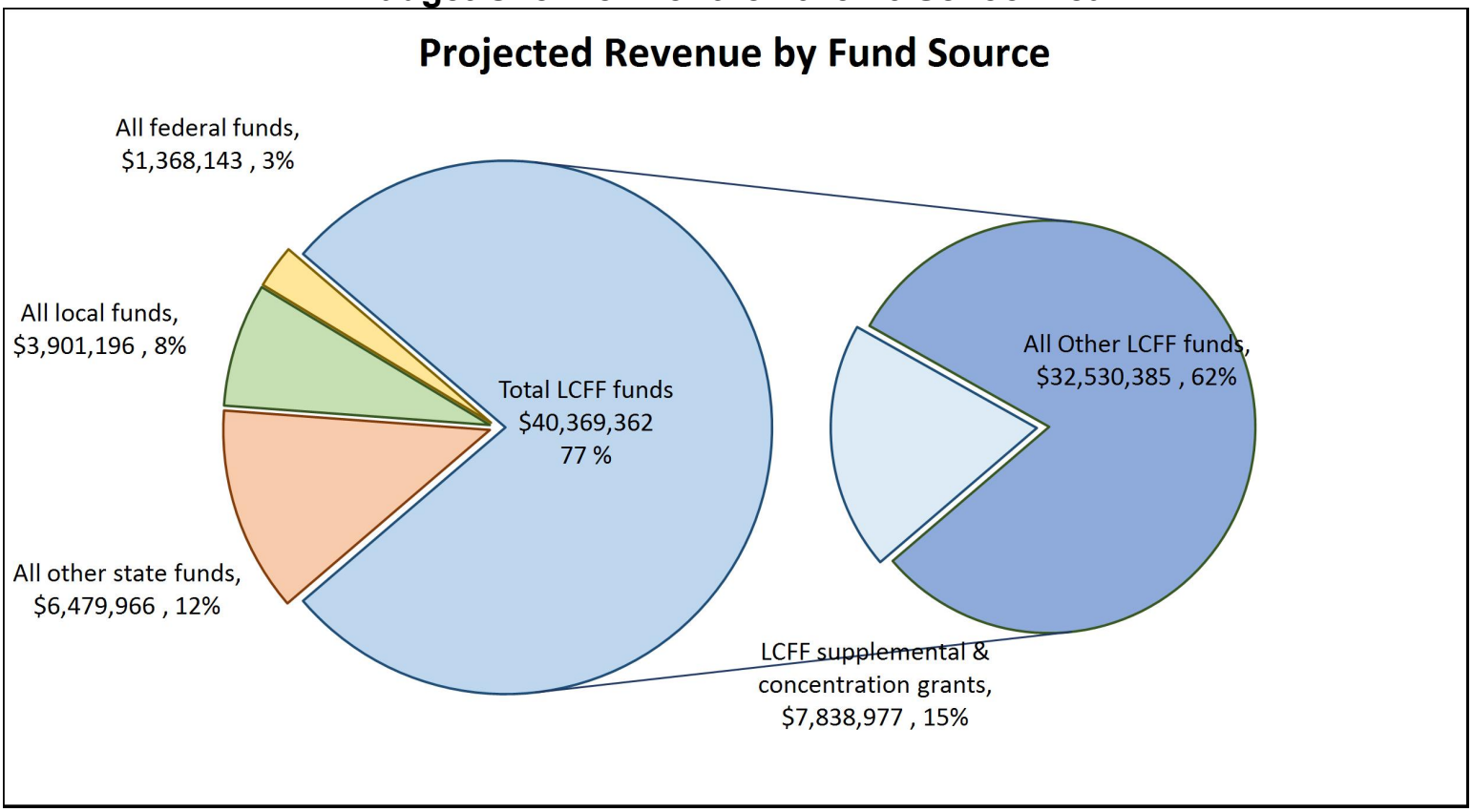
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fruitvale School District
CDS Code: 15 63479 0000000
School Year: 2025-26
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 2025-26 School Year

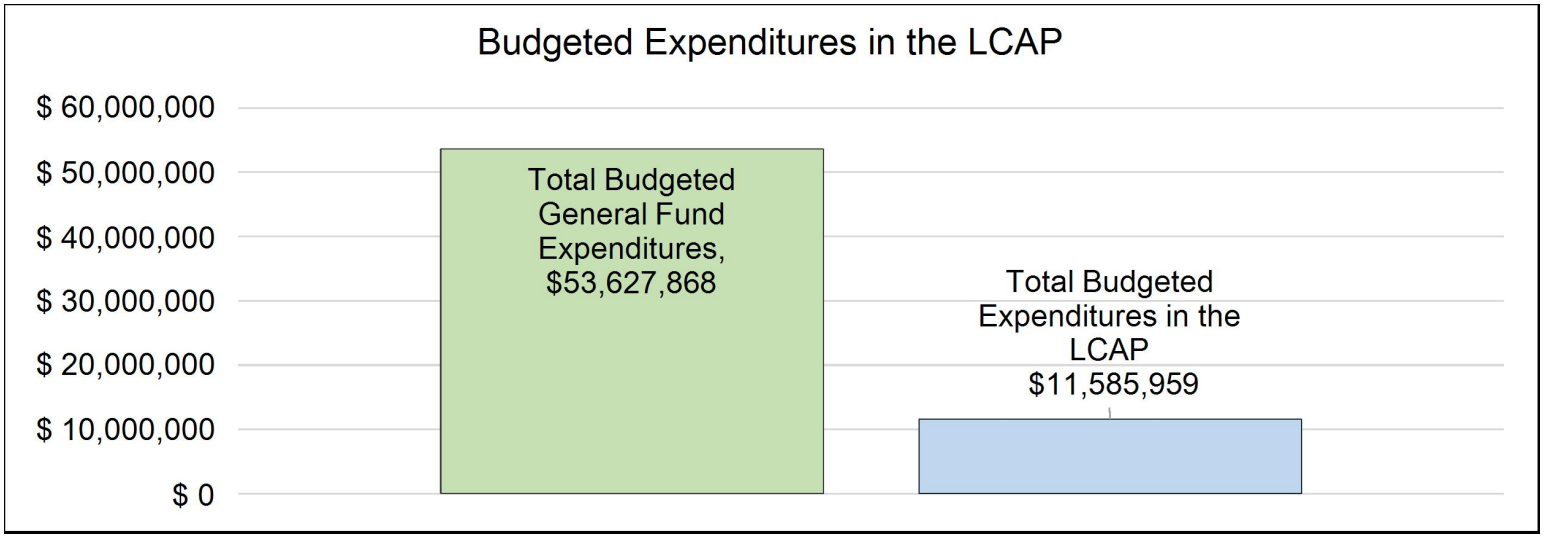


This chart shows the total general purpose revenue Fruitvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fruitvale School District is $52,118,667, of which $40,369,362 is Local Control Funding Formula (LCFF), $6,479,966 is other state funds, $3,901,196 is local funds, and $1,368,143 is federal funds. Of the $40,369,362 in LCFF Funds, $7,838,977 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 2025-26. 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 $53,627,868 for the 2025-26 school year. Of that amount, $11,585,959 is tied to actions/services in the LCAP and $42,041,909 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

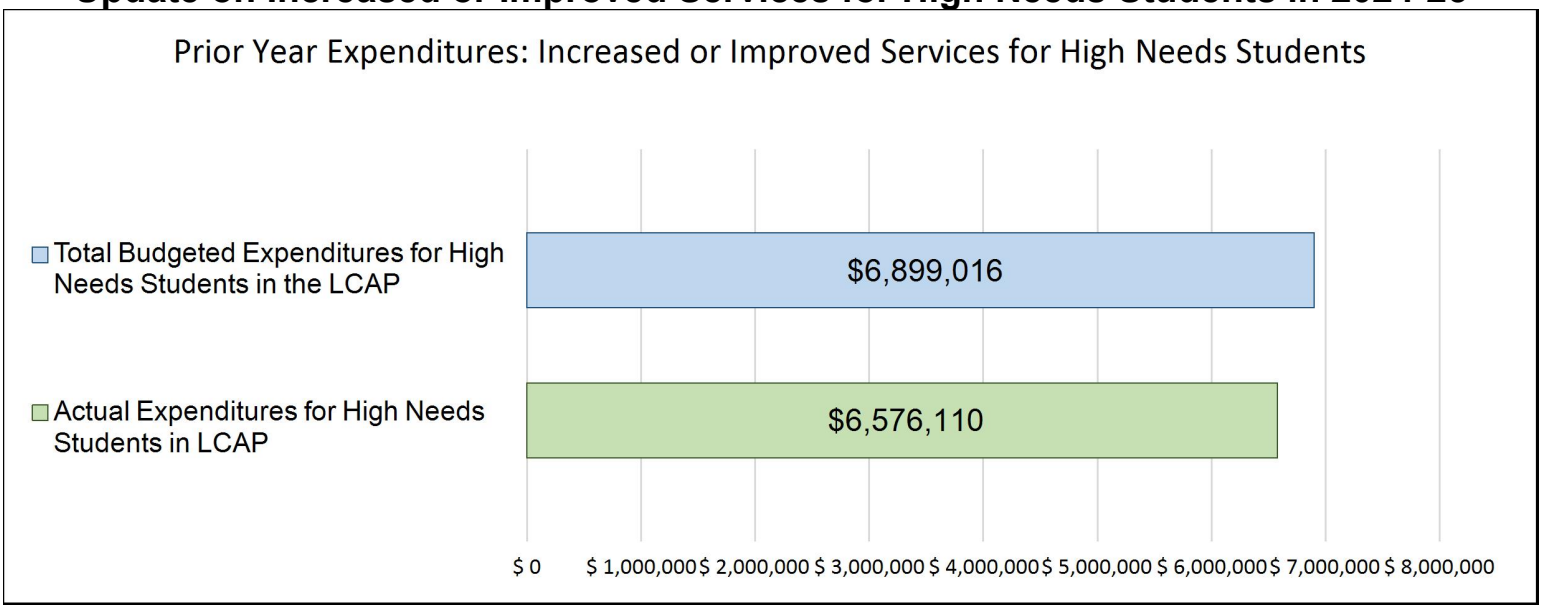
Certificated classroom teachers, speech teachers, instructional aides, school and district administrative staff, nurses, psychologists, occupational therapist, custodial, maintenance, and grounds staff, bus drivers, instructional materials, professional development, utilities, professional consulting 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 2025-26 School Year

