very active in history, math, science, speech, spelling, music, and a host of local, state, and national competition events. (History Day, Science Fair, Battle of the Books, Henry Greve Speech, Bank of America Speech/Essay, STEM Olympiad, Oral Language Festival, Kern Coding, Mock Trial, Music Festivals, Color Guard, Athletics, VEX Robotics, and many more) FSD students find success at local and National Spelling Bee and Math Counts Competitions. 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 at the Kern County Coding Competitions and Robotics Events. In March of 2023 and April 2024, teams from FJH won the state competition and 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 19 years. Fruitvale took top honors in County History Day sending all entries on to the state competition in 2023 and 2024.

The District serves students outside the regular school day with Extended Day Care and after-school programs 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 provides 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 serving TK-6th. The District also offers additional recreational opportunities for students including lunchtime intramural sports and structured game experiences for all students. FSD extended the Summer Program to include 29 days of Summer School and ELOP Camp for the first time in 2023 and will continue to provide Summer options for families. Summer Community Library events continue annually, where we open our schools in the evenings and offer family events such as STEM or Art time in a cool, cost-free environment. Each school hosts an annual resource fair for families where the District partners with community agencies to connect families with any support or services they may need. FSD support staff, including social workers, counselors, and school psychologists, provide three 9-week Parent Project parenting classes to assist parents in the noble journey of parenting. Ultimately, Fruitvale seeks to engage all learners and their families, meet them where they are, guide them to connect with their interests, and remove barriers to help them find success in the school setting and beyond.

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.

Reflections: Annual Performance

A reflection on annual performance 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 increased 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 in the 2023-24 school year including the Kern County Superintendent of Schools Innovative and Impactful School, the National Middle Grades School to Watch redesignation year 2, and FJH was recognized as a 2024 California Distinguished School for its success in Closing the Achievement Gap. Fruitvale continues to be recognized by the county and State for academic excellence.

Fruitvale District California Dashboard Performance 2023:

English/Language Arts: Yellow Indicator - Students perform 2.1 points above standard - District Maintained 2.8 points - NO subgroups in Red Level.

Mathematics: Yellow Indicator - 28.3 Points below standard - INCREASED 6.2 points - NO subgroups in Red level.

English Learner Progress: Yellow Indicator - 50.7% making progress - Maintained 0.3% - 41.3% of ELs who progressed at least one ELPI level.

Chronic Absenteeism: Yellow Indicator - 16.5% chronically absent - DECLINED 0.8% - 5 subgroups in Red level (African American, American Indian, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities)

Suspension Rate: Blue Indicator - 0.5% suspended at least one day - DECLINED 0.6% - NO subgroups in Red or Orange levels - NO students expelled in 2023-24

No Schools in Fruitvale were identified in the Red Indicator Range for "all students" in any state indicator on the 2023 California Dashboard.

- School-Specific Dashboard Performance 2023 by Subgroup-

Chronic Absenteeism State Priority Red Dashboard Indicator Subgroups:

Columbia Elementary: Red=Students w/ Disabilities

Discovery Elementary: Red=White, Socioeconomically Disadvantaged, English Learners, Students w/ Disabilities

Endeavour Elementary: No subgroups in Red

Quailwood Elementary: Red= Socioeconomically Disadvantaged

Fruitvale Jr. High: Red= Hispanic, Socioeconomically Disadvantaged

ELA Performance State Priority Red Dashboard Indicator Subgroups:

Columbia Elementary: No subgroups in Red

Discovery Elementary: No subgroups in Red

Endeavour Elementary: Red= Students w/ Disabilities

Quailwood Elementary: No subgroups in Red

Fruitvale Jr. High: Red= No subgroups in Red

Mathematics Performance State Priority Red Dashboard Indicator Subgroups: There are no subgroups at any Fruitvale School in the Red Indicator for Mathematics.

Suspension Rate State Priority Red Dashboard Indicator Subgroups: There are no subgroups at any Fruitvale School in the Red Indicator for Suspension Rate.

Although the District has maintained above standard performance in ELA we continue to strive for 95% of students reading at grade level. ELA is addressed in the LCAP through both goals including the tier 1 Walk-to-Learn Literacy Differentiation System, Program Specialists, class size reduction, and Tier 2 and 3 supports.

Similarly, although mathematics performance is increasing, students are still performing below standard and the District is making strides to improve mathematics instruction and performance. The instructional focus for 2024-25 will include a focus on mathematics, new math framework, and instructional practices. The District has also utilized Learning Recovery Emergency Block Grant funding to implement a 5-yr mathematics professional development plan to reach grades 2-6. The district has deployed a Math Specialist Teacher on each elementary site who will teach a grade level per year. 2023-24 they taught all 6th grade mathematics, 2024-25 they will teach 5th grade mathematics, and move through the grades over the following three years. The District Mathematics Program Specialist will be responsible for leading and navigating the implementation. The Math Specialist deployment has several levels of influence beginning with the students in the grade. Students will be taught by a specialist, a teacher with a background in mathematics whose sole focus is planning, delivering, and providing excellent first instruction in mathematics utilizing the latest CA framework and strategies. The second impact of the program will be on the classroom teachers. Classroom teachers will remain with the Math specialist while they model and share instructional practices. Classroom teachers and Math Specialists will plan together, co-teach, and share best practices, providing the classroom teacher with a year-long extended professional development experience.

Chronic Absenteeism, while improving, continues to be a focus for the District. Special attention will be taken to support significant subgroups with the highest chronic absenteeism rates. District support teams at each site consisting of social workers, counselors, psychologists, intervention teachers, site administration and office staff will continue to seek methods to remove barriers and support families with attendance.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

FSD exited CSI for 2023-24 due to the improved academic performance of Students with Disabilities on the 2023 California Dashboard. SWD ELA increased 5.2 points/ Math increased 12.6 points. We are extremely proud of the progress made.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	The Fruitvale School District engaged educational partners to inform the development of LCAP priorities and collaborate regarding the unique needs of the District. The District held interactive staff meetings at each school site welcoming comments, questions, and feedback on every action item, data reflection, and expenditure for each LCAP goal. Data reflection with educational partners included a review of California Dashboard Data and performance data to address and reduce potential disparities in opportunities and outcomes between student groups.
Parents, Guardians, and Families (including ELAC, DELAC, PAC)	Parents and families participated in surveys in which they shared priorities and perspectives for LCAP actions. Parent and guardian groups, including site ELACs, District DELAC, and Parent Advisory met with District staff to review district data and consider continual improvement opportunities. 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. School sites hosted Resource Fair events where families could interact with staff to discuss the LCAP process and complete surveys. The largest arena for parent and guardian input was our multiple "Town Hall" meetings held via Zoom and in-person.
Staff, Certificated and Classified	Staff, both Certificated and Classified, provided valuable perspective through surveys. The District also held individual site meetings with

Educational Partner(s)	Process for Engagement
	all staff members to share current data and trends and solicit input from a staff perspective. The District Leadership Team, made up of classified and certificated union representatives also reviewed District metrics and collaborated to inform the development of LCAP priorities and actions.
District Leadership and Administration	The District Administration held regular meetings to review achievement, district data, and survey results reflecting on needs and successes. Administrators reviewed each school site's School Plan for Student Achievement (SPSA) to ensure that all plans are aligned with the district's 2024-27 LCAP goals and actions.
Labor Unions	The District held meetings with the Fruitvale Teacher's Association (in addition to each site meeting and District Leadership) and the CSEA Labor Representatives gleaned valuable perspective and information.
SELPA	The District also consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) in the fall of 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 and to celebrate their successes.
Governing Board Public Hearings	The Superintendent provided regular updates on the LCAP development process and District Data throughout the year. The Governing Board held the final public hearing to share the LCAP with our community on June 11th and it was adopted on June 13, 2024. 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. Engagement with educational partners is an ongoing process in Fruitvale.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parents and the school community support maintaining 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 provided by content Program Specialists. 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, psychologists, behavioral supports, 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 communication with the greater district community. 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 ELOP, 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 recreation time, 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 specifics 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 Tier 1 core instructional programs offered in the District while Goal 2 is a targeted multi-tiered 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, Mathematics instruction, school culture and social-emotional support in the Positivity Project, student recreation offerings, and the prioritizing of technology refresh to ensure access for all. Goal 2 is a data-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 assistance, and support

to remove barriers to student success. Goal 2 includes District Reading, Mathematics, and Intervention Program Specialists, Student Support Providers, Counselors, Psychologists, Speech Pathologists, District Social Workers, Behavior Therapists, Campus Security, EL supports, 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.

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: 86.4% of staff and 98.6% of parents responded in favor of maintaining CSR.

1.2 ELA/Reading Instruction: Walk-to-Learn Targeted Reading System: 84% of students stated Walk-to-Learn is good for students. 88.1% of staff report that Walk-to-Learn provides targeted reading support for students with deficits. 83.6% of staff report Walk-to-Learn provides enrichment to students at or above grade level. The Walk-to-Learn program uses 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 or above the projection line. The District goal is to have 95% of FSD students reading at grade level each year. Additionally, students not meeting the expected/anticipated projected growth will access additional support in Tier 2 and 3 interventions.

1.3 Mathematics Instruction: 85% of elementary students report that their school teaches math well and prepares students for the next grade and 77.8% say their school helps students when they struggle with math. 72% of Jr. High students report that their school teaches math well and prepares students for the next grade and 76.6% say their school helps students when they struggle with math. Student performance is below standard district-wide in mathematics. Mathematics performance data and Educational Partner Feedback indicated the need for individualized mathematics support for students K-8th Grade. The District will utilize the iReady digital platform for initial assessment and to enhance core instruction.

1.4 Social-emotional Learning: 86% of elementary students stated the positive social-emotional impact of P2 and 88.1% of staff report specific social-emotional needs being met by P2.

1.5 Library Community Centers: 96% of elementary students and 84.5% of Jr. High students responded in favor of maintaining school libraries and stated the library is a safe place for students.

1.6 Student Recreation Options: 93% of Jr. High students report that students at their school like games and sports intramurals during lunchtime. Only 10 out of 851 elementary students disagreed!

1.7 Technology: All educational partners responded overwhelmingly in favor of ensuring refreshed, updated, and accessible technology. Students-96%, Staff-95.5%, and Parents-87%.

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

1.9 Extensive Elective Offerings for Jr. High: Over 90% of Jr. High Students support maintaining extensive elective offerings at FJH. 91% of staff and 78% of parents agree.

