



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fairfax Elementary School District

CDS Code: 15-163461

School Year: 2024-25

LEA contact information:

Lora Brown

Superintendent

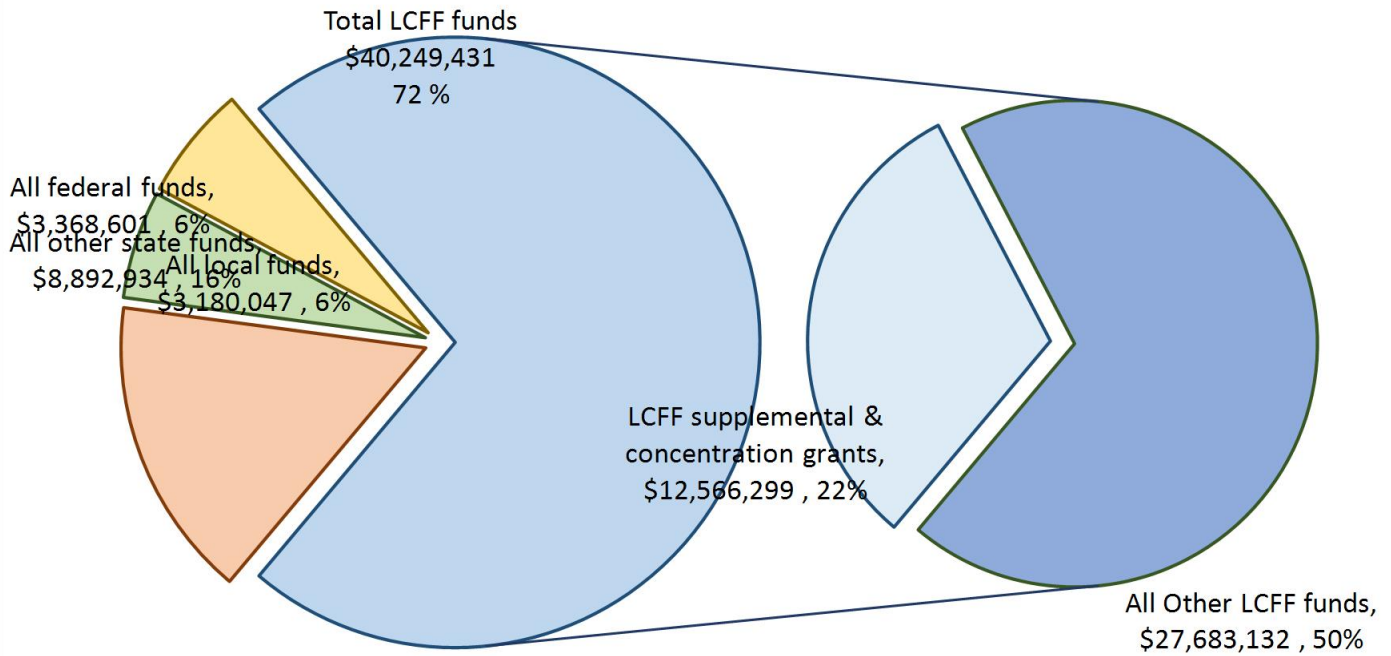
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(661) 366-7221

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### **Budget Overview for the 2024-25 School Year**