In 2025-26, Fruitvale School District is projecting it will receive $7,838,977 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 $8,323,739 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 2024-25



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 2024-25, Fruitvale School District's LCAP budgeted $6,899,016 for planned actions to increase or improve services for high needs students. Fruitvale School District actually spent $6,576,110 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $322,906 had the following impact on Fruitvale School District’s ability to increase or improve services for high needs students:

The district did not fill the position for the Information Technology during the year, but used temporary help instead as needed. The district also had remaining funds available from the Educator Effectiveness Block Grant to fund professional development for the Walk-to-Learn Program and MTSS. Lastly, the district did not spend as much as anticipated in permanent substitutes. The actions and services were provided, but with less funds than anticipated.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 slightly fluctuated 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 3,048 students for the end of 2024-25. 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 with 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 healthy 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 68.9% for 2024-25. Fruitvale is proud of the continued diversity across the district, with a student population consisting of 51% Hispanic, 34% 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.

2024 Fruitvale School District Dashboard Data:
Enrollment: 3078
Attendance Rate: 95.94%
Chronic Absenteeism: 11.7%
Unduplicated Pupil Count (Combined Socioeconomically Disadvantaged-Free/Reduced Meals, ELL, Foster Youth): 68.9%
English Learners: 7% (19 different languages spoken in the District)
Redesignated Fluent English Proficient: 5.5% (174 Students)
Foster Youth Count: 0.6% (19 students)
Homeless Youth Count: 2.2% (67 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, and layers of behavioral supports. The District offers 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, lunchtime recreation, 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 Lanugage 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 of 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 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 offers Summer Programs and 30 days of ELOP Camp outside of the regular instructional calendar. 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, and the district partners with community agencies to connect families with any support or services they may need. Endeavour Elementary hosts a multicultural family event anchored by parent and family volunteers to celebrate the many cultures represented across the district. 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 2024-27 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 a high-performing school district in Kern County. Fruitvale accolades include local, state, and national recognition. Since the implementation of the Local Control Funding Formula, Fruitvale has reduced class sizes, implemented the MTSS structure to support academics and social-emotional learning, and increased mental health and social worker support for students and families. FSD boasts a comprehensive reading instructional system and tiered intervention in mathematics. We have added more elective options for 7th and 8th graders in the Arts and Career Pathways, and 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 2024, including the Kern County Superintendent of Schools Innovative and Impactful School and the National

Middle Grades School to Watch redesignation, Year 2. 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 2024:
English/Language Arts: Yellow Indicator - Students perform 2.1 points above standard - District Maintained 2.8 points - Red Subgroups: Long-term English Learners (LTEL) & Students w/ Disabilities (SWD).
Mathematics: Orange Indicator - 30.2 Points below standard - District Maintained 1.9 points - Red Subgroups: Long-term English Learners (LTEL) & Students w/ Disabilities (SWD).
English Learner Progress: Green Indicator - 54.1% making progress - Improved 3.4% - 47.3% of ELs progressed at least one ELPI level.
Chronic Absenteeism: Yellow Indicator - 11.7% chronically absent - DECLINED 4.8% - NO subgroups in Red.
Suspension Rate: Blue Indicator - 0.4% suspended at least one day - Maintained - NO subgroups in Red - NO students expelled in 2023-24

School-Specific Dashboard Performance 2024 by Subgroup in RED:
ELA -Discovery & FJH SWD
Math-COL, DSC, FJH SWD
Chronic Absenteeism-END African American (12 students)

Fruitvale District California Dashboard Performance 2023:
English/Language Arts: Yellow Indicator - Students perform 2.1 points above standard - District Maintained - 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 2022-23.

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: SWD
Discovery Elementary: Red=White, Socioeconomically Disadvantaged (SED), English Learners, SWD
Endeavour Elementary: No subgroups in Red
Quailwood Elementary: Red= SED
Fruitvale Jr. High: Red= Hispanic, SED

ELA Performance State Priority Red Dashboard Indicator Subgroups:
Columbia Elementary: No subgroups in Red

Discovery Elementary: No subgroups in Red
Endeavour Elementary: Red= SWD
Quailwood Elementary: No subgroups in Red
Fruitvale Jr. High: Red= No subgroups in Red

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 decreased slightly, students are performing below standard, and the District is making strides to improve mathematics instruction and performance. The instructional focus for 2024-25 included a focus on mathematics, the new California math framework, and instructional practices. The District has also utilized Learning Recovery Emergency Block Grant funding to implement a 5-year mathematics professional development plan to reach grades 4-6. The district has deployed a Math Specialist Teacher on each elementary site who will teach an entire grade level for the year. 2023-24 they taught all 6th grade mathematics, 2024-25 they taught 5th grade mathematics, and will remain in 5th grade for 2025-26. 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 participating 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. Fruitvale School District has planned LREBG expenditures of $582,750 to supplement Goal 1 Action 1.3

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

Fruitvale continues to maintain a blue indicator in the California Dashboard. Less than 1% of students are suspended district-wide. The Actions in the LCAP focused on school climate and school connectedness, especially the Multi-tiered Systems of Support, provide support and interventions to remove barriers and positively impact students, especially our students with the highest needs. As chronic absenteeism improves and few students are suspended, students remain on their school campuses to access their education and succeed.

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. Initial Meetings held November 2023 - May 2024. Year 2 Meetings held January - April 2025.
Parents, Guardians, Students and Families (including ELAC, DELAC, PAC)	Parents, students 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.

Educational Partner(s)	Process for Engagement
	Initial Meetings held November 2023 - May 2024. Year 2 Meetings held January - April 2025. Surveys were deployed within the meeting dates.
Staff, Certificated and Classified	Staff, both Certificated and Classified, provided valuable perspective through surveys. The District also held individual site meetings with 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. The District provides updates throughout the year to staff presenting student progress and site/district data. Initial surveys were deployed in Spring of 2024 and Year surveys were deployed in Spring of 2025.
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. Leadership reflects on LCAP metrics regularly throughout the year monitoring progress and adjusting as needed. Initial Meetings held November 2023 - May 2024. Year 2 Meetings held December 2024 - May 2025.
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 gleaning valuable perspective and information. Initial Meetings held quarterly in 2023-24. Year 2 Meetings were also held quarterly in 2024-25.
SELPA	The District also consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) 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 by the district and to celebrate their successes. Initial SELPA collaboration was on December 11, 2023 and year 2 collaboration was on April 22, 2025.

Educational Partner(s)	Process for Engagement
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 at the Regular June Board Meeting (June 11, 2024). The plan was was adopted at a Special Board Meeting two days following (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. Year 2 Meetings: June 10, 2025 & June 12, 2025.

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 junior high as well as the maintenance of library community centers. 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. Students also stated that the Positivity Project had a positive effect at school (elementary sites).

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. Parents express 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 2023-24 Surveys: 86.4% of staff and 98.6% of parents responded in favor of maintaining CSR. 2024-25 Surveys: 97.8% of staff and 94% of parents responded in favor of maintaining CSR
1.2 ELA/Reading Instruction: 2023-24 Surveys: 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.
2024-25 Survey: 91.3% of students stated Walk-to-Learn is good for students. 94.9% of staff report that Walk-to-Learn provides targeted reading support for students with deficits. 89% 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: 2023-24 Surveys: 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.
2024-25 Survey: 94% of elementary students report that their school teaches math well and prepares students for the next grade, and 91% say their school helps students when they struggle with math. 88% of Jr. High students report that their school teaches math well and prepares students for the next grade, and 84% say their school helps students when they struggle with math.
Student performance in mathematics is below standard district-wide. 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: 2023-24 Surveys: 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.
2024-25 Survey: 81% of elementary students stated the positive social-emotional impact of P2, and 92.8% of staff report specific social-emotional needs being met by P2
1.5 Library Community Centers: 2023-24 Surveys: 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. 2024-25 Survey: 96.5% of elementary students and 88.4% 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: 2023-24 Surveys: 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 2023-24 Surveys: Students-96%, Staff-95.5%, and Parents-87%. 2024-25 Survey: Students-96.5%, Staff-100%, and Parents-88%
1.8 Block Schedule (extended instructional time) for Jr. High ELA & Math: 2023-24 Surveys: the majority of parents and staff responded in favor of maintaining block scheduling. 2024-25 Survey: the majority of parents and staff continue to support FJH block scheduling.
1.9 Extensive Elective Offerings for Jr. High: 2023-24 Surveys: Over 90% of Jr. High Students support maintaining extensive elective offerings at FJH. 91% of staff and 78% of parents agree. 2024-25 Surveys: 100% Staff, 90% parents & 97% students agree.
1.10 Camp K.E.E.P. Outdoor Science Education: As the Unduplicated pupil count increases in Fruitvale, the importance of the K.E.E.P. experience has become evident. Prior practice of fundraising became a significant barrier for many students. Funding the experience for all students has been supported by all educational partners, including parents, students, and staff.