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

2.1 District Instruction/Intervention Support: 80.5% of elementary students state their school helps students when they struggle with reading and 77.8% say the same for math. 82% of Jr. High students state their school helps students when they struggle with reading and 76.7% say the same for math. It is evident students are not all performing at grade level and intervention support in both ELA and Mathematics is necessary. 81% of staff stated they would benefit from professional development regarding the New Mathematics Framework. Only 48% of

staff reported special education teachers are supported in responding to student behavioral needs and 67% of staff stated that general education teachers are supported in providing mainstream instruction to Students with IEPs, supporting the need for an Intervention Program Specialist.

2.2 Student Support Services: Counselors - 14.2% of elementary and 22.8% of Jr. High students report they do not know how to access their school counselor. Each site has a full-time counselor. School Psychologists -The District staffs each school site with 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. Speech Pathologists - The District is fully staffed in Speech and Language Pathologists. SLPs will provide early identification and intervention for students and ensure students do not require teletherapy.

2.3 Behavior Support Services: Registered Behavior Therapist -Behavioral incidents indicate the need for Tier 3 behavior support. Staff input indicated the need for Registered Behavioral Therapists to address the highest level of behavior intervention for the District.

2.4 Social Workers: 69% of FSD students are socioeconomically disadvantaged, homeless, and/or foster youth. Chronic Absenteeism was at 16.5% in 2023, with our highest populations being SED, Homeless and Students with Disabilities. Social Work goals are expected to demonstrate effectiveness through improved annual attendance, academic and behavioral data.

2.5 School Safety: FSD participates in the Northwest Safe School Coalition and has been implementing improved safety measures across the District. Educational Partner Input from staff and parents supports the School Safety action item. The District Campus Supervisor will spearhead safety measures while also participating in truancy reduction efforts.

2.6 Attendance Management and Support: 90% of elementary and 80% of Jr. High students report that it is important for students to come to school every day. 82% of elementary and 86% of Jr. High students report when students are absent, it is hard for them to catch up in class.

2.7 ELL supplemental support for students and families: Although 56% of parents surveyed did not know the answer to the posed question, 39.7% felt students who are English Language learners are learning the English language and have the resources they need to learn. This data directed the ELL-specific support action item to assist students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Goal 1 includes the implementation of excellent Tier 1 instruction of Common Core State Standards in academics as well as Social Emotional Learning to prepare students to learn in a 21st-century learning environment and for their success beyond the classroom. 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.</p> <p>The District will measure and report results according to identified State priorities. Additionally, student achievement will be demonstrated in growth toward 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 state assessments, local assessments, reduction in the number of students in need of Tier 2 and Tier 3 supports, attendance and behavior incident data, and local survey results.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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, CA Dashboard data, and local indicator data reflects the need for this goal and includes actions that are designed to supplement the core instructional program.

1.1 Class Size Reduction Survey Data:

1.2 ELA/Literacy:

Data collected identifies that overall students in Fruitvale are performing above standard in ELA with a Yellow Dashboard indicator for 2023 and no student groups in Red. African American, Hispanic, Homeless, Socioeconomically Disadvantaged, English Learners, and students with disabilities are performing below standard in ELA while the district as a whole is maintaining performance at 2.1 points above standard. Although English Learners and students with disabilities increased performance and Hispanic and socioeconomically disadvantaged student groups maintained performance in ELA on the CA Dashboard, there is still evidence of the need to continue to close the achievement gap. Through this goal, we will measure student progress using the identified metrics.

1.3 Mathematics:

Data collected identifies that overall students in Fruitvale increased 6.2 points with a Yellow Dashboard indicator for 2023 with no student groups in Red. Although English Learners, Hispanic students, White students, Filipino students, socioeconomically disadvantaged students, and students with disabilities increased performance in mathematics on the CA Dashboard, there is still evidence of the need to continue to improve mathematics performance across the district. Through this goal, we will measure student progress using the identified metrics.

1.4 Social Emotional Learning: Survey results support the action item regarding social-emotional learning including the Positivity Project (P2) curriculum and Advisory classes at FJH. 81% of elementary students report the Positivity Project helps our school be a better place while 86% say P2 teaches students how to make good choices and care for others. 87% of parents responded that students benefit from character lessons such as P2 and advisory classes while 86% shared P2 has a positive impact on campus. Lastly, 88% of staff state students benefit from P2 and support the positive impact of social-emotional learning on campus.

1.5 Library Community Centers: Surveys of students, parents, and staff are overwhelmingly in favor of continued support for school libraries. 96% of students, 92% of parents, and 95% of staff say the school library is a welcoming place for students and families.

1.6 Recreation Options: Upon reflection regarding behavioral infraction data, the District sought healthy options for student recreation during non-instructional time. Surveys further support the addition of recreational options for students as 98% of students said students would like games and sports at lunchtime, while 72% of parents and 95% of staff agree.

1.7 Technology: Fruitvale school district has 1:1 devices in grades 1 through 8. TK and Kinder classes also utilize technology devices for students as well. ELOP also utilizes technology in student enrichment sessions. Every teacher has full multimedia in their classroom and much of our curriculum offers a technology component. With the technology-rich educational environment, the District has made tech refresh, repair, and maintenance a priority. Survey results reflect that 96% of students, 87% of parents, and 96% of staff believe it is important that the District maintain technology with up-to-date devices, connectivity, and learning programs.

1.8 Block Schedules: FJH continues to benefit from the extended instructional time in English Language Arts and Mathematics with 71-minute block periods while all other courses remain at 45 minutes. The California Dashboard Data reflects the school's 13 point increase in ELA with students performing 17.6 points above standard in ELA. Mathematics also reflects a 10.2 point increase on the 2023 CA Dashboard. Both subjects have no subgroups in the red, at-risk level.

1.9 Jr. High Electives: FJH continues to offer over 20 elective routes for students ranging from Career Technical Pathways such as Robotics, Engineering, Medical Forensics, Computer Science, Digital Photography, Media/Journalism, and Agriculture, Fine Arts including Drama,

