

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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(661) 366-7221 LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119, and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process			Impact on LCAP
The Fairfax School District involved all stakeholders in the development of this LCAP through a series of meetings. During each meeting, the District Superintendent discussed LCFF, needs of the District, and the 8 State priorities. These meetings were held on the following dates:			<p>All data collected through meetings and surveys was compiled and summarized by the District. Themes began to emerge across the board through the analysis of all stakeholder data.</p> <p>The themes that captured the stakeholder data input were Academics, English learner support, Parent Education, and School Connectedness and Safety.</p> <p>The District began to design the Local Control Accountability Plan based on the goals identified through current reality and data as well as stakeholder input.</p> <p>A draft LCAP was provided to both bargaining units as well as all staff and parent advisory groups to allow additional feedback.</p> <p>A Public hearing was held on June 12, 2014 to review LCAP draft plan and provide opportunities for input.</p> <p>The Fairfax School District Board of Trustees approved the LCAP on June 26, 2014.</p>
Date	Time	Stakeholder Group	
10/2/13	9 AM	District Confidential Classified	
10/2/13	1:15 PM	Classified Staff -- ASES/Cafeteria	
10/7/13	9 AM	Fairfax Middle School Classified	
10/7/13	2:50 PM	Fairfax Middle School Certificated	
10/8/13	9 AM	District Administration	
10/14/13	8:45 AM	Virginia Avenue School Classified	
10/14/13	2:40 PM	All Certificated	
10/21/13	9 AM	Shirley Lane Classified	
10/21/13	3:05 PM	Shirley Lane Certificated	
10/24/13	6 PM	Parent/Community Townhall Meeting	

Involvement Process			Impact on LCAP
11/4/13	9 AM	MOT Classified	
11/4/13	2:15 PM	Virginia Avenue Certificated	
11/14/13	7PM	Fairfax School District Board of Trustees	
11/19/13	10 AM	District English Language Advisory Committee (DELAC)	
11/21/13	6 PM	Parent/Community Townhall Meeting	
12/3/13	10 AM	Fairfax Middle School Students	
12/3/13	2:30 PM	Shirley Lane School Students	
2/11/14		Parent Survey Distributed	
2/11/14		Student Survey Distributed	
5/7/14		LCAP draft shared with administrative cabinet	
5/7/14		LCAP draft shared with CTA to allow for feedback	
5/7/14		LCAP draft shared with CSEA to allow for feedback	
5/22/14	11:30 AM	LCAP draft shared with Parent Advisory Committee to allow for feedback	
5/22/14	6 PM	Parent/Community Townhall Meeting	
6/12/14	6 PM	Public Hearing – LCAP & Budget	
6/26/14	6 PM	Board Approval – LCAP & Budget	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer

pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or Indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Based upon classroom observation data and Academic Program Survey (APS) results for all schools in the district, the current level of Common Core State Standards implementation ranges from partial to	The District will fully implement the Common Core State Standards as defined by the CDE's APS criteria.	All Pupils	All District Schools	Annual APS data collection	The current level of CCSS implementation is mostly partial.	The current level of CCSS implementation is mostly partial to substantial.	The current level of CCSS implementation is mostly substantial to fully.	Priority #'s 1,2,4,5,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
minimal.								
52.6% of all English learner students are meeting AMAO 1 as measured by the Title III report based on the annual CELDT	70% of all English learner students will improve by at least one proficiency level on their overall score as measured by the annual CELDT assessment.	1st -8th grade English learners	All District Schools	Review of annual CELDT assessment	60% of all EL will improve one level	65% of all EL will improve one level	70% of all EL will improve one level	Priority #'s 2,4,7
Based on sign-in sheets and observations, parent engagement decreases as student's	The District will increase the level of parent engagement from 62% to 92% throughout all	All District Families	All District School	Review of sign-in sheets and observations.	Parent Engagement will increase by 10% from baseline	Parent Engagement will increase by 20% from baseline	Parent Engagement will increase by 30% from baseline	Priority #'s 1,2,3,4,5,6,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or Indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
progress to the next grade level.	grade levels.							
Based upon California Healthy Kids Survey and District Parent Survey results for all schools in the district, the current level of school connectedness and school safety will increase from the baseline of 57%.	The District will increase the level of school connectedness and school safety from 57% "High" to 87% "High".	All District families	All District schools	Review of CHKS results and District Parent survey results	67% of the survey results will reflect "high".	77% of the survey results will reflect "high".	87% of the survey results will reflect "high".	Priority #s 3,5,6,7,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
GOAL #1 The District will fully implement the Common Core State Standards as defined by the CDE's APS criteria.	1,2,4,5,8	<ol style="list-style-type: none"> Provide CCSS aligned instructional materials. (Science & Math adoptions) Increase staff collaboration time for PLC's. Add STEM teacher to all K-6 campuses. Professional Development in STEM. Update library resources with an increase to non-fiction titles. New library facility at Virginia Avenue School. 	District wide District wide Elementary Schools K-6 STEM Teachers District wide Virginia Avenue School	Administer and review results of annual APS. Review all local and state assessment data.	<ol style="list-style-type: none"> 281,000 LCFF CCSS No Cost 210,738 LCFF Title I 9,000 LCFF 67,000 LCFF 28,000 LCFF 	<ol style="list-style-type: none"> 405,000 CCSS No Cost 217,060 EIA/LCFF Title I No Cost No Cost 9,500 LCFF 	<ol style="list-style-type: none"> 50,000 CCSS No Cost 223,572 LCFF Title I No Cost No Cost 9,500 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		7. Add/update computer labs.	District wide		7. 22,000 LCFE, Ongoing & Major Maintenance	7. No Cost	7. No Cost
		8. Continued CCSS professional development.	District wide		8. No Cost	8. No Cost	8. No Cost
		9. Peer tutoring program.	Elementary Schools		9. No Cost	9. No Cost	9. No Cost
		10. Administrative professional development for monitoring and implementation of CCSS units of study.	District wide		10. 11,828 CCSS	10. No Cost	10. No Cost
		11. Literacy Standard training for 7 th /8 th grade staff.	Fairfax Jr. High		11. 2,420 CCSS	11. No Cost	11. No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		12. Next Generation Science Standard training.	District wide		12. No Cost	12. 8,360 CCSS	12. No Cost
		13. Increase intervention services in the District after school program.	ASES program participants		13. 1,350 LCFF	13. 1,350 LCFF	13. 1,350 LCFF
		14. Expand Migrant Saturday School to include all students based on need.	District wide		14. No Cost	14. 67,765 EIA/LCFF	14. 67,765 EIA/LCFF
		15. 1/1 initiative with iPad minis	District pupils		15. No Cost	15. 80,000 Lottery	15. 80,000 Lottery
		16. Maintain high quality instruction to all students with competitive salaries.	District wide		16. 354,082 LCFF	16. 718,786 LCFF	16. 1,094,113 LCFF
		17. OPEB contributions	District wide		17. No Cost	17. 275,000 LCFF	17. 275,000 LCFF
		18. Student support for oral presentations and	District pupils grades 4-8		18. 11,700 LCFF	18. 11,700 LCFF	18. 11,700 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
GOAL #2 70% of all English learner students will improve by at least one proficiency	2,4,7	19. Library Media teacher projects. 20. District Preschool 21. Increase Special Education Aide Support (4 additional aides)	District wide District wide	Annual review of CELDT and local assessment data.	19. 82,224 LCFF 20. No Cost 21. 141,666 Special Ed/LCFF	19. 84,691 LCFF 20. No Cost 21. 143,082 Special Ed/LCFF	19. 87,231 LCFF 20. No Cost 21. 144,513 Special Ed/LCFF
					1. English Language Development Standard training. 2. Align ELA units of study with ELD standards and instruction.	District wide EL's District wide EL's	1. 15,600 Title III 2. 12,880 LCFF

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
level on their overall score as measured by the annual CELDT assessment.		3. Classroom teachers administer CELDT assessment.	District wide EL's		3. No Cost	3. No Cost	3. No Cost
		4. Analyze local assessments and CELDT results to target student's needs in specific domains.	District wide EL's		4. No Cost	4. No Cost	4. No Cost
		5. Utilize ELD standard's based trimester assessments.	District wide EL's		5. 11,520 LCFF	5. 11,520 LCFF	5. 11,520 LCFF
		6. Continue staff development on the use of research based English Learner instructional strategies.	District wide EL's		6. No Cost	6. No Cost	6. No Cost
		7. English learner support in primary	District wide		7. 268,032	7. 276,073 Title I,	7. 284,355