Goal 2 - Multitiered Systems of Support Components influenced by educational partners' input:
2.1 District Instruction/Intervention Support: 2023- 24 Surveys: 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.
2024-25 Survey: 91.3% of elementary students state their school helps students when they struggle with reading, and 91.2% say the same for math. 83.5% of Jr. High students state their school helps students when they struggle with reading, and 83.8% 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. 90.3% of staff stated they would benefit from professional development regarding the New Mathematics Framework. With the addition of the Program Specialist, 86.5% of staff reported special education teachers are supported in responding to student behavioral needs, and 88.2% 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: 2023-24 Surveys: 14.2% of elementary and 22.8% of Jr. High students report they do not know how to access their school counselor. 2024-25 Survey: 3.3% of elementary and 18.7% of Jr. High students report they do not know how to access their school counselor (a significant decrease). 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 continues to indicate the need for Registered Behavioral Therapists to address the highest level of behavior intervention for the District.
2.4 Social Workers: 2023-24 Surveys: 69% of FSD students are socioeconomically disadvantaged, homeless, and/or foster youth and 70% in 2024-25. Chronic Absenteeism was at 16.5% in 2023, with our highest populations being SED, Homeless and Students with Disabilities. 2024 Chronic Absenteeism reduced to just over 11%. 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. 2024-25 Surveys: 98.8% of staff and 91.4% of students report that they believe the District takes measures to ensure they are safe at school.
2.6 Attendance Management and Support: 2023-24 Surveys: 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.
2024-25 Surveys: 88% of elementary and 80% of Jr. High students report that it is important for students to come to school every day.
2.7 ELL supplemental support for students and families: 2023-24 Surveys: 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. 2024-25 Survey: 92.3% of staff, 82.1% of students report that students who are learning the English language have extra support to learn to speak, read, and write, English.
2.8 Community Engagement: Town Hall meetings with staff and parents revealed the need for improved communication as well as a desire for educational partners to engage further with their respective school sites. Respondents suggested additional family events, learning experiences for parents/guardians, and increased interaction between school staff and the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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. 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.	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: 98.6% of parents and 98.8% of staff declared their support for class size reduction.

1.2 ELA/Literacy:
Data collected identifies that overall, students in Fruitvale are performing 2.1 points above standard in ELA, with a Yellow Dashboard indicator for 2023 and 2024.

2024: Fruitvale had two district subgroups, Long Term English Learners and Students with Disabilities, in the Red indicator. School Subgroups with Red indicators: Discovery/FJH Students w/ Disabilities.
2023: African American, Hispanic, Homeless, Socioeconomically Disadvantaged, English Learners, and students with disabilities are performing below standard in ELA while the district as a whole continues to maintain performance at 2.1 points above standard. Although English Learners and students with disabilities increased performance in 2023 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 in 2023 with a Yellow Dashboard indicator and no student groups in Red. The 2024 Dashboard results reflected a 1.9 point decrease in performance, with 30.2 points below standard and an orange district indicator.
2024: LTEL and SWD students are in the Red indicator. ELL, Hispanic, Homeless, and SED subgroups are Orange as each group's performance dipped in 2024. African American students were the only subgroup that experienced a significant improvement with an increase of 6.4 points. Students with Disabilities at Columbia, Discovery, and FJH are the only subgroups in Red for their respective school site.
2023: 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 that 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 that P2 has a positive impact on campus. Lastly, 88% of staff state that 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 show that they 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 they 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. 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.

1.10 Camp K.E.E.P. Outdoor Science Educational Program: The District intends to maintain 100% of students with access in a broad course of study in Social Science, Health, PE, and visual and performing arts. K.E.E.P. is a District-sponsored educational experience for all students, regardless of their circumstances. 2023 CAST (CA Science): 30.63% Met or Exceeded Standard.

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.	2024-25 The Fruitvale School District has 0 misassigned teachers, 96.5% 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.	For 2024-25 Fruitvale has improved the fully credentialed teacher percentage by 3.5%.
1.2	Measure: Percentage of student who have access to materials Source: Local Indicator, Williams Complaint Records, Library/Instructional	100% students have access to standards aligned materials. Inventory is kept current with enrollment data. FSD has historically had no William's Complaint submissions.	100% students have access to standards aligned materials. Inventory is kept current with enrollment data. FSD has		2026-27: 100% of students have access to standards aligned materials. Inventory is kept current with enrollment data.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Services Inventory records Priority 1B: Every student in the school district has sufficient access to the standards-aligned instructional materials.		historically had no William's Complaint submissions.		FSD has historically had no William's Complaint submissions.	
1.3	Measure: School Facility Maintenance/Repair Source: Annual Facility Inspection Tool Reports Priority 1C: School facilities are maintained in good repair.	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.	The Annual FIT data reports all facilities are maintained in good repair. Endeavour Elementary is on track for their2025-2027 remodel.		2026-27: Maintain Annual FIT data reports with all facilities maintained in good repair.	No Difference, however the District looks forward to the coming modernization of Endeavour Elementary and the Special Education Hub collaboration with KCSOS.
1.4	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."	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	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		2026-27: All Teacher Evaluations will reflect the implementation of CSTP 3.1 "Demonstrating knowledge of subject matter, academic content standards, and curriculum	No Difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2A: The implementation of state board-adopted academic content and performance standards for all students.	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.The District maintains full implementation at this time.	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.		frameworks" in all classrooms.	
1.5	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.	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	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		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.	No Difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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			
1.6	Measure: Performance Distance from Standard on CAASPP Source: CA Dashboard Priority 4A: Student performance on statewide standardized assessments.	2023 Spring Dashboard Performance CA Dashboard: Fruitvale District has NO subgroups in Red for ELA/Math. 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	2024 Spring Dashboard Performance CA Dashboard: Fruitvale District has two subgroups in Red for ELA/Math: LTEL SWD. ELA: Yellow Dashboard Overall at 2.1 points above standard - maintained. ELL: Orange 29.7 points below standard - maintained Foster Youth: No performance color		2026 CA Dashboard: Maintain NO subgroups in Red for ELA/Math. ELA: Green Dashboard Overall at 10 points above standard. ELL: Increase 5 or more points SED: Increase 5 or more points LTEL: Increase 5 or more points SWD: Increase 5 or more points MATH: Green Dashboard Overall at standard. ELL: Increase 5 or more points	Fruitvale District has two subgroups in Red for ELA/Math: LTEL and SWD, a decline from Baseline. ELA: District=Yellow, maintained ELL= Orange, maintained (-2.9) Foster Youth= No performance color or data (less than 11 students) SED= Orange, maintained (-0.9) *SWD=Red, maintained (-1.0) * SWD declined from orange to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Orange 85.4 points below standard - increased 5.2 points ELA School RED Subgroup: Endeavour Elementary - Students with Disabilities 97.6 points below standard (declined 8.9 points) 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 SWD: Orange 108.5 points below standard - Increased 12.6 points CAST (CA Science): 30.63% Met or Exceeded Standard	or data (less than 11 students) *LTEL: Red 90.5 points below standard - declined 15.2 points SED: Orange 12.3 points below standard - Maintained 0.9 points SWD: **Red 86.4 points below standard - maintained -1 points *LTEL is a newly identified subgroup for 2024. 2024 ELA School Red Subgroups: Discovery & FJH - SWD (2023 RED School Subgroup Endeavour SWD improved to Orange, Increased, +25.7 points) MATH: Orange Dashboard Overall at 30.2 points below standard		SED: Increase 5 or more points LTEL: Increase 5 or more points SWD: Increase 5 or more points CAST: 55% Met or Exceeded Standard	Red in ELA for 2024. RED School Subgroup Endeavour SWD improved to Orange, increased, +25.7 points) MATH: District=Orange, maintained (-1.9), color indicator declined from yellow. ELL= Orange, declined (-9.6). SED= Orange, maintained, (-1.6) *SWD=Red, declined (-4.8). 2024 CAST= No performance color for 2024, declined (-2.1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(decreased 1.9 points). ELL: Orange 58.3 points below standard - declined 9.6 points Foster Youth: No performance color) 128.1 points below standard *LTEL: Red 134.5 points below standard - declined 9.8 points SED: Orange 44.7 points below standard - maintained -1.6 points SWD: **Red 113.3 points below standard - declined 4.8 points *LTEL is a newly identified subgroup for 2024. **SWD declined from Orange to Red in 2024. 2024 Math School Red Subgroups: Columbia, Discovery & FJH SWD			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CAST: No performance color 13.3 points below standard - declined 2.1 points 29% Met or Exceeded Standard			
1.7	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.	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.	2024 Dashboard Data (2 measures) 1. GREEN Indicator: 54.1% of all ELLs making progress toward English Language Proficiency. (increased 3.4) 2. 47.3% of ELs progressed at least one ELPI Level.		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	2024 1. Improved into the Green Dashboard = 3.4% 2. +6% of ELs progressed at least one ELPI level.
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%	2023-24 Reclassified English Fluent Rate: 19.69%		2026-27: 15% Reclassification English Fluent Rate or higher.	+5% Reclassification Rate
1.9	Measure: Survey answers to questions	2024 Climate Survey Results:	2025 Climate Survey Results:		2026-27:	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	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." Students: 83.3% Agree 6. "The Positivity Project helps our school be a better place." Students: 81% Agree Parents: 86% Staff: 88%	1. "School is a safe place for students" Staff:97.7% Agree Students: 86% Agree Parents: 87.9% Agree 2. "My school engages and motivates students" Students: 87% Agree Parents: 91% Agree Staff: 96.4% Agree 3. "Students feel connected to the staff and the school. They look forward to going to school." Students: 83% Agree Parents: 91% Agree 4. "My teacher cares about me." Students: 93.9% Agree		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
		7. "P2 teaches students how to make good choices and care for others." Students: 86% Agree Parents: 87% Agree Staff: 88%	5. "My school helps families in need." Students: 81.4% Agree 6. "The Positivity Project helps our school be a better place." Students: 78.3% Agree Parents:81.8 % Staff: 92.8% 7. "P2 teaches students how to make good choices and care for others." Students: 80.5% Agree Parents:87.8% Agree Staff: 93.2%			
1.10	Measure: Percentage of student access and enrollment in courses Source: Local Indicator, Aeries schedule enrollment Priority 7A: A broad course of study.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all school sites ensuring access for all.	100% of students have access and are enrolled in a broad course of study Social Science, Health, PE, and visual and performing arts. Detailed master schedules are adhered to at all		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	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school sites ensuring access for all.		and Mathematics Tier 1 Instructional time included.	
1.11	Measure: Unduplicated student enrollment in core subjects. 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)	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.		2026-27: 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.	No Difference
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.	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.	No Difference
1.13	Measure: Pupil Performance in Reading and Mathematics Source: Local Indicators-Acadience Reading and	2023-24 Acadience Reading Data (KEY: EOY=end of year) Kindergarten (PSF):	2024-25 Acadience Reading Data (KEY: EOY=end of year)		2026-27: Acadience Reading Data End of Year Outcomes	2025 Summative Local Acadience Reading Performance Data reflects