Chorus, Band, Orchestra, Art, to Color Guard, Mock Trial, and Spanish. 97% of staff, 98% of parents, and 91% of Jr. High students say FJH should continue to offer a multitude of elective choices for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Measure: Number of misassigned teachers, Percentage of teachers appropriately assigned Source: Local Indicator, Staffing Reports Priority 1A: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	2023-24 The Fruitvale School District has 0 misassigned teachers, 93% of teachers appropriately fully credentialed as reflected on staffing reports.			2026-27: 0 misassigned teachers, 95% of teachers appropriately fully credentialed as reflected on staffing reports.	
1.2	Measure: Percentage of student who have access to materials Source: Local Indicator, Williams Complaint Records, Library/Instructional Services Inventory records Priority 1B: Every student in the school district has sufficient access to the standards-aligned instructional materials.	100% students have access to standards aligned materials. Inventory is kept current with enrollment data. FSD has historically had no William's Complaint submissions.			2026-27: 100% of students have access to standards aligned materials. Inventory is kept current with enrollment data. FSD has historically had no William's Complaint submissions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<p>Measure: School Facility Maintenance/Repair Source: Annual Facility Inspection Tool Reports Priority 1C: School facilities are maintained in good repair.</p>	<p>The Annual FIT data reports all facilities are maintained in good repair. Discovery Elementary was full remodeled in 2019 and Columbia Elementary in 2021. FJH and Quailwood experienced minor upgrades, valuable repairs, and full exterior paint in 2024. Endeavour Elementary is scheduled for remodel in 2025.</p>			<p>2026-27: Maintain Annual FIT data reports with all facilities maintained in good repair.</p>	
1.4	<p>Measure: Implementation of CCSS district-wide Source: Local Indicator, Teacher Observation/Evaluation Tool Section: CSTP 3.1 "Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks." Priority 2A: The implementation of state board-adopted academic content and performance standards for all students.</p>	<p>Site and District Administrators observe instruction in all classes to ensure implementation of the CCSS at each grade level. Administration utilizes evaluation tools for 100% of teachers 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.</p>			<p>2026-27: All Teacher Evaluations will reflect the implementation of CSTP 3.1 "Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks" in all classrooms.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Measure: Percentage of EL student access to CCSS and ELD standards Source: Local Indicator-Master Schedule Enrollment Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards or purposes of gaining academic content knowledge and English language proficiency.</p>	<p>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. District programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per a review of detailed master schedules and administrative observations. 100% of English Learners will have access to CCSS and ELD Standards with designated EL supports in the site master schedule and full inclusion in the 0-period option at FJH</p>			<p>2026-27: 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.</p>	
1.6	<p>Measure: Performance Distance from Standard on CAASPP Source: CA Dashboard Priority 4A: Student performance on</p>	<p>2023 Spring Dashboard Performance CA Dashboard: Fruitvale District has</p>			<p>2026 CA Dashboard: Maintain NO subgroups in Red for ELA/Math.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	statewide standardized assessments.	<p>NO subgroups in Red for ELA/Math.</p> <p>ELA: Yellow Dashboard Overall at 2.1 points above standard (maintained 2.8 points). ELL: Yellow 26.8 points below standard - increased 3.5 points Foster Youth: No performance color or data (less than 11 students) SED: Orange 13.2 points below standard - Maintained 2.1 points</p> <p>MATH: Yellow Dashboard Overall at 28.3 points below standard (increased 6.2 points). ELL: Yellow 48.7 points below standard - Increased 8 points Foster Youth: No performance color or data (less than 11 students) SED: Yellow 43.1 points below standard - Increased 6.3 points</p> <p>CAST (CA Science): 30.63% Met or Exceeded Standard</p>			<p>ELA: Green Dashboard Overall at 10 points above standard. ELL: Increase 5 or more points SED: Increase 5 or more points</p> <p>MATH: Green Dashboard Overall at 2 points above standard. ELL: Increase 5 or more points SED: Increase 5 or more points</p> <p>CAST: 55% Met or Exceeded Standard CAA ELA: 20% Level 3, 45% Level 2 CAA MATH: 15% Level 3, 30% Level 2</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAA (CA Alternate Assessments): ELA: 15.76% Level 3-Understanding, 33.41% Level 2-Foundational Understanding MATH: 8.86% Level 3-Understanding, 22.44% Level 2-Foundational Understanding</p> <p>ELA School RED Subgroup: Endeavour Elementary - Students with Disabilities 97.6 points below standard (declined 8.9 points)</p>				
1.7	<p>Measure: English Learner Performance ELPI Source: CA Dashboard ELPI Data Priority 4E: The percentage of English learner students who make progress toward English proficiency as measured by the English Proficiency Assessments for California.</p>	<p>2023 Dashboard Data (2 measures) 1. Yellow Indicator: 50.7% of all ELLs making progress toward English Language Proficiency. 2. 41.3% of ELs progressed at least one ELPI Level.</p>			<p>2026 Dashboard: ELPAC Outcomes (2 measures): 1. Dashboard Indicator Yellow, Green or Blue w/ 60% of students making progress towards English Language Proficiency 2. 45% of ELs progressing at least one ELPI Level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Measure: English learner reclassification Source: Local Indicator, KiDS Database Priority 4F: The English learner reclassification rate.	2022-23 Reclassified English Fluent Rate: 14.40%			2026-27: 15% Reclassification English Fluent Rate or higher.	
1.9	Measure: Survey answers to questions regarding school safety and connectedness. Source: Local Indicator, Local Surveys of Students, Parents, and Staff Priority 6C: Other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness.	2024 Climate Survey Results: 1. "School is a safe place for students" Staff: 94% Agree Students: 87.4% Agree Parents: 90% Agree 2. "My school engages and motivates students" Students: 87% Agree Parents: 89.8% Agree Staff: 91% Agree 3. "Students feel connected to the staff and the school. They look forward to going to school." Students: 83% Agree Parents: 89.1% Agree 4. "My teacher cares about me." Students: 93.9% Agree 5. "My school helps families in need."			2026-27: Maintain survey results in the 90% range.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students: 83.3% Agree</p> <p>6. "The Positivity Project helps our school be a better place." Students: 81% Agree Parents: 86% Staff: 88%</p> <p>7. "P2 teaches students how to make good choices and care for others." Students: 86% Agree Parents: 87% Agree Staff: 88%</p>				
1.10	<p>Measure: Percentage of student access and enrollment in courses Source: Local Indicator, Aeries schedule enrollment Priority 7A: A broad course of study.</p>	<p>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.</p>			<p>2026-27: 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.</p>	
1.11	<p>Measure: Unduplicated student enrollment in core subjects.</p>	<p>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and</p>			<p>2026-27: Maintain 100% of all unduplicated students enrolled in the core</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator, Aeries schedule enrollment Priority 7B: Programs and services developed and provided to low income, English learner, and foster youth students (Unduplicated Pupils)	Science required by the State and District.			subjects of ELA, Math, Social Studies, and Science required by the State and District as evidenced by the Master Schedule.	
1.12	Measure: Students with Disabilities enrollment in core subjects. Source: Local Indicator, Aeries schedule enrollment Priority 7C: Programs and services developed and provided to students with disabilities.	100% of students with disabilities participate in the regular programs with support from special education teachers and aides in accordance with IEP documentation.			2026-27: Maintain 100% of students with disabilities participate in the regular programs with support from special education teachers and aides in accordance with IEP documentation.	
1.13	Measure: Pupil Performance in Reading and Mathematics Source: Local Indicators- Acadience Reading and iReady Mathematics Data. Priority 8: Student outcomes.	2023-24 Acadience Reading Data (KEY: EOY=end of year MOY=Middle of Year) Kindergarten (PSF): EOY 2022-65% EOY 2023-76% EOY 2024-81% 1st Grade: (Oral Reading Fluency, Accuracy):			2026-27: Acadience Reading Data End of Year Outcomes % of Students At or Above Benchmark K 75% (Reading Composite) 1st 65% (ORF) 2nd 70% 3rd 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 2022-51% EOY 2023-62% EOY 2024-63% 2nd Grade: (Oral Reading Fluency, Accuracy): EOY 2022-54% EOY 2023-66% EOY 2024-59% 3rd Grade: (Oral Reading Fluency, Accuracy): EOY 2022-70% EOY 2023-66% EOY 2024-75% 4th Grade: (Oral Reading Fluency, Accuracy): EOY 2022-83% EOY 2023-73% EOY 2024-73% 5th Grade: (Oral Reading Fluency Accuracy): EOY 2022-63% EOY 2023-67% EOY 2024-69% 6th Grade: (Oral Reading Fluency Accuracy): EOY 2022-81% EOY 2023-72%			4th 70% 5th 65% 6th 70% Jr. High MAZE Calculated Score 7th 80% 8th 90% iReady Mathematics Overall Score Data: Kinder: 60% 1st: 60% 2nd: 55% 3rd: 50% 4th: 50% 5th: 50% 6th: 60% 7th: 65% 8th: 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 2024-79% 7th Grade: (MAZE Calculated Score): EOY 2022-84% EOY 2023-90% EOY 2024 87% 8th Grade: (MAZE Calculated Score): EOY 2022-85% EOY 2023-82% EOY 2024-91% 2022-23 iReady Math Overall Score Data (at or above grade level): EOY 22-23 EOY 23-24 Kinder: 59.5% 62% 1st: 44% 42% 2nd: 46.7% 37% 3rd: 46.7% 47% 4th: 49.53% 49% 5th: 47.5% 39% 6th: 45.4% 45% 7th: 38.4% 38%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th: 32.1% 32%				
1.14	Priorities 4B, 4C, 4D, 4G, 4H are not applicable to TK-8 LEA.					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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 K3 class sizes and related costs for teachers hired in order to maintain reduced averages each year. 2022-23: 14 FTE = \$1,591,282 2023-24: 13 FTE = \$1,670,093	\$1,750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2024-25: 14 FTE This action supports smaller group instruction sizes, one-to-one teacher connections, supporting strong relationships to meet the unique needs of our unduplicated students.</p>		
1.2	<p>ELA/Reading Instruction (Tier 1 Core)</p>	<p>District ELA, Reading, and Literacy structures will be supported by the District Reading Program Specialist, site Intervention Teachers, and site Administration. 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. Action 1.2 W2L Paraprofessionals, W2L testing and curriculum materials, and supplemental writing materials including, but not limited to, Handwriting Without Tears and Step Up to Writing. Action 1.2 includes the employment of permanent site substitute teachers on each campus to contribute to the continuity of instruction for all students. Action 1.2 will address the only school subgroup in the District, Students with Disabilities, at Endeavour Elementary in the Red Indicator Zone on the 2023 CA Dashboard.</p>	\$1,231,265.00	Yes
1.3	<p>Mathematics Instruction (Tier 1 Core)</p>	<p>Mathematics core instructional programs will receive support and supplemental materials. iReady and NextGen Mathematics digital platforms will be utilized to assess students, inform instruction, and provide technological pathways to enhance mathematics instruction.</p> <p>Learning Recovery Emergency Block Grant Plan: "Other State Funds" = \$3,349,649</p>	\$626,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mathematics instruction will be further supplemented by with Learning Recovery Emergency Block Grant funding to deploy mathematics specialist teachers. The Math Specialist Program will operate under the leadership of the District Mathematics Program Specialist. The program deploys one Math Specialist (teacher with either a math credential or math authorization) to provide Mathematics Instruction for an entire grade level per year. For example, in 2023-24 the four math specialists teach all 6th-grade classes throughout the district. The decision to start in 6th grade is due to the concerning performance of our 2022-23 5th grade class. The vision is to provide learning recovery and better prepare the 23-24 6th grade class to access junior high instruction successfully.</p> <p>The LREBG plan spans the 5-year expenditure timeline (through Spring 2028) with the following grades receiving the Math Specialist Program:</p> <p>2023-24: 6th Grade 2024-25: 5th Grade 2025-26: 4th Grade 2026-27: 3rd Grade 2027-28: 2nd Grade</p> <p>Full LREBG Plan, Board approved 3/12/24, can be accessed here: https://docs.google.com/document/d/1yvAxmVoJmdfGm9t1O_tB4GwX5dOlo6ihiAt-SKsiNOY/edit?usp=sharing</p>		
1.4	Social-Emotional Learning	<p>Fruitvale recognizes the need for social-emotional learning and has implemented The Positivity Project (P2) on all sites for grades K-8. P2 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 a Tier 1 support for students' social-emotional and mental health which supports the unique needs of unduplicated students. Fruitvale also utilizes Spot of Emotion Kids, a SEL program specific to Transitional Kindergarten. Site initiatives include curriculum, instruction, and positive behavior incentive programs.</p>	\$43,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Library Community Centers/A.R. Club	Maintain additional Library Clerk at each site, 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. A.R. reading club is offered on all elementary sites for student recreational reading.	\$82,798.00	Yes
1.6	Student Recreation Options	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. Offerings include a variety of sports, games, and organized student events. FSD also participates in the Extended Learning Opportunity Program (ELOP) available to all elementary students, with priority registration for Unduplicated Pupils, see "other state funds".	\$1,815,514.00	Yes
1.7	Technology	Fruitvale recognizes the digitization of education and our world. It is imperative students, staff, and families have access to working technology at school. The District maintains 1:1 devices for grades 1-8 and technology-rich teacher stations and classrooms.	\$497,249.00	Yes
1.8	Jr. High Block Schedule for ELA/Math	Block schedules for ELA and Mathematics courses provide for additional instructional time for students (71 minutes in comparison to the non-block 45-minute periods). Additional time allows for additional differentiation of instruction, small grouping, collaborative experiences, and critical thinking lessons in both subjects. Fruitvale continues to strive for academic improvement in ELA and Mathematics as measured on the CAASPP and reported on the CA Dashboard.	\$336,158.00	Yes
1.9	Jr. High Elective Offerings/Elementary Arts	Fruitvale Junior High offers supplemental elective options to students. Students have the opportunity to enroll in four different elective classes while in junior high. The elective courses are all designed to give students	\$569,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, Chorus, Band, Orchestra, CTE Computer Science, Introduction to Drama, Advanced Drama, Digital Photography, CTE Design and Modeling Engineering, CTE Robotics, Journalism, CTE Medical Detectives, Mock Trial, Introduction to Spanish, and Spanish 1. Elective course offerings, with the unduplicated students and their unique needs in mind first, provide students connections to the school community and enhance their participation.</p> <p>With the passage of Prop 28 the District has also deployed an elementary chorus teacher and two elementary art teachers. Note: "other state funds"=Prop 28 in this action item.</p>		
1.10	Camp K.E.E.P. Outdoor Science Education	<p>CAST performance (CA Science: 30.63% Met or Exceeded Standard) indicated the need for enhanced science instruction. 6th grade students in Fruitvale participate in a week-long outdoor science educational experience at Camp K.E.E.P. In order to ensure access to all students, the District provides camp fees and transportation to eligible students.</p>	\$201,518.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 address 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 continues to improve our systems 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 69% in 2024.