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		language. (Maintain current bilingual aides)	EL's	Annual review of follow-up data and local assessment data.	Title I, EIA/LCFF 8. 143,725 Title I Title III LCFF	EIA/LCFF 8. 148,037 Title I Title III LCFF	Title I, LCFF 8. 152,478 Title I Title III LCFF
GOAL #3 The District will increase the level of parent engagement from 62% to 92% throughout all grade levels.	1,2,3,4, 5,6,8	<ol style="list-style-type: none"> 1. Establish a Parent Education Center. 2. Expand the use of Parent Portal to all grade levels. 3. Provide childcare for Back to School Nights, Parent Teacher Conferences, and Parent Education activities. 4. Student Support Specialist to serve as parent/ Community liaison. <i>(increase by</i> 	<p>District wide</p> <p>District wide</p> <p>District wide</p> <p>District wide</p>	Annual review of sign-in sheets and observations..	<ol style="list-style-type: none"> 1. No Cost 2. 8,625 LCFF 3. 6,494 LCFF, Title I 4. 129,481 LCFF 	<ol style="list-style-type: none"> 1. 74,289 LCFF 2. 8,625 LCFF 3. 6,689 LCFF, Title I 4. 133,365 LCFF 	<ol style="list-style-type: none"> 1. 76,518 LCFF 2. 8,625 LCFF 3. 6,890 LCFF, Title I 4. 137,366 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		<p>5. Increase staff development on creating opportunities for targeted parent outreach.</p> <p>2 FTE)</p>	District wide		5. No Cost	5. No Cost	5. No Cost
<p>GOAL # 4</p> <p>The District will increase the level of school connectedness and school safety from 57% "High" to 87% "High".</p>	3,5,6,7,8	<p>1. The District will reorganize school sites into a neighborhood school configuration.</p> <p>2. Town hall meetings will be conducted by the District to give families and community members a forum to communicate concerns and/or ideas.</p> <p>3. Increase opportunities for student (ie.</p>	District wide District wide	Annual review of CHKS results and District Parent survey results. Review suspension and attendance data.	<p>1. 573,816.90 LCFF</p> <p>2. No Cost</p> <p>3. 112,064 LCFF, Title I</p>	<p>1. 15,120 LCFF</p> <p>2. No Cost</p> <p>3. 98,765 LCFF, Title I</p>	<p>1. 15,120 LCFF</p> <p>2. No Cost</p> <p>3. 98,765 LCFF, Title I</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		clubs, field trips, tutoring, programs). 4. Establish AVID program. 5. Update District and school site safety plans with consultation from parents and community. 6. Update Fairfax Jr. High front office configuration. 7. Expand electives offered. (One semester 1 st year) 8. Deferred Maintenance (Fund 14) 9. Ongoing and major maintenance	District wide District wide Fairfax Jr. High District wide District wide		4. No Cost 5. 1,500 LCFF 6. 11,471 LCFF 7. 41,112 LCFF 8. 134,648 LCFF 9. 475,206 Ongoing & Major Maintenance	4. 22,357 LCFF 5. 1,500 LCFF 6. No Cost 7. 83,457 LCFF 8. 590,966 LCFF 9. 522,727 Ongoing & Major Maintenance	4. 7,155 LCFF 5. 1,500 LCFF 6. No Cost 7. 85,961 LCFF 8. 386,231 LCFF 9. 574,999 Ongoing & Major Maintenance

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		10. PE Teacher	Elementary Schools		10. 82,224 LCFF	10. 84,691 LCFF	10. 87,231 LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All Goals 80% of all English learner students will improve by at least one proficiency level on their overall score as measured by the annual CELDT assessment.	2,4,7	For low income pupils: For English learners: 1. English Language Development Standard training. 2. Align ELA units of study with ELD standards and instruction. 3. Classroom teachers administer CELDT assessment.	LEA Wide	Annual review of CELDT and local assessment data.	1. 15,600 Title III	1. No Cost	1. No Cost
					2. 12,880 EIA/LCFF	2. No Cost	2. No Cost
			District wide EL's		3. No Cost	3. No Cost	
			District wide EL's				

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		4. Analyze local assessments and CELDT results to target student's needs in specific domains.	District wide EL's		4. No Cost	4. No Cost	4. No Cost
		5. Utilize ELD standard's based trimester assessments.	District wide EL's		5. 11,520 EIA/LCFF	5. 11,520 EIA/LCFF	5. 11,520 EIA/LCFF
		6. Continue staff development on the use of research based English Learner instructional strategies.	District wide EL's		6. No Cost	6. No Cost	6. No Cost

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		7. English learner support in primary language.	District wide EL's		7. 268,032 Title I, EIA/LCFF	7. 276, 073 Title I, EIA/LCFF	7. 284,355 Title I, EIA/LCFF
ALL GOALS		For foster youth:	LEA wide				
80% of all English learner students will improve by at least one proficiency level on their overall score as measured by the annual CELDT assessment.	2,4,7	For redesignated fluent English proficient pupils: 1. Continue District Language Department services.	District wide Redesignated proficient students	Annual review of follow-up data and local assessment data.	1. 107,952 Title I Title III EIA/LCFF	1. 111,191 Title I Title III EIA/LCFF	1. 114,526 Title I Title III EIA/LCFF

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

1. The Fairfax School District's increase in funds from LCFE based on Supplemental and Concentration Grants is \$ \$2,368,254.
2. The District is expending its LCFE Supplemental and Concentration Grant funds as determined by district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in these Sections 3A & 3B.
3. **Districtwide and School wide Justifications:**
 - 93.64% of the Fairfax School District's pupils are identified as either low income, English learner or foster youth, and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFE Supplemental and Concentration Grant funds would be to implement and support State Priorities for all students in the Fairfax School District.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Fairfax School District will increase or improve services is 22.4%.
2. Services for low income, foster youth and English learners will be increased/improved as identified in Section 2 of this LCAP and its actions for implementing these goals, as outlined in these Sections 3A & 3B. 93.64% of the Fairfax School District's pupils are identified as either low income, English learner or foster youth.
 - Increase STEM Instruction
 - Saturday School
 - Professional Development
 - Provide Common Core appropriate materials and instruction

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code: 20

U.S.C. Section 6312.