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Mathematics Data. Priority 8: Student outcomes.	EOY 2022-65% EOY 2023-76% EOY 2024-81% 1st Grade: (Oral Reading Fluency, Accuracy): 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%	Kindergarten (PSF): EOY 2022-65% EOY 2023-76% EOY 2024-81% EOY 2025-77% 1st Grade: (Oral Reading Fluency, Accuracy): EOY 2022-51% EOY 2023-62% EOY 2024-63% EOY 2025-71% 2nd Grade: (Oral Reading Fluency, Accuracy): EOY 2022-54% EOY 2023-66% EOY 2024-59% EOY 2025-66% 3rd Grade: (Oral Reading Fluency, Accuracy): EOY 2022-70% EOY 2023-66% EOY 2024-75% EOY 2025-72% 4th Grade: (Oral Reading Fluency, Accuracy): EOY 2022-83% EOY 2023-73% EOY 2024-73%		% of Students At or Above Benchmark K 75% (PSF) 1st 65% (ORF) 2nd 70% 3rd 75% 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%	maintaining or improving performance for all grades. Specifically End of Year: Kindergarten (PSF): -4% 1st Grade (ORF, Acccuracy): +8% 2nd Grade (ORF, Acccuracy): +7% 3rd Grade (ORF, Acccuracy): -3% 4th Grade (ORF, Acccuracy): +3% 5th Grade (ORF, Acccuracy): -9% 6th Grade (ORF, Acccuracy): +2% 7th Grade (MAZE): same 8th Grade (MAZE): -9% 2025 iReady Summative Local Data: K: -6% 1st: +2% 2nd: +1% 3rd: -2% 4th:+1% 5th: +2% 6th: -3% 7th: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 2024-69% 6th Grade: (Oral Reading Fluency Accuracy): EOY 2022-81% EOY 2023-72% 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%	EOY 2025-76% 5th Grade: (Oral Reading Fluency Accuracy): EOY 2022-63% EOY 2023-67% EOY 2024-69% EOY 2025-60% 6th Grade: (Oral Reading Fluency Accuracy): EOY 2022-81% EOY 2023-72% EOY 2024-79% EOY 2025-81% 7th Grade: (MAZE Calculated Score): EOY 2022-84% EOY 2023-90% EOY 2024 87% EOY 2025-87% 8th Grade: (MAZE Calculated Score): EOY 2022-85% EOY 2023-82% EOY 2024-91% EOY 2025-82% iReady Math Overall Score Data (at or above grade level): End Of Year			8th: same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th: 47.5% 39% 6th: 45.4% 45% 7th: 38.4% 38% 8th: 32.1% 32%	for 22-23, 23-24, 24-25, respectively: Kinder: 59.5%, 62%,56% 1st: 44%, 42%, 44% 2nd: 46.7%, 37%, 38% 3rd: 46.7%, 47%, 45% 4th: 49.53%, 49%, 50% 5th: 47.5%, 39%, 41% 6th: 45.4%, 45%, 42% 7th: 38.4%, 38%, 33% 8th: 32.1%, 32%, 32%			
1.14	Priorities 4B, 4C, 4D, 4G, 4H are not applicable to TK-8 LEA.					

Goal Analysis [2024-25]

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.

Successes: The Fruitvale School District implemented all action items in Goal 1 as planned in 2024-25.
Although few, challenges in Goal 1 were in the area of staffing. Acquiring, training, and retaining qualified staff, specifically in classified positions, was a challenge for the implementation.
1.1 Class size Reduction included maintaining a 26-student cap on grades K-3 and a 20 or 24-student cap on select TK classes.
1.2 ELA/Reading Instruction (Tier 1 Core) was implemented and included the Walk to Learn Tier 1 intervention and enrichment groupings. Fully staffing the Walk to Learn aide workforce was a priority and openings were filled in a timely manner to ensure continuity of instruction.

W2L continued to utilize the Acadience Testing and monitoring system, 95% Group Materials, and staff continued to receive professional development in the science of reading. Staff also received training and utilized the Step Up to Writing and Handwriting Without Tears curriculum.
1.3 Mathematics has been a focus for FSD in 2024-25 and will continue through the next textbook adoption cycle. The iReady and Next Gen Math platforms were used for assessment and instruction in addition to core materials. Staff received professional development with consultant, Graham Fletcher and Kyle Atkin w/ KCSOS, throughout the year.
1.4 Social Emotional Learning was supported with the use of the Positivity Project Curriculum at all school sites. Discovery Elementary was recognized as a Green Shield School for 2025 by the Positivity Project founders.
1.5 Library Community Centers continue to be the hub for each school. Accelerated Reader club is offered at district elementary schools and all libraries are open to families through the day and into the summer months.
1.6 Student Recreation Options are offered at all five school sites, providing structured recess events for students daily. Staffing has been a bit of a challenge, however the District has been diligent in seeking and hiring excellent staff to support the program.
1.7 Technology use is a constant in FSD providing all students access to instructional technology with a 1:1 ratio for devices in 1st - 8th grades. The district is committed to replace aging devices to maintain connectivity for students and staff.
1.8 FJH continues to run a block schedule which allows for extended instructional time for ELA and Mathematics daily.
1.9 FJH continues to offer extensive elective choices for students. For 2025-26 they have added a Jr. High Virtual Enterprise course to the lineup. FJH also continues to offer zero period physical education, providing students flexibility in their schedules for electives and core subjects.
1.10 FSD sent all eligible 6th graders to Camp K.E.E.P. at no cost to students and their families.

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.

1.1 Estimated Actuals is higher by $8,797 due to final placements on the salary schedule.
1.2 Estimated Actuals is lower by $253,801 because the district had remaining funds in the Educator Effectiveness Grant to pay for professional development. Additionally, the district did not spend as much as anticipated on permanent subs.
1.3 Estimated Actuals is lower by $13,659 due to final placements on the salary schedule.
1.4 No difference.
1.5 No difference.
1.6 No difference.
1.7 Estimated Actuals is lower by $88,629 as the Tech position remained open all year.
1.8 Estimated Actuals is higher by $14,759 due to final placements on the salary schedule.
1.9 Estimated Actuals is higher by $3,153 due to final placements on the salary schedule.
1.10 Estimated Actuals are higher by $31,257 due to unforeseen transportation costs and increased negotiated stipends paid to teachers for planning and attending Camp KEEP.

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

Action 1.1 CSR was effective as measured by Metric 1.2 Student Access to Core Materials, Metric 1.6 CAASPP, and Metric 1.13 Local Measures, as it contributed to the ELA Yellow Dashboard Overall at 2.1 points above standard (maintained 2.8 points). Additionally, student reading performance growth as measured by Acadience (Metric 1.13) demonstrates the effectiveness of the Action Item. K 2025 End of Year: 77% of students reading at or above benchmark. 1st Grade: 16% growth ending with 71% of students reading at or above benchmark. 2nd Grade: 6% growth ending with 66% of students reading at or above benchmark. 3rd Grade: 7% growth ending with 72% of students reading at or above benchmark

Action 1.2 ELA/Reading Program Action Item effective as measured by Metric 1.2 Student Access to Core Materials, Metric 1.6 CAASPP, and Metric 1.13 Local Measures, resulting in an ELA Yellow Dashboard Overall at 2.1 points above standard (maintained 2.8 points). Additionally, student reading performance growth as measured by Acadience demonstrates the effectiveness of the Action Item. K 2025 End of Year: 77% of students reading at or above benchmark. 1st Grade: 16% growth ending with 71% of students reading at or above benchmark. 2nd Grade: 6% growth ending with 66% of students reading at or above benchmark. 3rd Grade: 7% growth ending with 72% of students reading at or above benchmark 4th Grade: 11% growth ending with 76% of students reading at or above benchmark 5th Grade: 2% growth ending with 60% of students reading at or above benchmark 6th Grade: 3% growth ending with 81% of students reading at or above benchmark

Action 1.3 Mathematics (Tier 1) Action Item was limited in effectiveness to date as measured by Metric 1.6 CAASPP and Metric 1.13 Local Measures. FSD currently has an Orange MATH Dashboard Overall at 30.2 points below standard, with room for improvement as Action Item 1.3 is implemented.

Action 1.4 Social Emotional Learning Action Item continues to positively contribute to the school campus climate and connectedness as measured by Metric 1.9. Survey results reflect the effectiveness as students, parents, and staff continue to report the positive impacts of the SEL program. Discovery Elementary was recently awarded the Positivity Project Green Shield School recognition in the spring of 2025.

Action 1.5 Library Community Centers Action Item is effective as measured by Metric 1.10 with all students with access and enrolled in a broad course of study. Additionally, student surveys reflect their satisfaction with the Library and the importance of library access. 96.5% of students surveyed reported that the library is a safe and welcoming place. A.R. may be considered ineffective as only 25% of students surveyed state they participate in the optional A.R. club.

Action 1.6 Student Recreation Options Action Item has been very well received and effective on all sites as measured by Metric 1.9: 97% of Students surveyed report that they like games and sports during their lunch recess time.