2023 Dashboard Data reflection provided direction in the development of this goal:
 16.5% of students chronically absent and six subgroups in the Red indicator (African American, American Indian, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities).
 ELA Performance is Yellow with the overall population performing 2.1 points above standard and six subgroups performing 6 to 85 points below standard (Hispanic, African American, Homeless, Socioeconomically Disadvantaged, Students w/ Disabilities, and English Learners while four subgroups are above standard (Filipino, Two or more races, White, and Asian)
 Mathematics Performance for the District is also Yellow yet the "all students" performance is 28.3 points below standard. There are no student groups in the Red Indicator category however, much improvement is to be made in the area of mathematics for all subgroups as two groups declined in performance (African American and Homeless) while six groups improved between 5 to 12 points (Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, two or more races, White, and Filipino).

Behavior Violations involving drugs, vaping, and or controlled substances also contributed to the development of this goal. # of violations by category below:

2022-23	2023-24	
Drugs	18	11
Controlled substance	2	3
Offer/Sale cont. substance	1	1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Measure: Event feedback and survey data. "Students and families are considered when decisions are made in the Fruitvale School District." and "My school effectively communicates student academic progress by providing families access to student grades, progress, and posting communication through Aeries/Parent portal and Parent Square."</p> <p>Source: Local Indicator Priority 3A: The efforts the school district makes to seek parent input in making decisions for the LEA and each individual schoolsite.</p>	<p>Fruitvale offers family events including school tours, Back to School Nights, Family Picnics, Student Performances, Awards Ceremonies, Track Meets, Open House, and many other opportunities for families to participate on campus. Each school has active School Site Councils, English Learner Committees, and Parent Clubs. The District also holds regular District English Learner Parent meetings, Parent Advisory Council, Bond oversight Committee, and Educational Foundation meetings. The District takes the opportunity to meet with parents, share District vision and initiatives, and solicit input from</p>			<p>2026-27 Continue to maintain all family events and educational stakeholder input opportunities. Provide Resource Fair opportunities at all sites. Continue to offer Parent Project Classes throughout the school year and into the Summer.</p> <p>Maintain survey results in the 90% range.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>our families and local community. Two of the most impactful additions in the Fruitvale District are our Family Resource Fairs and Parent Project Courses. The District collaborates with each school and local community resources including KCSOS, Mental Health, Social Services, Local Law Enforcement, Dental and Health Care providers, and all of our school resources to provide a full-service Resource Fair on each campus to assist families in connecting with valuable resources for support. The Parent Project is a 9-week parenting course offered to any interested parent/guardian at no charge and we include childcare. Parent Project classes are taught by District Social Workers, Psychologists, and Counselors. Family of Unduplicated pupils and students with Disabilities receive first</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>invitation and priority registration to District events.</p> <p>"Students and families are considered when decisions are made in the Fruitvale School District." 95% of parents agree - 92% of staff agree</p> <p>"My school effectively communicates student academic progress by providing families access to student grades, progress, and posting communication through Aeries/Parent Portal and Parent Square." 96% of parents agree - 99% of staff agree</p>				
2.2	<p>Measure: Local Surveys, "My school embraces diversity by recognizing strengths, cultures, and languages." Source: Local Indicators Priority 3B: How the LEA will promote parental participation in programs for low-</p>	<p>Fruitvale offers family events including school tours, Back to School Nights, Family Picnics, Student Performances, Awards Ceremonies, Track Meets, Open House, and many other opportunities for families to participate</p>			<p>2026-27 Continue to maintain all family events and educational stakeholder input opportunities. Provide Resource Fair opportunities at all sites.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	income, English Learner, and foster youth students.	<p>on campus. Each school has active School Site Councils, English Learner Committees, and Parent Clubs. The District also holds regular District English Learner Parent meetings, Parent Advisory Council, Bond oversight Committee, and Educational Foundation meetings. The District takes the opportunity to meet with parents, share District vision and initiatives, and solicit input from our families and local community. Two of the most impactful additions in the Fruitvale District are our Family Resource Fairs and Parent Project Courses. The District collaborates with each school and local community resources including KCSOS, Mental Health, Social Services, Local Law Enforcement, Dental and Health Care providers, and all of our school resources to provide a full-service</p>			<p>Continue to offer Parent Project Classes throughout the school year and into the Summer.</p> <p>Maintain survey results in the 80% range.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Resource Fair on each campus to assist families in connecting with valuable resources for support. The Parent Project is a 9-week parenting course offered to any interested parent/guardian at no charge and we include childcare. Parent Project classes are taught by District Social Workers, Psychologists, and Counselors. Family of Unduplicated pupils, English Learners, and Foster Youth receive first invitation and priority registration to District events.</p> <p>"My school embraces diversity by recognizing strengths, cultures, and languages." 85% of parents agree - 82% of staff agree</p> <p>2024 Local Survey (District English Learner Advisory Council Members): 100% of parents of English Learners report</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>that information about their child's academic progress and school success is presented clearly and in a language they understand.</p> <p>100% of parents of ELL students feel welcomed by the school as partners in the education of their child.</p> <p>100 % of parents attend other parent involvement opportunities.</p>				
2.3	<p>Measure: Local Survey ""Special Education Students at my school have what they need to learn." and participation rates at school events.</p> <p>Source: Local Indicators Priority 3C: How the LEA will promote parental participation in programs for students with disabilities.</p>	<p>Fruitvale offers family events including school tours, Back to School Nights, Family Picnics, Student Performances, Awards Ceremonies, Track Meets, Open House, and many other opportunities for families to participate on campus. Each school has active School Site Councils, English Learner Committees, and Parent Clubs. The District also holds regular District English Learner Parent meetings, Parent</p>			<p>2026-27</p> <p>Continue to maintain all family events and educational stakeholder input opportunities.</p> <p>Provide Resource Fair opportunities at all sites.</p> <p>Continue to offer Parent Project Classes throughout the school year and into the Summer.</p> <p>Maintain survey results in the 80% range.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Advisory Council, Bond oversight Committee, and Educational Foundation meetings. The District takes the opportunity to meet with parents, share District vision and initiatives, and solicit input from our families and local community. Two of the most impactful additions in the Fruitvale District are our Family Resource Fairs and Parent Project Courses. The District collaborates with each school and local community resources including KCSOS, Mental Health, Social Services, Local Law Enforcement, Dental and Health Care providers, and all of our school resources to provide a full-service Resource Fair on each campus to assist families in connecting with valuable resources for support. The Parent Project is a 9-week parenting course offered to any interested parent/guardian at no</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>charge and we include childcare. Parent Project classes are taught by District Social Workers, Psychologists, and Counselors. Family of students with disabilities receive first invitation and priority registration to District events.</p> <p>"Special Education Students at my school have what they need to learn." 98% of students agree, 84% of parents agree, and 88% of staff agree.</p>				
2.4	<p>Measure: Attendance Rate Source: Local Indicator KiDS Database Priority 5A: School Attendance Rates as measured by the local KiDS Database.</p>	<p>2021-22 District Attendance Rate=92.18% 2022-23 District Attendance Rate=93.24% 2023-24 District Attendance Rate=95.12% 23-24 Subgroup Attendance Rates: EL: 95.4% Foster Youth: 93.8% SED: 94.7%</p>			<p>2026-27 Attendance rate at or above 95% annually district-wide and for all subgroups including EL, SED, and FY.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Measure: Chronic Absenteeism Rate Source: California Dashboard Priority 5B: School Chronic Absenteeism Rates	<p>2023 CA Dashboard Data: FSD had a Yellow indicator on the CA Dashboard for Chronic Absenteeism with 16.5% of the student population chronically absent. (a decline of 0.8%)</p> <p>District RED Subgroups: African American-21.5% (increased 2.8%) American Indian-20.6% (increased 5.3%) English Learners-21.7% (maintained -0.3%) Homeless-41.5% (increased 3.3%) Socioeconomically Disadvantaged-21.9% (increased 0.5%) Students with Disabilities-21.1% (maintained 0%)</p> <p>District ORANGE Subgroups: None</p> <p>District YELLOW Subgroups: Filipino-4.5% (increased 2.1%) Hispanic-18.2% (declined 0.5%)</p>			<p>2026 CA Dashboard Data: NO subgroups in Red on the California Dashboard for Chronic Absenteeism.</p> <p>0.5% improvement in all Red, Orange, or Yellow subgroups.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races- 17.9% (declined 0.5%) White-15% (declined 1.5%)</p> <p>District GREEN Subgroup: Asian-6.1% (declined 7.3%)</p> <p>SCHOOL RED SUBGROUPS: Columbia Elementary: Students w/ Disabilities 26.4% (increased 7.7%)</p> <p>Discovery Elementary: English Learners 25% (increased 7.7%) Socioeconomically Disadvantaged 22.9% (increased 3.6%) Students w/ Disabilities 25.7% (increased 0.9%) White 18.1% (increased 6%)</p> <p>Quailwood Elementary: Socioeconomically Disadvantaged 21.4% (increased 2.8%)</p> <p>Fruitvale Jr. High Hispanic 20.6% (increased 1.2%)</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 26.5% (increased 0.6%)				