Action 1.7 Technology Action Item continues to be a priority for students, staff, and parents as a vital instructional tool. This action item is effective as measured by Metric 1.6, CAASPP performance. Metric 1.9 reflects that 100% of staff surveyed support the maintenance and replenishment of technology for the classroom.

Action 1.8 FJH Block Schedules for ELA and Mathematics Action Item is effective as measured in Metric 1.6 CAASPP, reflecting FJH has a yellow ELA Dashboard performing 9.8 points above standard and an Orange Mathematics Dashboard maintaining at 32.3 points below standard.

Action 1.9 FJH Electives and Elementary Art (prop. 28 funded) are also effective, as evidenced by the Student Survey and School Climate survey, Metric 1.9, results. 88.5% Of Jr. High students surveyed indicated the school provides multiple options for students to be successful and 97% of students report that FJH should continue to offer elective choices for students including Agriculture, Art, Digital Arts, Color Guard, Computer Science, Drama, Gateway to Technology, Media/Journalism, Music, Chorus, Mock Trial, Robotics, and Spanish.

Action 1.10 Camp KEEP was effective, as evidenced in a 100% participation rate for eligible students. Student, Parent, and Staff feedback supports the effectiveness and continuance of Action 1.10 as measured by Metric 1.9, surveys regarding connection and climate. Students from the 2025 K.E.E.P. class at Endeavour Elementary presented the Board of Trustees a token of their appreciation in June 2025. Action 1.10 was also effective as measured by Metric 1.10, ensuring all students access to a broad course of study with numerous parents sharing their appreciation for the inclusive opportunity for all students to experience the legendary Camp KEEP outdoor science curriculum at no cost.

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.

Action 1.2 will include an additional site secured substitute teacher to improve instructional continuity for students, especially unduplicated students. Action 1.2 also includes District Certificated buyback days for professional development prior to the start of the 2025-26 school year.
Action 1.3 FSD has an increased focus on Mathematics for the coming years. Action 1.3 includes increased mathematics professional development and curriculum for K-4th and 7th/8th grade teachers. The expenditure includes substitute teacher coverage for participating teachers as well.
Action 1.5 reflects a decline in expenditures planned with a pause in book purchases for 2025-26. Additionally, the retirement of a longtime librarian resulted in a new part-time hire at a lower personnel cost.
Action 1.9 is slightly increased to add one Jr. Virtual Enterprise course to the elective offerings for 2025-26 at FJH. Additionally, FJH will be adding three CTE Engineering courses with the help of a CTE Grant.
Action 1.10 has an increase in cost to accommodate student transportation and supplies.

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.

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.	$1,796,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2022-23: 14 FTE = $1,591,282 2023-24: 13 FTE = $1,670,093 2024-25: 14 FTE =$1,756,700 This action supports smaller group instruction sizes, one-to-one teacher connections, and supports strong relationships to meet the unique needs of our unduplicated students.		
1.2	ELA/Reading Instruction (Tier 1 Core)	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. 2025-26 will include an additional site-secured substitute teacher to improve instructional continuity for students, especially unduplicated students. Action 1.2 also includes District Certificated buyback days for professional development before the start of the 2025-26 school year.	$1,321,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics Instruction (Tier 1 Core)	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. Learning Recovery Emergency Block Grant Plan: "Other State Funds" = $3,349,649 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 LREBG plan spans the 5-year expenditure timeline (through Spring 2028) with the following grades receiving the Math Specialist Program: 2023-24: 6th Grade 2024-25: 5th Grade 2025-26: 5th Grade 2026-27: 4th Grade 2027-28: 3rd Grade This action is being supported with the use of LREBG dollars as evidence from the needs assessment shows that all grade levels are performing below pre-pandemic performance levels in math and aligns with the allowable uses. The EBP of content-specialized instruction on student achievement, particularly in mathematics is supported by studies that show teachers with subject-specific training or credentials are more effective in improving math outcomes (Hill, Rowan, & Ball, 2005). The deployment of Math Specialists aligns with findings from the National Mathematics Advisory Panel, which recommends specialized and intensive interventions to support students below grade level. Further, learning recovery programs focused on math have demonstrated measurable gains when implemented by credentialed experts (What Works Clearinghouse, IES). This action serves to provide	$897,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning recovery and better prepare the 23-24 6th grade class to access junior high instruction successfully. Full LREBG Plan, Board approved 3/12/24, can be accessed here: https://docs.google.com/document/d/1yvAxmVoJmdfGm9t1O_tB4GwX5dOIo6ihiAt-SKsiNOY/edit?usp=sharing LREBG funding includes $71,781 for non-personnel expenditures and $510,969 for personnel expenditures. FSD has an increased focus on Mathematics for the coming years. For 2025-26, Action 1.3 includes increased mathematics professional development and curriculum for K-4th and 7th/8th grade teachers. The expenditure includes substitute teacher coverage for participating teachers as well.		
1.4	Social-Emotional Learning	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.	$43,975.00	Yes
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.	$53,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
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". ELOP funding includes $446,400 for non-personnel expenditures and $1,427,067 for personnel.	$2,031,997.00	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.	$443,939.00	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.	$354,740.00	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 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	$648,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and their unique needs in mind first, provide students connections to the school community and enhance their participation. 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. Prop 28 funding includes $83,108 for non-personnel expenditures and $402,641 for personnel. For 2025-26, Action 1.9 is slightly increased to add one Jr. Virtual Enterprise course to the elective offerings for 2025-26 at FJH. Additionally, FJH will be adding three CTE Engineering courses with the help of a CTE Grant.		
1.10	Camp K.E.E.P. Outdoor Science Education	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. For 2025-26, Action 1.10 has an increase in cost to accommodate student transportation and supplies.	$211,208.00	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.

2024 Dashboard Data Reflection:
11.7% of students are chronically absent, a 4.8% decline. The District now has no subgroups in the Red Dashboard Indicator.
ELA Performance maintained a yellow dashboard indicator and 2.1 points above standard. LTEL, Homeless, and Filipino subgroups declined in 2024, while SWD, ELL, Hispanic, and SED subgroups maintained their performance levels. African American, White, and Asian subgroups increased performance.
Mathematics Performance declined 1.9 points, shifting the dashboard indicator to Orange for 2024. LTEL, SWD, ELL, Hispanic, and Homeless subgroups declined in their distance from standard while SED, White, Asian and Filipino subgroups maintained. The African American subgroup improved mathematics performance by 6.4 points.

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	2024-25
Drugs	18	11	17
Controlled substance	2	3	3
Offer/Sale cont. substance	1	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	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." Source: Local Indicator	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	Fruitvale has maintained all family events and continues to see opportunities to improve family and community connectedness. In 2024-25, Endeavour Elementary has added a multicultural family celebration event inviting the diverse cultures throughout the district to share.		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.	Maintained. FSD continues to maintain family events and educational stakeholder involvement. Surveys reflect family support and connection.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3A: The efforts the school district makes to seek parent input in making decisions for the LEA and each individual schoolsite.	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 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	2025 Spring Survey: "Students and families are considered when decisions are made in the Fruitvale School District."90.9 % of parents agree - 96.2% of staff agree "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." 90.9% of parents agree - 98.9% of staff agree		Maintain survey resultsin the 90% range.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 invitation and priority registration to District events. "Students and families are considered when decisions are made in the Fruitvale School District." 95% of parents agree - 92% of staff agree "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				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	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-income, English Learner, and foster youth students.	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 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	2025 Spring Survey: "My school embraces diversity by recognizing strengths, cultures, and languages."93.9 % of parents agree - 96.2% of staff agree 2025 Local Survey (District English Learner Advisory Council Members): 100% of parents of English Learners report that information about their child's academic progress and school success is presented clearly and in a language they understand. 100% of parents of ELL students feel welcomed by the school as partners in the education of their child. 100 % of parents attend other parent		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. Maintain survey results in the 80% range.	Maintained. FSD Survey data continues to reflect cultural diversity and stakeholder connectivity.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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, English Learners, and Foster Youth receive first invitation and priority registration to District events. "My school embraces diversity by recognizing strengths, cultures, and	involvement opportunities			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		languages." 85% of parents agree - 82% of staff agree 2024 Local Survey (District English Learner Advisory Council Members): 100% of parents of English Learners report that information about their child's academic progress and school success is presented clearly and in a language they understand. 100% of parents of ELL students feel welcomed by the school as partners in the education of their child. 100 % of parents attend other parent involvement opportunities.				
2.3	Measure: Local Survey ""Special Education Students at my school have what they need to learn." and participation rates at school events. Source: Local Indicators Priority 3C: How the LEA will promote parental participation in	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	2025 Survey: "Special Education Students at my school have what they need to learn." 92.3% of students agree, 90% of parents agree, and 91.5% of staff agree.		2026-27 Continue to maintain all family events and educational stakeholder input opportunities. Provide Resource Fair opportunities at all sites.	Maintained. FSD continues to maintain family events and stakeholder input.. Survey results remain high.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	programs for students with disabilities.	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			Continue to offer Parent Project Classes throughout the school year and into the Summer. Maintain survey results in the 80% range.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 students with disabilities receive first invitation and priority registration to District events. "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.				
2.4	Measure: Attendance Rate Source: Local Indicator KiDS Database	2021-22 District Attendance Rate=92.18%	2024-25 District Attendance Rate = 95.92% 24-25 Subgroup Attendance Rates:		2026-27 Attendance rate at or above 95% annually district-wide and for all	Improved 0.8% Subgroup Attendance Rates Improved. EL: Improved 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5A: School Attendance Rates as measured by the local KiDS Database.	2022-23 District Attendance Rate=93.24% 2023-24 District Attendance Rate=95.12% 23-24 Subgroup Attendance Rates= ELL: 95.4% Foster Youth: 93.8% SED: 94.7%	LTEL: 96.3% ELL: 96.3% Foster Youth: 96.4% Homeless:94.1% SED: 95.7% Hispanic: 95.8% African American:95.7% White:96.4%		subgroups including EL, SED, and FY.	Foster Youth: Improved 2.6% SED: Improved 1%
2.5	Measure: Chronic Absenteeism Rate Source: California Dashboard Priority 5B: School Chronic Absenteeism Rates	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%) 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%)	2024 CA Dashboard Data: FSD had a Yellow indicator on the CA Dashboard for Chronic Absenteeism with 11.7% of the student population chronically absent. (a decline of 4.8%) District RED Subgroups: NONE District ORANGE Subgroups: LTEL-27.3% (-6.1%) Homeless-22.6% (-18.9%) District YELLOW Subgroups:		2026 CA Dashboard Data: NO subgroups in Red on the California Dashboard for Chronic Absenteeism. 0.5% improvement in all Red, Orange, or Yellow subgroups.	Overall Chronic Absenteeism Rate Improved. The District improved 4.8% and moved from Red to Yellow indicator on the Dashboard for 2024. Subgroup Data: "declined" = improved District RED Subgroups: NONE District ORANGE Subgroups: Homeless: Orange and declined 18.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities-21.1% (maintained 0%) District ORANGE Subgroups: None District YELLOW Subgroups: Filipino-4.5% (increased 2.1%) Hispanic-18.2% (declined 0.5%) Two or More Races-17.9% (declined 0.5%) White-15% (declined 1.5%) District GREEN Subgroup: Asian-6.1% (declined 7.3%) 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%)	African American-15.4% (-6%) ELL-11.4% (-10.4%) SWD-15.6% (-5.5%) Hispanic-12.2% (-6%) SED-14.2% (-7.7%) White-10.9% (-4%) Two or More Races-16.8% (-1.1%) District GREEN Subgroups: Asian-3% (-3.1%) District BLUE Subgroups: Filipino-1.6% (-2.8%) American Indian: No Performance Color SCHOOL SUBGROUPS (PRIOR RED) Columbia Elementary: Students w/ Disabilities -Yellow 15.6% (declined 10.8%)			District YELLOW Subgroups: SWD: Yellow and declined 5.5% SED: Yellow and declined 7.7% African American: Yellow and declined 6% White: Yellow and declined 4% Hispanic: Yellow and declined 6% ELL: Yellow and declined 10.3% Two or More Races: Yellow and declined 1.1% District GREEN Subgroup: Asian: Green and declined 3.1% District BLUE Subgroup: Filipino: Blue and declined 2.8% American Indian: No Performance Color SCHOOL SUBGROUPS (PRIOR RED)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%)	Discovery Elementary: English Learners- Yellow 14.3% (decreased 10.7%) Socioeconomically Disadvantaged- Yellow 13.7% (decreased 9.1%) Students w/ Disabilities Yellow 25.7% (decreased 0.9%) White - Green 9.1% (declined 9%) Quailwood Elementary: Socioeconomically Disadvantaged - Yellow 14.6% (declined 6.8%) Fruitvale Jr. High Hispanic - Yellow 11.7% (decreased 8.9%) Socioeconomically Disadvantaged - Yellow 16.2% (declined 10.3%)			Columbia Elementary: Students w/ Disabilities -Yellow (-10.8%) Discovery Elementary: English Learners- Yellow (-10.7%) Socioeconomically Disadvantaged- Yellow (-9.1%) Students w/ Disabilities -Yellow (-0.9%) White - Green (-9%) Quailwood Elementary: Socioeconomically Disadvantaged - Yellow (-6.8%) Fruitvale Jr. High Hispanic - Yellow (-8.9%) Socioeconomically Disadvantaged - Yellow (-10.3%)
2.6	Measure: Dropout Rate Source: Local KiDS Database	2023-24	2024-25 FSD has no Middle School Dropout		2026-27	Maintained. FSD continues to have no dropouts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5C: Middle School Dropout Rates.	FSD has no Middle School Dropout Students from FJH.	Students from FJH.		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 2024 CA Dashboard: BLUE indicator w/ 0.4% suspended at least one day (-0.1%) NO Red or Yellow ORANGE: LTEL-4.3%= 1 student (+4.3%) GREEN: ELL-0.4% (+0.4%) SWD-1.1% (no change) White-0.6% (no change) BLUE: African American-0% (no change) Asian 0% (no change) Filipino 0% (no change) Hispanic 0.3% (maintained) Homeless-0% (declined 0.9%)		FSD Suspension Data 2026 CA Dashboard: BLUE indicator w/ 0.5% suspended at least one day and N0 Subgroups in Red	Improved. Suspension rate has improved 0.1% and remains BLUE. YELLOW: NO student groups GREEN: English Learners-0% (declined 0.7%), SWD-1.1% (maintained), and White-0.6% (declined 0.8%). BLUE: African American-0% (declined 3.7%), Asian 0% (maintained), Filipino-1.5% (increased 1.5%), Foster Youth-0% (maintained), Hispanic 0.4% (maintained-0.2%), Homeless-0.9% (declined 2.4%), Socioeconomically Disadvantaged-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED-0.4% (maintained)			0.6% (declined 0.5%)
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	No students expelled in FSD in 2024-25		2026-27 Less than 2 students expelled annually in FSD.	Maintained 0 expulsions
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." 90% Students agree	2025 Survey Data: "My school is a safe place for students." 86% Students agree, 87.9% Parents agree, 97.7% Staff agree "My school makes sure I am safe." 91.4% Students agree, 94% Parents agree, 98.8% Staff agree "Students at my school feel connected to the staff and school." 81.3% Students agree, 90.9% Parents agree, 95% Staff agree "My teacher cares about me."		2026-27 Survey Data: Maintain above 80% support for the sense of connectedness and safety on District Surveys.	Maintained. FSD Survey data continues to return with high connectedness and safety.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			93.9% Students agree "The adults at my school care about me." 88.6% Students agree			

Goal Analysis [2024-25]

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.

All action items in Goal 2 were implemented as planned in 2024-25.
Challenges included staffing shortages, specifically in classified support staff.
There have been numerous successes in the implementation of Goal 2 as the Goal is directly supporting the multi-tiered systems of student support. Specifically, students and families are supported in their unique situations, provided support and assistance with barriers to attendance, instruction, behavior, and others. Every staff member dedicated to each Action Item in Goal 2 has made immense impact on the lives of our students, their families, and our staff.

Actions
2.1 Program Specialists have supported staff in ELA/Reading, Mathematics, Special Education, and Behavioral Management through professional development, modeling lessons, and walking side by side with staff to troubleshoot and provide excellent instruction for students.
2.2 The Student Support Providers, including Speech Pathologists, School Psychologists, and School Counselors, on each school site provide valuable support to the classroom, paving a path of access for all learners and providing resources to classroom teachers/administrators.
2.3 Behavior Support Services & IMPACT Class staff, which include District Registered Behavior Technicians and IMPACT Certificated and Classified Staff, support some of our highest need students and families. Their work assists students through behavioral and mental health challenges, provides stability and strategies for families and staff, with the ultimate goal of student success in their classroom with peers.
2.4 District Social Workers are an incredible asset to the Fruitvale Community. They have removed barriers to instructional access, including transportation, homelessness, food insecurity, clothing needs, medical care, and much more. FSD social workers have greatly impacted our families with compassion and connection.

2.5 School Safety Action Item has allowed the District to complete vulnerability assessments for each site, provide active assailant and stop the bleed professional development, and make informed safety decisions for our school community. The Campus Supervisor position is crucial to the success of the District in the area of school safety.
2.6 Attendance Management & Support Action Item has been a time-intensive, yet profitable endeavor. The tools and communication platform of A2A are invaluable for attendance management, and our staff has done an exceptional job in connecting with families to provide support for attendance.
2.7 English Learner and Family Supports Action Item is one of the favorite items in the LCAP for our staff. The District truly embraces the diversity in our community and celebrates our families of Reclassified English Learners annually at a Spring Board Meeting with over 85% family attendance. FSD 2024 Reclassification Rate = 19.69% We are incredibly proud of the hard work and efforts made by students, staff, and families.

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.

2.1 Estimated Actuals is higher by $59,941 due to more funding available in Title I to pay for interventions at FJH.
2.2 Estimated Actuals is lower by $2,752 due to salary placements in the salary schedule.
2.3 Estimated Actuals is higher by $1,305 due to salary placements in the salary schedule.
2.4 Estimated Actuals is lower by $32,750 due to salary placements in the salary schedule.
2.5 Estimated Actuals is lower by $10,264 due to salary placements in the salary schedule.
2.6 No difference.
2.7 Estimated Actuals is lower by $14,683 due to the consultant costing less than anticipated.

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

Action 2.1 District Instruction and Intervention Support Action Item has been effective with all three Program Specialists providing support in their area of expertise, Reading, Mathematics, and Special Education/Intervention as measured by Metric 1.13 Local Indicators, 1.4 CCSS Implementation, 1.6 CAASPP Distance From Standard, and 1.13 Local Measures of Acadience and iReady. Additinal Survey results support the effectiveness of Action 2.1: 92.4% of staff report they are supported in reading instruction, especially Tier 1 Walk to Learn and Tier 2 Intervention, 90.3% of staff report they desire professional development in the new Math Framework, and 92% of staff report that Special Education Teachers receive support in providing differentiated instruction to students.

Action 2.2 Student Support Services Action Item is highly effective as reported in Metrics 2.4 KiDS Attendance and 2.5 Chronic Absenteeism. Action 2.2 is also supported by surveys: 93.8% of staff report students have access to a counselor on site and 100% respond in favor of counseling support on each site. 89% of students surveyed indicate they know how to reach a counselor if they need help (a 3% improvement from 2024).

Action 2.3 Behavior Support Services and IMPACT Class Action Item is effective as measured by Metrics 2.7 CA Dashboard Suspension Rates and 2.8 Expulsion Rates, with FSD maintaining 0 expulsions, a Blue Suspension Rate Dashboard Indicator, and lastly, the District maintains high survey data regarding student safety and connectedness as measured in Metric 2.9.