2.6	Measure: Dropout Rate Source: Local KiDS Database Priority 5C: Middle School Dropout Rates.	2023-24 FSD has no Middle School Dropout Students from FJH.			2026-27 No Dropout Students in Middle School	
2.7	Measure: Student Suspension Rates Source: CA Dashboard Priority 6A: Student Suspension Rates	FSD Suspension Data 2023 CA Dashboard: BLUE indicator w/ 0.5% suspended at least one day YELLOW: Filipino-1.5% (increased 1.5%) GREEN: Homeless-0.9% (declined 2.4%) Socioeconomically Disadvantaged-0.6% (declined 0.5%) White-0.6% (declined 0.8%) BLUE: African American-0% (declined 3.7%) American Indian-0% (declined 2.3%) Asian 0%, English Learners-0% (declined 0.7%) Foster Youth-0% Hispanic 0.4% (maintained-0.2%)			FSD Suspension Data 2026 CA Dashboard: BLUE indicator w/ 0.5% suspended at least one day and NO Subgroups in Red	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FSD 2023-24 Suspension Rate: 0.37%				
2.8	Measure: Expulsion Rates Source: Local KiDS Database Priority 6B: Expulsion Rates	2022-23 1 student expelled in FSD 2023-24 0 students expelled in FSD			2026-27 Less than 2 students expelled annually in FSD.	
2.9	Measure: Safety and School Connectedness Survey Data Source: Local Survey Priority 6C: Other local measures including surveys on the sense of safety and school connectedness.	2024 Survey Data: "My school is a safe place for students." 87.4% Students agree, 90% Parents agree, 94% Staff agree "My school makes sure I am safe." 94.1% Students agree, 93% Parents agree, 91% Staff agree "Students at my school feel connected to the staff and school." 83% Students agree, 89% Parents agree, 95% Staff agree "My teacher cares about me." 94% Students agree "The adults at my school care about me."			2026-27 Survey Data: Maintain above 80% support for the sense of connectedness and safety on District Surveys.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90% Students agree				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Instructional and Intervention Support	The District employs three Content Program Specialists: Reading, Mathematics, and Special Education/Intervention. Under the direction of the Reading Program Specialist, the District supplements core reading instruction, teacher training and support. The Reading Program Specialist 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 P.S. will assist the site Intervention Teachers and classroom teachers in disaggregating student data/trends, choose and plan instructional	\$1,324,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interventions/enrichment, and provide professional development in the science of reading.</p> <p>Under the direction of the Mathematics Program Specialists, the District supports core mathematics instruction, teacher training and support. The Math P.S. will support the unique needs of unduplicated students within the Tier 1 Mathematics instructional program, the Math Specialists Program, as well as Tier 2 and 3 math intervention. The Math P.S. will assist the site Intervention teachers and classroom teachers in disaggregating student data/trends, choose and plan instructional plans for interventions and/or enrichment, and provide professional development in the latest mathematics framework.</p> <p>The Special Education/Intervention Program Specialist will support Special Education teachers as well as general education teachers with the differentiation of instruction for varying student needs, implementation of Individualized Education Plans, and mainstreaming support for students with IEPs in the general education setting. The SPED/Intervention P.S. will also provide supports, training, modeling, and intervention plans for behavioral interventions. The SPED/Intervention P.S. will also provide administrative support on sites for Special Education needs.</p> <p>The District Reading/Literacy Program Specialist and the Special Education/Intervention Program Specialist will collaborate to provide support for the School RED Subgroup at Endeavour Elementary - Students with Disabilities ELA 97.6 points below standard (declined 8.9 points) on the 2023 CA Dashboard.</p> <p>The District employs 4.3 FTE Intervention Teachers who provide instructional support for Reading/ELA and Mathematics Instructional programs in collaboration with District Program Specialists. Intervention teachers are funded at 60% LCAP & 40% Title I " federal funds".</p>		
2.2	Student Support Services	Fruitvale School provides student support services to students based on need. Support services include Counseling, Counseling Intern Support,	\$934,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Psychologist Services, and Speech/Language Therapy. Each school site has a full-time School Counselor and School Psychologist. The District employs seven speech pathologists providing therapy to students in preschool through eighth grade.</p> <p>Students with Disabilities reflected growth on the California Dashboard in 2023 allowing the District to Exit Differentiated Assistance.</p> <p>Counselors and Counseling Interns are the first support for attendance intervention and will provide intervention for the SCHOOL RED SUBGROUPS:</p> <p>Columbia Elementary-Students w/ Disabilities 26.4% (increased 7.7%) Discovery Elementary-English Learners 25% (increased 7.7%), Socioeconomically Disadvantaged 22.9% (increased 3.6%), Students w/ Disabilities 25.7% (increased 0.9%), White 18.1% (increased 6%) Quailwood Elementary-Socioeconomically Disadvantaged 21.4% (increased 2.8%) Fruitvale Jr. High-Hispanic 20.6% (increased 1.2%), Socioeconomically Disadvantaged 26.5% (increased 0.6%)</p> <p>This action addresses the lowest performance level (Red Indicator) for LEA and School Site student groups for Chronic Absenteeism</p>		
2.3	Behavior Support Services and IMPACT	<p>The District employs Registered Behavior Therapists in response to the increased behavioral needs of the District, in both Special Education and General Education settings. The District RBTs will provide support to Tier 3 Behavior needs across the District.</p> <p>The District offers an alternative setting for student behavior response including short-term and long-term placement for students grades 5-8. IMPACT class serves students struggling to succeed behaviorally and/or socially in the general school setting. IMPACT offers an alternative to out-of-school suspension and provides restorative lessons and opportunities for students to reflect, receive counseling, and additional support to positively impact behavior with the goal of students returning to their regular school schedule successfully.</p>	\$170,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	District Social Worker Services	<p>The District has added additional student/family support with a second fulltime Social Worker. The District Social Workers 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 workers through their specialized training and skills to connect and support families. The Social Workers will assist in connecting outside agencies with District staff, administration, and families for individual assistance, site Resource Fairs, and District initiatives. Social workers will also provide parenting classes for families in response to challenging behavioral needs throughout the District. The District Social Workers Action Item will support Fruitvale Foster Youth students specific to each student's circumstances and individual needs, including academic, social emotional, physical, health, family, and community resource needs.</p> <p>Additionally, Social workers provide Tier 3 support for attendance intervention and will provide strategic intervention for the District RED Subgroups In Chronic Absenteeism: English Learners-21.7% (maintained - 0.3%), Homeless-41.5% (increased 3.3%), Socioeconomically Disadvantaged-21.9% (increased 0.5%)</p> <p>SCHOOL RED SUBGROUPS: Discovery Elementary:English Learners 25% (increased 7.7%), Socioeconomically Disadvantaged 22.9% (increased 3.6%) Quailwood Elementary: Socioeconomically Disadvantaged 21.4% (increased 2.8%) Fruitvale Jr. High: Socioeconomically Disadvantaged 26.5% (increased 0.6%)</p> <p>This action helps to addresses the lowest performance level (Red Indicator) for LEA and School Site student groups for Chronic Absenteeism</p> <p>The District contracts for one day per week (6hrs) of Substance Abuse Prevention and Counseling at FJH. The increase in vaping and other substance use in Fruitvale youth initiated the need for school wide prevention efforts and additional counseling for high-risk students. Students will participate in prevention and counseling after substance-</p>	\$302,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		related infractions, to treat the concerning behavior and the possible root cause, rather than punish without support. This initiative is funded by Title IV - "other state funds."		
2.5	School Safety	The District will employ a Campus Security and Truancy Supervisor to provide student and family supports in collaboration with administration, teachers, and social worker to remove barriers to student achievement including behavioral, absenteeism, and safety supports. The Campus Supervisor will assist with coordinating campus truancy initiatives, connect with law enforcement for SARB proceedings, and make home calls regarding attendance. the Campus Supervisor will also assist the District in assessing and implementing safety measures and assist schools in the development and coordination of school safety plans.	\$113,666.00	Yes
2.6	Attendance Management and Support	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 social workers, to identify concerning trends and provide information for interventions as needed. Action 2.6 includes materials and supplies for attendance incentive programs. Action 2.6 will address the SCHOOL RED SUBGROUPS: Columbia Elementary-Students w/ Disabilities 26.4% (increased 7.7%) Discovery Elementary-English Learners 25% (increased 7.7%), Socioeconomically Disadvantaged 22.9% (increased 3.6%), Students w/ Disabilities 25.7% (increased 0.9%), White 18.1% (increased 6%) Quailwood Elementary-Socioeconomically Disadvantaged 21.4% (increased 2.8%) Fruitvale Jr. High-Hispanic 20.6% (increased 1.2%), Socioeconomically Disadvantaged 26.5% (increased 0.6%)	\$142,500.00	Yes
2.7	English Learner 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	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 and professional development for staff. The District's goal is to ensure all families of English Learners feel welcome and have the opportunity to partner with staff in their child's educational journey.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,329,431	\$507,854

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
20.172%	1.803%	\$562,350.02	21.975%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Class Size Reduction in Kindergarten through 3rd grade.</p> <p>Need: Reduced class sizes provide smaller instructional groupings with lower student to staff ratios in primary grades. Reduced class size provides support for the unique needs of unduplicated pupils. 2023 Dashboard ELA Data: Socio-economically Disadvantaged</p>	Class size reduction in primary grades (TK-3rd) provides smaller group instruction and a lower staff-to-student ratio in the classroom which will likely lead to increased academic performance of our unduplicated pupils. The action is provided on an LEA-wide basis to impact all students, and provide support for the unique needs of Unduplicated pupils.	Local Acadience Assessment Reading results for grades K-3. Class size monitoring in the Aeries Student Information System, Metric 1.13 3rd Grade CAASPP ELA Performance Data as measured by Metric 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students=Orange Indicator and 13.2 points below standard and English Learners=Yellow Indicator and 26.8 points below standard. 2023 Dashboard MATH Data: Socio-economically Disadvantaged Students=Yellow Indicator and 43.1 points below standard and English Learners=Yellow Indicator and 48.7 points below standard.</p> <p>Educational partner surveys reflect support from unduplicated pupils, parents, and their teachers for maintaining small class sizes in Kinder through third grade.</p> <p>Scope: Schoolwide</p>		
1.2	<p>Action: ELA/Reading Instruction (Tier 1 Core)</p> <p>Need: Tier 1 Reading Instructional System, Walk-to-Learn provides data-driven, small group, targeted instruction to students in reading, literacy, and writing. Students are provided personalized small group instruction, intervention or enrichment, daily based on Acadience assessment results. 2023 Dashboard ELA Data: Socio-economically Disadvantaged Students=Orange Indicator and 13.2 points below standard and English Learners=Yellow Indicator and 26.8 points below standard. Through outreach with unduplicated pupils, parents, and their teachers we learned that</p>	<p>Acadience Assessments provide detailed performance data regarding each student's reading strengths and needs which informs the Tier 1 Reading Instructional System, Walk-to-Learn. The Tier 1 reading, writing, literacy systems in Fruitvale support the needs of unduplicated pupils and provide enhancement to core instruction for struggling students including English Language Learners.</p>	<p>Local Acadience Assessment Reading results for grades K-8 Metric 1.13 District CAASPP ELA Performance Data Grades 3-8 as measured in Metric 1.6. CA Dashboard Data as measured in Metric 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>many unduplicated pupils require extra support and/or enrichment in reading/literacy.</p> <p>Scope: LEA-wide</p>		
<p>1.3</p>	<p>Action: Mathematics Instruction (Tier 1 Core)</p> <p>Need: Fruitvale mathematics performance is below standard 28.3 points district-wide demonstrating the need for action 1.3, Mathematics Instruction supports. The Unduplicated student groups experience a larger deficiency in mathematics performance as reported on the CA Dashboard for 2023: Homeless Youth-66.6 points below standard, English Learners-48.7 points below standard, and Socioeconomically Disadvantaged-43.1 points below standard. Educational partner feedback from unduplicated pupils, parents, and their teachers indicates students need mathematics instructional supports .</p> <p>Scope: LEA-wide</p>	<p>Mathematics Instructional supports are applied LEA-wide as all students are performing below standard and the action will address the identified need for unduplicated student groups through elevated mathematics support and instruction. (performance monitoring, data-informed math instruction, and supplemental math technology/programs. (iReady & Nextgen)</p>	<p>District CAASPP ELA Performance Data Grades 3-8. CA Dashboard Data as measured in Metric 1.6.</p>
<p>1.4</p>	<p>Action: Social-Emotional Learning</p> <p>Need:</p>	<p>Social-emotional learning has become intertwined as a daily component of instruction for all students. Students learn that other people matter and how everyone possesses positive character traits in</p>	<p>School Climate Surveys as measured by Metric 1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students, staff, and parents across the District demonstrate the need and value of Social-emotional learning in the climate surveys. Unduplicated pupils are no exception. Social-emotional programs and learning positively impact the school culture for unduplicated pupils and the greater school population. Through outreach with low-income parents, students, and their teachers the District learned that the socio-emotional learning components at school are positively impacting students and the school culture.</p> <p>2024 Survey:</p> <p>1. "Students at my school benefit from social-emotional lessons such as Positivity Project." 85.7% of staff agree, 87% of parents agree, and 86% of students agree</p> <p>2. "The Positivity Project social-emotional program has a positive impact on my campus." 81.6% of staff agree, 86% of parents agree, and 81% of students agree</p> <p>Scope: LEA-wide</p>	<p>different degrees. Students learn to examine their own traits and appreciate the traits found in others to foster respectful and positive interactions. Unduplicated pupils' unique needs are addressed in this LEA-wide action item.</p>	
1.5	<p>Action: Library Community Centers/A.R. Club</p> <p>Need: Families are offered a cost-free connection to library services throughout the year at their neighborhood school sites. Families, including unduplicated pupil families, are able to utilize school libraries, technology, internet access, and district staffing resources as needed.</p>	<p>Although for some limited-space events, unduplicated pupils and Students With Disabilities families receive priority registration, the Library Community Centers are offered LEA-wide to benefit all students and families in the District. All students and families have access to library resources as well as staff support in the Library Community Centers.</p>	<p>Access and Event Participation Tracking as measured in metric 1.10.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FSD Library Community Centers foster reading and family connection in all district students, including unduplicated pupils. Additionally, through outreach with unduplicated pupils, parents, and their teachers we learned that many unduplicated pupils and their families appreciate the free library community center events held on campuses.</p> <p>2024 Survey: 1. "The school library is a welcoming place for students and their families." 95% of staff agree, 92% of parents agree, and 96% of students agree</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Student Recreation Options</p> <p>Need: Student Behavioral data from the CA Dashboard reflects all student groups at 0.5% suspension rate. Although FSD has experienced a decline in suspension rate for Unduplicated Pupil groups in 2023 with : Socioeconomically Disadvantaged- 0.6% suspended at least once, a decline of 0.5%, Homeless Youth- 0.9% suspended at least once, a decline of 2.4%, ELL Youth - 0% suspended at least once, a decline of 0.7%, and Foster Youth maintained with 0 suspensions, some groups are still at a higher rate.</p>	<p>The Action is provided on an LEA-wide basis to provide all students the opportunity to participate. Unduplicated pupils are supported and encouraged to participate in all offerings. Additionally, student recreation options benefit all students, and specifically unduplicated pupils as they are provided within or connected to the school attendance day at no cost to participants.</p>	<p>School Climate Surveys as measured by Metric 1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Kern KiDS data reflects the majority of incidents with time stamps occur during the lunch hour, therefore the primary recreation option for students implemented is during lunchtime. 22-23:1550 23-24:1206 Incidents, a reduction of 22% following the first year of implementation (full-year for FJH, partial year for elementaries).</p> <p>Educational partner feedback from unduplicated students, parents, and school staff, reflect high levels of support for free recreational options for students at our schools.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Technology</p> <p>Need: All student groups, teaching staff, and school personnel require updated, working technology to ensure educational success. The District must maintain devices in the 1:1 Chromebook environment for students as many District instructional programs and assessment platforms are digital. Action 1.7 ensures all students have access, especially the Unduplicated Pupils subgroups. Educational partner outreach from unduplicated students, parents, and school</p>	<p>Action 1.7 is provided on a school-wide basis to benefit all students academic achievement. Unduplicated pupils benefit from technology access in order to increase student academic performance.</p>	<p>District CAASPP ELA Performance Data Grades 3-8. CA Dashboard Data as measured in Metric 1.6.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>staff provided overwhelming support for the continued support of technology in education. 2024 Survey:</p> <p>1. "Technology is a vital component of instruction (chromebooks, teacher devices, projectors, classroom technology)."</p> <p>96% of staff agree, 87% of parents agree, and 96% of students agree</p> <p>CAASPP Assessments in ELA, Mathematics, and Science are administered technologically. Unduplicated pupils continue to perform below the "all" student group in Fruitvale:</p> <p>2023 Dashboard ELA Data: Socio-economically Disadvantaged Students=Orange Indicator and 13.2 points below standard and English Learners=Yellow Indicator and 26.8 points below standard.</p> <p>2023 Dashboard MATH Data: Socio-economically Disadvantaged Students=Yellow Indicator and 43.1 points below standard and English Learners=Yellow Indicator and 48.7 points below standard.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Jr. High Block Schedule for ELA/Math</p> <p>Need: Block schedules for ELA and Mathematics courses provide for additional instructional time for students. Additional time allows for additional differentiation of instruction, small grouping, collaborative experiences, and</p>	<p>Action 1.8 is provided on a school-wide basis to benefit all students academic achievement in ELA and Mathematics. Unduplicated pupils benefit from the extended learning time of Block Schedule ELA And Math courses as does the school-wide population.</p>	<p>CAASPP Performance Data and CA Dashboard Academic Data as measured by metric 1.6.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>critical thinking lessons in both subjects. Fruitvale continues to strive for academic improvement in ELA and Mathematics as measured on the CAASPP and reported on the CA Dashboard.</p> <p>An achievement gap still remains between Unduplicated Subgroups and the All Student performance data for grades 7 & 8 on the 2023 California Dashboard:</p> <p>ELA "All Students": Green Indicator and performance of 17.6 points above standard ELA "ELLs": Yellow 33.9 points below standard, "Socioeconomically Disadvantaged": 1 point above standard (increased 13.4 points!), Foster and Homeless youth have no performance data on the CA Dashboard.</p> <p>MATH "All Students": Yellow Indicator and performance of 30.4 points below standard (despite a 10.2 point increase) MATH "ELLs": 72.9 points below standard (increased 19 points!), Socioeconomically Disadvantaged": 47.1 points below standard (increased 15.2 points!), Foster and Homeless youth have no performance data on the CA Dashboard.</p> <p>Input gathered from unduplicated students, parents, and staff members revealed a positive perception of additional instructional minutes in English/Language Arts and Mathematics courses at the Jr. High level.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>1.9</p>	<p>Action: Jr. High Elective Offerings/Elementary Arts</p> <p>Need: Jr. High students overwhelmingly report their support and connection for FJH's vast elective course options on local surveys. Students have the opportunity to try up to four different electives, within choices from fine arts, CTE pathways, and/or foreign language. Electives include: Agriculture, Art, Advanced Art, Band, Computer Science, Chorus, Colorguard, Drama, Media/Journalism, Mock Trial, Medical Detectives, Intro to Spanish, Spanish 1, Robotics, Gateway to Technology (pre-engineering), Study Skills, and Digital Photography. FJH's electives directly connect to our feeder High School elective pathways providing students an opportunity to find their passions in the Jr. High setting. Elective choices for students impact school connectedness for many, impacting attendance and performance. Expansion of Arts and Chorus into the elementary sites is provided by the Prop 28 Arts Funding. Elective Enrichment enhances the educational experience of all students, specifically unduplicated pupils as they are offered within the school day and provided at no cost or effort to families beyond school attendance. Surveys from unduplicated jr. high students, families, and staff indicate students are</p>	<p>Elective Enrichment offerings are offered LEA-wide for all students to experience. Unduplicated Pupils are given priority registration and the ability to pre-enroll in a zero period physical education course (with transportation provided) to ensure they are able to access any courses they desire and still receive support courses such as Study Skills or English Language Acquisition for ELLs.</p>	<p>Course enrollment/broad course access data from Aeries Student Information System as measured in metric 1.10 Student Surveys and School Climate as measured by Metric 1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>connected to the school and appreciate the elective options provided in Jr. High. Additionally, they report the value of zero period offered to them.</p> <p>2024 Survey: 1. "Fruitvale Jr. High should continue to offer multiple elective choices for students including: Agriculture, Art, Digital Arts, Drama, Color Guard, Computer Science, GTT, Media/Journalism, Music, Chorus, Mock Trial, Robotics, and Spanish." 97% of staff agree, 98% of parents agree, and 90.3% of students agree</p> <p>Scope: Schoolwide</p>		