Action 2.4 District Social Worker Services Action Item is the highest commended action item with staff and has proven effective by the 11.7% chronic absence rate for FSD (a decline of 4.8% from 2023) as measured in Metric 2.5 Chronic Abseentism and 2.4 Attendance Rates, with NO subgroups with a Red Dashboard Indicator.

Action 2.5 School Safety Action Item continues to be effective with data from Metrics 2.7 Suspension Rate, 2.8 Expulsion Rate, and 2.9 Safety/Connectedness Surveys. Suspension and Expulsion rates remain below 1% while district surveys continue to reflect student, staff, and parent confidence in school safety.

Action 2.6 Attendance Management and Support Action Item is effective when reflecting on Metrics 2.4 KiDS Attendance and 2.5 Chronic Absenteeism. FSD had a Yellow indicator on the CA Dashboard for Chronic Absenteeism, with 11.7% of the student population chronically absent. (a decline of 4.8%) with NO subgroups with a Red Dashboard Indicator.

Action 2.7 English Learner and Family Supports Action Item is effective for many reasons. Metric 2.11 Unduplicated student enrollment in core subjects, reveals English Learners are enrolled in core subjects. Additionally, Metric 2.2 reflects 96.2% of staff agree "My school embraces diversity by recognizing strengths, cultures, and languages." 2025 Local Survey (District English Learner Advisory Council Members):100% of parents of English Learners report that information about their child's academic progress and school success is presented clearly and in a language they understand. 100% of parents of ELL students feel welcomed by the school as partners in the education of their child. 100 % of parents attend other parent involvement opportunities. The District celebrates and honors the families of Reclassified English Learners annually at a Spring Board Meeting with over 85% family attendance. 2024 RFEP = 19.69%

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.

Action 2.1 For 2025-26, the District will increase professional development for Professional Learning Communities at all sites. Expenditures include extensive professional development regarding the implementation and sustaining of PLCs. PLC professional development is crucial as the district continues to strive for instructional alignment and improved student outcomes. Additionally, the District will continue in the professional development of the Multi-Tiered Systems of Support for academics and student behavior. Professional development includes consultant services, professional workshop days, and substitute coverage for attendees.

Action 2.5 The District will install upgraded school intercom and emergency notification systems in 2025-26 to improve services across the district. Lastly, the District will implement a digital mapping system for all district buildings to ensure improved response in an emergency. The digital mapping system will align with first responder databases.

Action 2.6 The District will maintain and enhance attendance support with a District Student and Safety Affairs staff position for 2025-26. This position will oversee and coordinate all attendance improvement initiatives, Student Attendance Review Board (SARB) activities, coordinate support with the School Resource Officer, oversee the development and implementation of safety plans, and provide residency support for families. Additionally, the District will increase services to families for 2025-26 by moving from a part-time School Resource Officer to a full-time contract with the Bakersfield Police Department to better serve our community.

Action 2. 7 LTEL Academic and Attendance Support is a new addition to action item 2.7 for 2025-26, following new regulations that require a specific action for LTELs. FSD has 19 LTELS who took the CAASPP and reflect the Red Dashboard Indicator for ELA and Mathematics. 2.8 will be measured by Metrics 1.7 ELL Performance and Progress, 1.8 EL Reclassification Rate, and 2.5 Chronic Absenteeism.

Action 2.8 Community Engagement is a new Action item added to Goal 2 for 2025-26 to provide increased and improved services to our unduplicated pupil group. Prior practice regarding community engagement was left to many different parties, including site and district administrators. The increased need for excellent communication, supports, and family engagement efforts as reported by educational partners at LCAP input events, led to the addition of a certificated position with a focus on community engagement. The position will manage and improve district communications through social media, messaging, and increased community events.

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.

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, choosing and planning instructional interventions/enrichment, and providing professional development in the science of reading. 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, choosing and determining instructional plans for interventions and/or enrichment, and provide professional development in the latest mathematics framework.	$1,215,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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". The District will continue in the professional development of the Multi-Tiered Systems of Support for academics and student behavior. Professional development includes consultant services, professional workshop days, and substitute coverage for attendees. For 2025-26, the District will increase professional development for Professional Learning Communities at all sites. Expenditures include extensive professional development regarding the implementation and sustaining of PLCs. PLC professional development is crucial as the district continues to strive for instructional alignment and improved student outcomes.		
2.2	Student Support Services	Fruitvale School provides student support services to students based on need. Support services include Counseling, Counseling Intern Support, Psychologist Services, and Speech/Language Therapy. Each school site	$960,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		has a full-time School Counselor and School Psychologist. The District employs seven speech pathologists providing therapy to students in preschool through eighth grade. Students with Disabilities reflected growth on the California Dashboard in 2023 allowing the District to Exit Differentiated Assistance. Counselors and Counseling Interns are the first support for attendance intervention and will provide intervention for 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%) This action addresses the lowest performance level (Red Indicator) for LEA and School Site student groups for Chronic Absenteeism		
2.3	Behavior Support Services and IMPACT	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. 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.	$174,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	District Social Worker Services	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. 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%) 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 The District contracted for one day per week (6hrs) of Substance Abuse Prevention and Counseling at FJH in 2024-25. 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-related infractions, to treat the concerning behavior and the possible root	$290,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 workers 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. The District will install upgraded school intercom, classroom sound equipment, and emergency notification systems in 2025-26 to improve services across the district. Lastly, the District will implement a digital mapping system for all district buildings to ensure improved response in an emergency. The digital mapping system will align with first responder databases.	$539,963.00	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%)	$368,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fruitvale Jr. High-Hispanic 20.6% (increased 1.2%), Socioeconomically Disadvantaged 26.5% (increased 0.6%) The District will maintain and enhance attendance support with a District Student and Safety Affairs staff position for 2025-26. This position will oversee and coordinate all attendance improvement initiatives, Student Attendance Review Board (SARB) activities, coordinate support with the School Resource Officer, oversee the development and implementation of safety plans, and provide residency support for families. Additionally, the District will increase services to families for 2025-26 by moving from a part-time School Resource Officer to a full-time contract with the Bakersfield Police Department to better serve our community.		
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 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. LTEL Academic and Attendance Support: The District will provide specific supports for LTELs in multiple ways: 1. Professional Development for Teachers and Staff regarding ELL strategies and supports for instruction. 2. Social Workers, Counselors, and Administrators will monitor LTEL attendance, communicate with families when concerns arise, and seek to remove barriers to student attendance. 3. District staff will hold site informational meetings with intermediate and jr. high students and families regarding the LTEL process, progress avenues for exiting, and areas of support.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Community Engagement	The District will increase and improve community engagement with the addition of a Community Engagement Credentialed position for 2025-26. The new position will manage and increase communication through the use of district communication avenues such as Parent Square, Social Media, and Websites. Additionally, family engagement events will be added to each site to increase educational partner involvement district-wide, with an emphasis on unduplicated pupils. Family engagement events will include, but not be limited to, parent supports, community resource fairs, family educational experiences, and recreation events.	$225,556.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,838,977	$763,707

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
24.198%	1.496%	$476,620.53	25.694%

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	**Action:** Class Size Reduction in Kindergarten through 3rd grade. **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	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
	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. Educational partner surveys reflect support from unduplicated pupils, parents, and their teachers for maintaining small class sizes in Kinder through third grade. **Scope:** Schoolwide		
1.2	**Action:** ELA/Reading Instruction (Tier 1 Core) **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	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.	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

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
	many unduplicated pupils require extra support and/or enrichment in reading/literacy. **Scope:** LEA-wide		
1.3	**Action:** Mathematics Instruction (Tier 1 Core) **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 . **Scope:** LEA-wide	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)	District CAASPP ELA Performance Data Grades 3-8. CA Dashboard Data as measured in Metric 1.6.
1.4	**Action:** Social-Emotional Learning **Need:**	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	School Climate Surveys as measured by Metric 1.9

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
	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. 2024 Survey: 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 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 **Scope:** LEA-wide	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.	
1.5	**Action:** Library Community Centers/A.R. Club **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.	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.	Access and Event Participation Tracking as measured in metric 1.10.

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	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. 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 **Scope:** LEA-wide		
1.6	**Action:** Student Recreation Options **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.	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.	School Climate Surveys as measured by Metric 1.9

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	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). Educational partner feedback from unduplicated students, parents, and school staff, reflect high levels of support for free recreational options for students at our schools. **Scope:** LEA-wide		
1.7	**Action:** Technology **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	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.	District CAASPP ELA Performance Data Grades 3-8. CA Dashboard Data as measured in 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
	staff provided overwhelming support for the continued support of technology in education. 2024 Survey: 1. "Technology is a vital component of instruction (chromebooks, teacher devices, projectors, classroom technology)." 96% of staff agree, 87% of parents agree, and 96% of students agree CAASPP Assessments in ELA, Mathematics, and Science are administered technologically. Unduplicated pupils continue to perform below the "all" student group in Fruitvale: 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. 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. **Scope:** LEA-wide		
1.8	**Action:** Jr. High Block Schedule for ELA/Math **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	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.	CAASPP Performance Data and CA Dashboard Academic 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
	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. An achievement gap still remains between Unduplicated Subgroups and the All Student performance data for grades 7 & 8 on the 2023 California Dashboard: 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. 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. 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.		

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	Scope: Schoolwide		
1.9	**Action:** Jr. High Elective Offerings/Elementary Arts **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	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.	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

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	connected to the school and appreciate the elective options provided in Jr. High. Additionally, they report the value of zero period offered to them. 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 **Scope:** Schoolwide		
1.10	**Action:** Camp K.E.E.P. Outdoor Science Education **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	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.	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

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	(NON-SED: 63% Below Standard) 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% 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. **Scope:** Schoolwide		
2.1	**Action:** District Instructional and Intervention Support **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: ELA "All Students": Green Indicator and performance of 17.6 points above standard	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. 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	Other Pupil Outcomes as measured by metric 1.13

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	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. 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. 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) 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.	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. These actions are provided on an LEA-wide basis because all students benefit from excellent instruction and academic supports.	