1.10	<p>Action: Camp K.E.E.P. Outdoor Science Education</p> <p>Need: 6th-grade Science curriculum and pacing includes the week-long outdoor Science education experience for students, including unduplicated pupils. The experience and learning are expected to increase performance on the Annual California Science Test (CAST). 2024 Spring CAST Results: Socioeconomically Disadvantaged: 17.69% Not Met + 57.74% Nearly = 75.43% Below Standard ELL: 38% Not met + 62% Nearly Met = 100% Below Standard Foster Youth: 100% Not Met</p>	<p>Camp registration and transportation exceeds \$500.00 per student, a significant cost that may pose as a barrier for student participation. The action is provided on an LEA-wide basis because all families, whether UPP or not, may be deterred from participation due to cost.</p>	<p>Course enrollment/broad course access data from Aeries Student Information System as measured in metric 1.10 Student Surveys and School Climate as measured by Metric 1.9 CAST (CA Science) Performance as measured by Metric 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(NON-SED: 63% Below Standard)</p> <p>Additionally, the elevated cost of Camp Keep may be a burden to the Unduplicated pupil population and as our UPP population increases, the District determined to cover camp costs to ensure access for all. FSD UPP 2023-24: ELL-6.2%, Socioeconomically Disadvantaged-61.6%, Foster-0.7%, Homeless 1.7%</p> <p>Educational partner feedback from parents of unduplicated pupils indicates the cost of Camp K.E.E.P. would be/is a financial hardship for families.</p> <p>Scope: Schoolwide</p>		
2.1	<p>Action: District Instructional and Intervention Support</p> <p>Need: District Instructional Program Specialists in Mathematics and Reading will support core instruction as well as intervention systems for students in all grades. An achievement gap still remains between Unduplicated Subgroups and the All Student performance data for grades 7 & 8 on the 2023 California Dashboard:</p> <p>ELA "All Students": Green Indicator and performance of 17.6 points above standard</p>	<p>Struggling students across the District will receive direct support in Tier 2 and 3 Reading and Mathematics instruction, many of whom are unduplicated pupils. Math and Reading Program Specialists will lead the District in data reflection, planning, and implementation of instructional supports designed to improve student outcomes in ELA and Math. The action is deployed LEA-wide as all students will receive Multi-tiered Systems of Supports in academics and the unique needs of unduplicated students will be addressed in this action.</p> <p>Additionally, the Special Education/Intervention Program Specialist will provide support and interventions for Students with Disabilities. The 23-24 KiDS Database reports 450 students in</p>	Other Pupil Outcomes as measured by metric 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA "ELLs": Yellow 33.9 points below standard, "Socioeconomically Disadvantaged": 1 point above standard (increased 13.4 points!), Foster and Homeless youth have no performance data on the CA Dashboard.</p> <p>MATH "All Students": Yellow Indicator and performance of 30.4 points below standard (despite a 10.2 point increase) MATH "ELLs":72.9 points below standard (increased 19 points!), Socioeconomically Disadvantaged": 47.1 points below standard (increased 15.2 points!), Foster and Homeless youth have no performance data on the CA Dashboard.</p> <p>Additionally, the Special Education/Intervention Program Specialist will support students with disabilities (SWD), Special Education teachers, general education teachers with mainstreaming students with IEPs, and intervention efforts across the District. An achievement gap is evident in academic performance as reflected on the 2023 CA Dashboard: ELA "SWD": Orange Indicator, 85.3 points below standard (increased 10 points!) Math "SWD": Orange Indicator, 120.4 points below standard (Increased 17.4 points)</p> <p>Through outreach with unduplicated pupils, parents, and their teachers we learned that many unduplicated pupils require extra support in academics as well as social-emotional learning.</p>	<p>Fruitvale with Disabilities, many who are also Unduplicated pupils: 280 SWD+Socioeconomically Disadvantaged, 7 SWD+Homeless Youth, 28 SWD+ELL, and 5 Foster Youth + SWD.</p> <p>These actions are provided on an LEA-wide basis because all students benefit from excellent instruction and academic supports.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Student Support Services</p> <p>Need: Students across the District need support services including Speech Services, School Psychologist Services, and Counseling Support. Students receiving support services are not all Students With Disabilities, however a large portion of Support Services in the District assist SWD. Student, staff and parent survey results support the need for student support services on each campus, with an emphasis on school counseling. FSD has placed a school counselor on every campus in the District to support student and family needs, with emphasis on assisting our Unduplicated pupil groups. Counselors specifically support attendance barriers for all students, and a focus on the needs of unduplicated pupils. This action addresses the lowest performance level (Red Indicator) for LEA and School Site student groups for Chronic Absenteeism 2023 CA Dashboard Chronic Absentee Data for Unduplicated Pupils: SED-21.9%, ELL-21.7%, and Homeless-41.5%. KiDS Attendance Rate Data for Unduplicated Pupils: 2022-91.4%, 2023-91.79%, 2024-94.69%</p>	<p>FSD has students with Disabilities and counseling needs across the District making Action 2.2 a LEA-wide action item. Action 2.2 supports SWD, unduplicated pupils, and general education students throughout the District. The 23-24 KiDS Database reports 450 students in Fruitvale with Disabilities, many whom are also Unduplicated pupils: 280 SWD+Socioeconomically Disadvantaged, 7 SWD+Homeless Youth, 28 SWD+ELL, and 5 Foster Youth + SWD. The District employs Support Staff to support student needs across the District because all students can benefit from the support providers.</p>	<p>CA Dashboard Chronic Absenteeism Data as measured by metric 2.5 KiDS Attendance Rate Data & KiDS Chronic Absenteeism Data as measured by metric 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>KiDS Chronic Absence Rate Data for Unduplicated Pupils: 2022-24.94%, 2023-21.78%, 2024-12.66%</p> <p>Educational partner feedback from our low-income families indicated that many students need additional support from specialists.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Behavior Support Services and IMPACT</p> <p>Need: Student Behavioral data from the CA Dashboard reflects all student groups at 0.5% suspension rate. Although FSD has experienced a decline in suspension rate for Unduplicated Pupil groups in 2023: Socioeconomically Disadvantaged- 0.6% suspended at least once, a decline of 0.5%, Homeless Youth- 0.9% suspended at least once, a decline of 2.4%, ELL Youth - 0% suspended at least once, a decline of 0.7%, and Foster Youth maintained with 0 suspensions, some groups are still at a higher rate.</p> <p>KiDS Behavior Incident Data: (2024 Enrollment=1169 UPP Students (63%) and 1169 Non-UPP Students (37%) 2023 Incidents: 3632 (68%) Unduplicated and 1702 (32%) Non-UPP 2024 Incidents: 3644 (72%) Unduplicated and 1439 (28%) Non-UPP</p>	<p>Unduplicated pupils historically have a higher suspension rate for some subgroups as reported on the CA Dashboard and a higher incident rate when compared to non-UPP students. Data indicates a need for behavior supports on all campus and an elevated need for Unduplicated students. The IMPACT class provides an alternative to suspension for students experiencing behavioral incidents, allowing students the opportunity to reflect and restore behavior without incurring suspension, with behavioral change as the intent. UPP and non-UPP student groups are supported throughout behavioral intervention tiers in Fruitvale, often connecting UPP students to additional resources in the process.</p>	CA Dashboard Climate Data (Suspension Rate) as measured by metric 2.7.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Behavior Support Providers including Registered Behavior Support Technicians provide intervention supports, systems, and strategies to assist students and staff in behavior improvement. Additionally, through outreach with unduplicated pupils, parents, and their teachers we learned that many unduplicated pupils require extra support in social-emotional learning and behavior.</p> <p>Scope: LEA-wide</p>		
<p>2.4</p>	<p>Action: District Social Worker Services</p> <p>Need: Fruitvale has experienced a significant increase in the number of Unduplicated Pupils and families. 2022: UPP-2057 (61.2%), Homeless-104 (3.1%), Foster-19 (0.6%), ELL-2708% SED-1985 (59%) 2023: UPP-1910 (58%), Homeless-98 (3%), Foster-16 (0.5%), ELL-250 (7.6%) SED-1843 (56%) 2024: UPP-2086 (63%), Homeless-62 (1.9%), Foster-24 (0.7%), ELL-235 (7.1%) SED-2031 (61%)</p> <p>The unique needs of unduplicated pupils and their families require trained, licensed social worker services and connection to community</p>	<p>Fruitvale hosts unduplicated pupils at all school sites therefore Action 2.4, District Social Worker Services, are provided on an LEA-Wide basis. The unique needs of unduplicated pupils and their families require trained, licensed social worker services and connection to community resources to assist in removing barriers to student success. This action is deployed LEA-wide as social work supports benefit all students in the district as well as unduplicated pupils.</p>	<p>CA Dashboard Chronic Absenteeism Data as measured by metric 2.5 KiDS Attendance Rate Data & KiDS Chronic Absenteeism Data as measured by metric 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>resources to assist in removing barriers to student success and school attendance. Educational partner feedback from our low-income families indicated that their families are struggling with trauma related to housing uncertainty, food insecurity, and other financial difficulty.</p> <p>Additionally, unduplicated pupils experience high rates of chronic absenteeism: District RED Subgroups In Chronic Absenteeism: English Learners-21.7% (maintained -0.3%), Homeless-41.5% (increased 3.3%), Socioeconomically Disadvantaged-21.9% (increased 0.5%) SCHOOL RED SUBGROUPS: Discovery Elementary: English Learners 25% (increased 7.7%), Socioeconomically Disadvantaged 22.9% (increased 3.6%) Quailwood Elementary: Socioeconomically Disadvantaged 21.4% (increased 2.8%) Fruitvale Jr. High: Socioeconomically Disadvantaged 26.5% (increased 0.6%) This action helps to addresses the lowest performance level (Red Indicator) for LEA and School Site student groups for Chronic Absenteeism</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: School Safety</p> <p>Need:</p>	Action 2.5, School Safety, addresses the need for alignment of school safety measures across the district, therefore is provided on an LEA-wide basis. Each school has a unique set of plans,	Local Survey Data re. school safety and connectedness as measured by metric 2.9.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Surveys of students, staff, and parents place school safety as a high priority for all. The District maintains safety plans, workplace violence prevention plans, vulnerability assessments, risk assessment procedures, and extensive safety measures on all sites. A Campus Supervisor tasked with leading safety measures is necessary to ensure alignment across the the District. The District Campus Supervisor will assist in behavioral responses, student discipline and intervention, as well as emergency response and/or preventative measures.</p> <p>KiDS behavioral data/total behavioral actions: Socioeconomically Disadvantaged: 2021-22=3,540, 2022-23=3,576 & 2023-24=3,912 ELL: 2021-22=287, 2022-23=228 & 2023-24=244 Foster Youth: 2021-22=74, 2022-23=50 & 2023-24=132</p> <p>2023 Dashboard/Suspension Rate: Socioeconomically Disadvantaged: Green Indicator=0.6% (declined 0.5%) ELL: Blue Indicator=0% (declined 0.7%) Foster Youth: Blue Indicator=0%</p> <p>Although suspensions have decreased, increased incidents support the need for the School Safety Action Item.</p> <p>Scope: LEA-wide</p>	<p>response protocol, and safety measures which will be facilitated in part by the Campus Safety Supervisor in collaboration with district and site administration. Action 2.5 provides for assessments of current practices and training for future safety improvements. Unduplicated pupils, as well as non-UPP students will be positively impacted through this action item.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: Attendance Management and Support</p> <p>Need: 2023 CA Dashboard Chronic Absentee Data for Unduplicated Pupils: SED-21.9%, ELL-21.7%, and Homeless-41.5%. 2023 CA Dashboard Chronic Absentee Data for "All Students": 16.5% KiDS Attendance Rate Data for Unduplicated Pupils: 2022=91.4%, 2023=91.79%, 2024=94.69% KiDS Chronic Absence Rate Data for Unduplicated Pupils: 2022=24.94%, 2023=21.78%, 2024=12.66%</p> <p>KiDS Attendance Rate for Non UPP: 2022=93.45%, 2023=95.22%, 2024=96.05% KiDS Chronic Absence Rate data for Non UPP: 2022=17.19%, 2023=10.10%, 2024=8.65%</p> <p>Additionally, through outreach with unduplicated pupils, parents, and their teachers we learned that many unduplicated pupils require extra support in removing barriers to school attendance.</p> <p>Scope: LEA-wide</p>	<p>It is imperative that students attend school every day, therefore Attendance efforts are provided on an LEA-wide basis. Unduplicated pupils have a higher chronic absenteeism rate and a lower attendance rate than their non-UPP peers, therefore their unique needs will also be addressed by this action item with the intent to remove barriers and assist families in consistent attendance to improve student outcomes.</p>	<p>CA Dashboard Chronic Absenteeism Data as measured by metric 2.5 KiDS Attendance Rate Data & KiDS Chronic Absenteeism Data as measured by metric 2.4</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.7</p>	<p>Action: English Learner and Family Supports</p> <p>Need: Fruitvale continues to welcome new English Learners and families. 2022: ELL-270 (8%) 2023:ELL-250 (7.6%) 2024: ELL-235 (7.1%) In 2023-24 Fruitvale served 219 ELL students and families and 18 different home languages. 173 of these students are classified as low socioeconomically disadvantaged, 11 homeless youth, and 27 students with disabilities. Fruitvale recognizes the need for all of our English Learners and their families to feel welcome and be active participants in their children's' educational journey. Local survey data reinforces the District's efforts to support English Learners and their families.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Fruitvale hosts ELL pupils at all school sites therefore Action 2.7, English Learner Supports, are provided on an LEA-Wide basis. The unique needs of ELL students and their families are provided through staff professional development, language acquisition programs, and family events tailored to support our growing ELL population.</p>	<p>English Learner Performance as measured by metric 2.11</p>