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	Scope: LEA-wide		
2.2	**Action:** Student Support Services **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%	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.	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

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
	KiDS Chronic Absence Rate Data for Unduplicated Pupils: 2022-24.94%, 2023-21.78%, 2024-12.66% Educational partner feedback from our low-income families indicated that many students need additional support from specialists. **Scope:** LEA-wide		
2.3	**Action:** Behavior Support Services and IMPACT **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. 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	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.	CA Dashboard Climate Data (Suspension Rate) as measured by metric 2.7.

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	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. **Scope:** LEA-wide		
2.4	**Action:** District Social Worker Services **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%) The unique needs of unduplicated pupils and their families require trained, licensed social worker services and connection to community	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.	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

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
	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. 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 **Scope:** LEA-wide		
2.5	**Action:** School Safety **Need:**	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.

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	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. 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 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% Although suspensions have decreased, increased incidents support the need for the School Safety Action Item. **Scope:** LEA-wide	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.	

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
2.6	**Action:** Attendance Management and Support **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% 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% 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. **Scope:** LEA-wide	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.	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
2.8	**Action:** Community Engagement **Need:**	This Community Engagement action will provide families with access and connectivity to resources and supports that they otherwise may not have access to, or be aware of through traditional	CAASPP Performance Distance from standard on CA Dashboard as measured by Metric 1.6

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	Action item 2.8 has been developed from the reflection of data for unduplicated pupils including Chronic Absenteeism and CAASPP performance. Fruitvale's unduplicated pupil group reflects a higher chronic absenteeism rate than the district-wide rate and non-UPP subgroups: LTEL-27.3%, Homeless - 22.6%, ELL 11.4%, SED 14.2% while the district-wide rate is 11.7%. Fruitvale's unduplicated pupil group performs below district-wide and non-UPP subgroups: CAASPP ELA: LTEL-90.5 points below standard, ELL-29.7 points below standard, Homeless-44.4 points below standard, SED 12.3 points below standard, while the district-wide rate is 2.1 points above standard. Fruitvale's unduplicated pupil group performs below district-wide and non-UPP subgroups: CAASPP MATH: LTEL-134.5 points below standard, ELL-58.4 points below standard, Homeless-89.3 points below standard, SED 44.7 points below standard, while the district-wide rate is 28.3 points below standard. **Scope:** LEA-wide	teacher to family or Principal to Family interactions. Engaging educational partners builds trust, connection, and a sense of belonging for students and families at their school site. Although this action is defined by the need of our unduplicated students. It will be offered on an LEA wide basis to strengthen the school community as a whole through increased community engagement efforts.	and Chronic Absenteeism rates on CA Dashboard as measured by Metric 2.5.

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
2.7	**Action:** English Learner and Family Supports **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. The 2025 LCAP added a new requirement to support Long Term English Learners. 2024 Dashboard reflects the following LTEL Performance: ELA: Red Dashboard Indicator with LTELs (19 students) scoring 90.5 Points below standard (-15.2 points) MATH: Red Dashboard Indicator with LTELs (19 students) scoring 134.5 points below standard (-9.8 points)	The unique needs of LTEL students and their families are addressed through staff professional development, language acquisition programs, and attendance support/recovery efforts. Academic supports and teacher development specific to LTEL student needs will support the academic success of students while the attendance recovery and support component will remove barriers to student absences, providing students with daily access to valuable instruction.	English Learner Performance as measured by metric 2.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism: Orange Dashboard Indicator with LTELs (22 students) at 27.3% Chronically Absent (-6.1%) **Scope:** Limited to Unduplicated Student Group(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.

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

2025-26 Total Planned 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	$32,394,523	$7,838,977	24.198%	1.496%	25.694%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,323,739.00	$2,941,966.00	$0.00	$320,254.00	$11,585,959.00	$8,983,771.00	$2,602,188.00

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	$1,796,692.00	$0.00	$1,796,692.00				$1,796,692.00	
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	$1,190,037.00	$131,488.00	$1,321,525.00				$1,321,525.00	
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	$582,969.00	$314,360.00	$314,579.00	$582,750.00			$897,329.00	
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	$47,465.00	$6,236.00	$53,701.00				$53,701.00	

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	$1,560,597.00	$471,400.00	$158,530.00	$1,873,467.00			$2,031,997.00	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$43,939.00	$400,000.00	$443,939.00				$443,939.00	
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	$354,740.00	$0.00	$354,740.00				$354,740.00	
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	$559,973.00	$88,108.00	$162,332.00	$485,749.00			$648,081.00	
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, Discovery, Endeavour, and Quailwood Elementary Schools 6th Grade	Ongoing	$6,208.00	$205,000.00	$211,208.00				$211,208.00	
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	$1,043,548.00	$172,245.00	$916,329.00			$299,464.00	$1,215,793.00	
2	2.2	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$960,336.00	$0.00	$960,336.00				$960,336.00	
2	2.3	Behavior Support Services and IMPACT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$169,135.00	$5,000.00	$174,135.00				$174,135.00	

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	$268,881.00	$21,200.00	$269,291.00			$20,790.00	$290,081.00	
2	**2.5**	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,037.00	$427,926.00	$539,963.00				$539,963.00	
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	$111,658.00	$257,250.00	$368,908.00				$368,908.00	
2	**2.7**	English Learner and Family Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	**2.8**	Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$175,556.00	$50,000.00	$225,556.00				$225,556.00	

2025-26 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
$32,394,523	$7,838,977	24.198%	1.496%	25.694%	$8,323,739.00	0.000%	25.695 %	**Total:**	$8,323,739.00
								LEA-wide Total:	$5,790,767.00
								Limited Total:	$8,000.00
								Schoolwide Total:	$2,524,972.00

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	$1,796,692.00	
1	1.2	ELA/Reading Instruction (Tier 1 Core)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,321,525.00	
1	1.3	Mathematics Instruction (Tier 1 Core)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,579.00	
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	$53,701.00	

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	$158,530.00	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,939.00	
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	$354,740.00	
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	$162,332.00	
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	$211,208.00	
2	2.1	District Instructional and Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$916,329.00	
2	2.2	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$960,336.00	
2	2.3	Behavior Support Services and IMPACT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,135.00	
2	2.4	District Social Worker Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,291.00	
2	2.5	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,963.00	
2	2.6	Attendance Management and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,908.00	
2	2.7	English Learner and Family Supports	Yes	Limited to Unduplicated	English Learners	All Schools	$8,000.00	

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)				
2	**2.8**	Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,556.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,162,005.00	$9,864,579.00

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	$1,750,000.00	$1,758,797
1	**1.2**	ELA/Reading Instruction (Tier 1 Core)	Yes	$1,231,265.00	$977,464
1	**1.3**	Mathematics Instruction (Tier 1 Core)	Yes	$626,068.00	$612,409
1	**1.4**	Social-Emotional Learning	Yes	$43,975.00	$43,975
1	**1.5**	Library Community Centers/A.R. Club	Yes	$82,798.00	$82,798
1	**1.6**	Student Recreation Options	Yes	$1,815,514.00	$1,815,514
1	**1.7**	Technology	Yes	$497,249.00	$408,620
1	**1.8**	Jr. High Block Schedule for ELA/Math	Yes	$336,158.00	$350,917
1	**1.9**	Jr. High Elective Offerings/Elementary Arts	Yes	$569,594.00	$572,647
1	**1.10**	Camp K.E.E.P. Outdoor Science Education	Yes	$201,518.00	$232,775
2	**2.1**	District Instructional and Intervention Support	Yes	$1,324,382.00	$1,384,323

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Student Support Services	Yes	$934,482.00	$931,730
2	**2.3**	Behavior Support Services and IMPACT	Yes	$170,788.00	$172,093
2	**2.4**	District Social Worker Services	Yes	$302,048.00	$269,298
2	**2.5**	School Safety	Yes	$113,666.00	$103,402
2	**2.6**	Attendance Management and Support	Yes	$142,500.00	$142,500
2	**2.7**	English Learner and Family Supports	Yes	$20,000.00	$5,317

2024-25 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)
$6,478,463	$6,899,016.00	$6,576,110.00	$322,906.00	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	$1,750,000.00	$1,758,787		
1	1.2	ELA/Reading Instruction (Tier 1 Core)	Yes	$1,231,265.00	$977,464		
1	1.3	Mathematics Instruction (Tier 1 Core)	Yes	$71,655.00	$71,655		
1	1.4	Social-Emotional Learning	Yes	$43,975.00	$43,975		
1	1.5	Library Community Centers/A.R. Club	Yes	$82,798.00	$82,798		
1	1.6	Student Recreation Options	Yes	$181,881.00	$181,881		
1	1.7	Technology	Yes	$497,249.00	$408,620		
1	1.8	Jr. High Block Schedule for ELA/Math	Yes	$336,158.00	$350,917		
1	1.9	Jr. High Elective Offerings/Elementary Arts	Yes	$130,055.00	$134,710		
1	1.10	Camp K.E.E.P. Outdoor Science Education	Yes	$201,518.00	$232,775		
2	2.1	District Instructional and Intervention Support	Yes	$711,945.00	$708,188		
2	2.2	Student Support Services	Yes	$934,482.00	$931,730		
2	2.3	Behavior Support Services and IMPACT	Yes	$170,788.00	$172,093		

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	2.4	District Social Worker Services	Yes	$279,081.00	$269,298		
2	2.5	School Safety	Yes	$113,666.00	$103,402		
2	2.6	Attendance Management and Support	Yes	$142,500.00	$142,500		
2	2.7	English Learner and Family Supports	Yes	$20,000.00	$5,317		

2024-25 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)
$31,850,667	$6,478,463	1.803%	22.143%	$6,576,110.00	0.000%	20.647%	$476,620.53	1.496%

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

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