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

Additional grant funding identified will be used to increase the number of staff providing direct services to students at each school. All elementary sites have high concentrations (above 55%) of foster youth, English learners, and low income students. Additional staff include a Social Worker FTE increase to serve all sites as a result of the rapid UPP increase following the pandemic and continued chronic absenteeism, specifically in the UPP subgroups. Program Specialists in Literacy, Mathematics, and Intervention have been added to serve students as a result of data reflection in ELA and Math performance, specifically underperforming subgroups. The District has also added intervention teachers on all elementary campuses for direct services to support mathematics instruction and intervention . The intervention teachers were previously solely focused on literacy, mathematics has been added in response to student underperformance on the CAASPP, all students as well as our highest needs populations.

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	N/A	1:26
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$31,378,084	\$6,329,431	20.172%	1.803%	21.975%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,899,016.00	\$2,938,299.00	\$0.00	\$324,690.00	\$10,162,005.00	\$8,307,577.00	\$1,854,428.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction in Kindergarten through 3rd grade.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Columbia, Discovery, Endeavour, Quailwood (all Elementary Schools) Kindergarten through 3rd Grade	Ongoing	\$1,750,000.00	\$0.00	\$1,750,000.00				\$1,750,000.00	
1	1.2	ELA/Reading Instruction (Tier 1 Core)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,084,367.00	\$146,898.00	\$1,231,265.00				\$1,231,265.00	
1	1.3	Mathematics Instruction (Tier 1 Core)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$485,933.00	\$140,135.00	\$71,655.00	\$554,413.00			\$626,068.00	
1	1.4	Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$43,975.00	\$43,975.00				\$43,975.00	
1	1.5	Library Community Centers/A.R. Club	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$51,718.00	\$31,080.00	\$82,798.00				\$82,798.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Student Recreation Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,358,037.00	\$457,477.00	\$181,881.00	\$1,633,633.00			\$1,815,514.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$97,249.00	\$400,000.00	\$497,249.00				\$497,249.00	
1	1.8	Jr. High Block Schedule for ELA/Math	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Jr. High 7th and 8th grades	Ongoing	\$336,158.00	\$0.00	\$336,158.00				\$336,158.00	
1	1.9	Jr. High Elective Offerings/Elementary Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Jr. High 7th and 8th grades	Ongoing	\$532,694.00	\$36,900.00	\$130,055.00	\$439,539.00			\$569,594.00	
1	1.10	Camp K.E.E.P. Outdoor Science Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Columbia , Discover y, Endeavo ur, and Quailwoo d Elementa ry Schools 6th Grade	Ongoing	\$0.00	\$201,518.00	\$201,518.00				\$201,518.00	
2	2.1	District Instructional and Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,116,637.00	\$207,745.00	\$711,945.00	\$310,714.00		\$301,723.00	\$1,324,382.00	
2	2.2	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$934,482.00	\$0.00	\$934,482.00				\$934,482.00	
2	2.3	Behavior Support Services and IMPACT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$165,788.00	\$5,000.00	\$170,788.00				\$170,788.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	District Social Worker Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$280,848.00	\$21,200.00	\$279,081.00			\$22,967.00	\$302,048.00	
2	2.5	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$113,666.00	\$0.00	\$113,666.00				\$113,666.00	
2	2.6	Attendance Management and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$142,500.00	\$142,500.00				\$142,500.00	
2	2.7	English Learner and Family Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

2024-25 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
\$31,378,084	\$6,329,431	20.172%	1.803%	21.975%	\$6,899,016.00	0.000%	21.987 %	Total:	\$6,899,016.00
								LEA-wide Total:	\$4,461,285.00
								Limited Total:	\$20,000.00
								Schoolwide Total:	\$2,417,731.00

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia, Discovery, Endeavour, Quailwood (all Elementary Schools) Kindergarten through 3rd Grade	\$1,750,000.00	
1	1.2	ELA/Reading Instruction (Tier 1 Core)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,231,265.00	
1	1.3	Mathematics Instruction (Tier 1 Core)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,655.00	
1	1.4	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,975.00	
1	1.5	Library Community Centers/A.R. Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,798.00	

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	1.6	Student Recreation Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,881.00	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$497,249.00	
1	1.8	Jr. High Block Schedule for ELA/Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Jr. High 7th and 8th grades	\$336,158.00	
1	1.9	Jr. High Elective Offerings/Elementary Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fruitvale Jr. High 7th and 8th grades	\$130,055.00	
1	1.10	Camp K.E.E.P. Outdoor Science Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia, Discovery, Endeavour, and Quailwood Elementary Schools 6th Grade	\$201,518.00	
2	2.1	District Instructional and Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$711,945.00	
2	2.2	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$934,482.00	
2	2.3	Behavior Support Services and IMPACT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,788.00	
2	2.4	District Social Worker Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,081.00	
2	2.5	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,666.00	
2	2.6	Attendance Management and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,500.00	
2	2.7	English Learner and Family Supports	Yes	Limited to Unduplicated	English Learners	All Schools	\$20,000.00	

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 (%)
				Student Group(s)				

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,855,577.00	\$5,290,594.00

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	\$1,687,861.00	\$1,742,925
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$315,659.00	\$330,392
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$149,596	\$133,390
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$99,262.00	\$99,922
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$710,639	\$660,884
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$2,000.00	\$4,355
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$43,975.00	\$45,375
1	1.8	Technology Refresh	Yes	\$192,000	\$415,000
1	1.9	Lunch Intramural Recreation	Yes	\$32,450	\$95,000
1	1.10	TK-8 Mathematics Digital Platform	Yes	\$79,110	\$71,688

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	\$130,908.00	\$130,908
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$127,613.00	\$127,613
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	\$668,015.00	\$668,015
2	2.4	District Social Worker	Yes	\$146,866.00	\$194,396
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$31,200.00	\$116,680
2	2.6	English Learner Student and Family Supports	Yes	\$5,500.00	\$5,500
2	2.7	Registered Behavior Therapist	Yes	\$36,588.00	\$39,123
2	2.8	Speech Pathologist	Yes	\$138,486.00	\$142,023
2	2.9	School Psychologist	Yes	\$141,904.00	\$145,590
2	2.10	Student Safety and Intervention Liaison	Yes	\$115,945.00	\$121,815

2023-24 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)
\$5,571,818	\$4,737,065.00	\$5,218,495.00	(\$481,430.00)	0.000%	0.000%	0.000%

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	\$1,687,861.00	\$1,742,925		
1	1.2	Jr. High Block Schedule: Extended Instructional Time in ELA and Math	Yes	\$315,659.00	\$330,392		
1	1.3	Jr. High Extensive Elective Offerings	Yes	\$149,596.00	\$133,390		
1	1.4	Library Community Centers: A.R. Club and Access	Yes	\$99,262.00	\$99,922		
1	1.5	Walk-to-Learn Reading Instruction Program: Acadience Testing System and Paraprofessional Supports	Yes	\$710,639.00	\$660,884		
1	1.6	A.V.I.D. Advancement Via Individual Determination Program Implementation	Yes	\$2,000.00	\$4,355		
1	1.7	Positivity Project: Social-Emotional and School Culture Support Program	Yes	\$43,975.00	\$45,375		
1	1.8	Technology Refresh	Yes	\$192,000.00	\$415,000		
1	1.9	Lunch Intramural Recreation	Yes	\$32,450.00	\$95,000		
1	1.10	TK-8 Mathematics Digital Platform	Yes	\$79,110.00	\$71,688		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	District Reading Teacher on Special Assignment (T.O.S.A.)	Yes	\$85,176.00	\$89,721		
2	2.2	District Mathematics Teacher on Special Assignment (T.O.S.A.)	Yes	\$82,869.00	\$96,701		
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	\$668,015.00	\$668,015		
2	2.4	District Social Worker	Yes	\$118,830.00	\$194,396		
2	2.5	Attention2Attendance: Truancy Reduction and School Connectedness Program	Yes	\$31,200.00	\$116,680		
2	2.6	English Learner Student and Family Supports	Yes	\$5,500.00	\$5,500		
2	2.7	Registered Behavior Therapist	Yes	\$36,588.00	\$39,123		
2	2.8	Speech Pathologist	Yes	\$138,486.00	\$142,023		
2	2.9	School Psychologist	Yes	\$141,904.00	\$145,590		
2	2.10	Student Safety and Intervention Liaison	Yes	\$115,945.00	\$121,815		

2023-24 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)
\$31,198,062	\$5,571,818	0.67%	18.530%	\$5,218,495.00	0.000%	16.727%	\$562,350.02	1.803%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).