# Projected Revenue by Fund Source

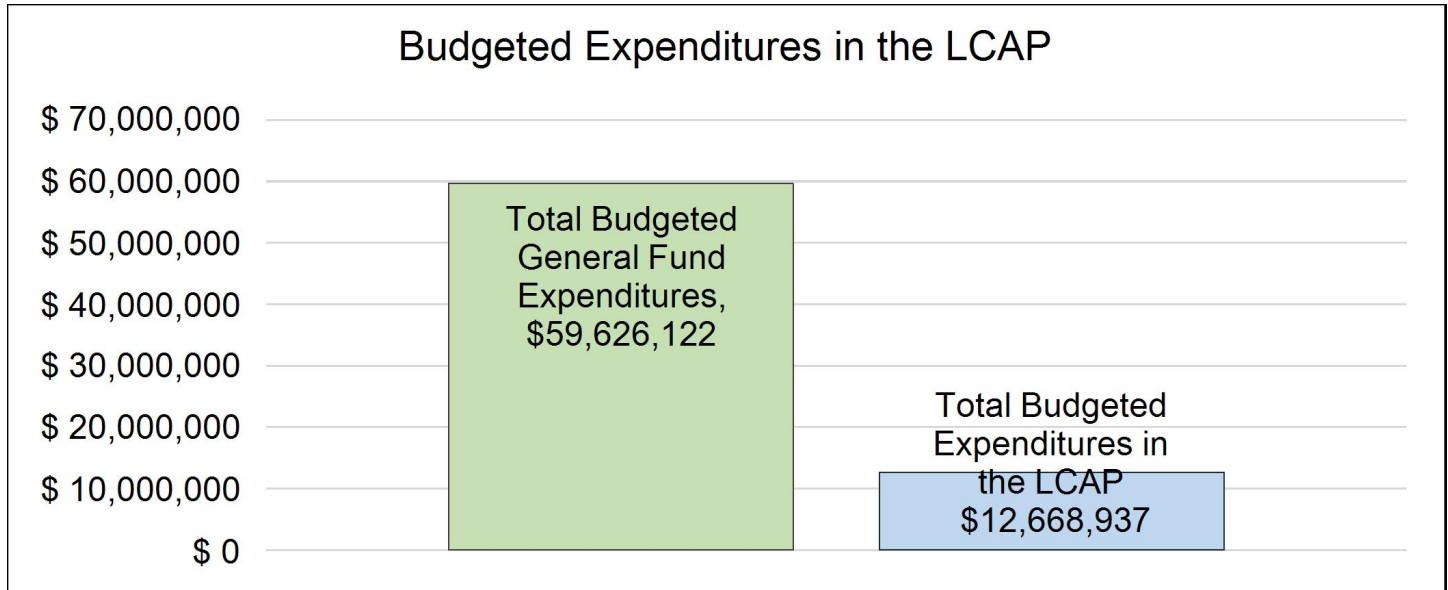


This chart shows the total general purpose revenue Fairfax Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fairfax Elementary School District is \$55,691,013, of which \$40,249,431 is Local Control Funding Formula (LCFF), \$8,892,934 is other state funds, \$3,180,047 is local funds, and \$3,368,601 is federal funds. Of the \$40,249,431 in LCFF Funds, \$12,566,299 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 Fairfax Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fairfax Elementary School District plans to spend \$59,626,122 for the 2024-25 school year. Of that amount, \$12,668,937 is tied to actions/services in the LCAP and \$46,957,185 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the effective operation of our school, we allocate funds across various categories to ensure all aspects of education and school management are covered:

**Certificated Salaries:** We allocate \$18,953,975 to pay our teachers and other certified staff, who are integral to delivering quality education. This ensures that experienced professionals are available to guide our students.

**Classified Salaries:** Around \$8,692,036 is allocated for the wages of our support staff, including aides, custodians, and administrative personnel. These individuals are crucial for maintaining a supportive and functional learning environment.

**Employee Benefits:** We invest \$13,489,307 in employee benefits, which covers health insurance, retirement plans, and other benefits for our staff. This helps us retain top talent by providing comprehensive benefits packages.

**Books and Supplies:** To ensure our classrooms are well-equipped, we allocate \$5,000,933 for textbooks, instructional materials, and necessary classroom supplies. This ensures that students have access to the resources they need for their studies.

Services and Other Operating Expenditures: We spend \$5,997,269 on various services and operating costs such as maintenance, utilities, and professional development for staff. These services are essential for the day-to-day running of the school and maintaining our facilities.

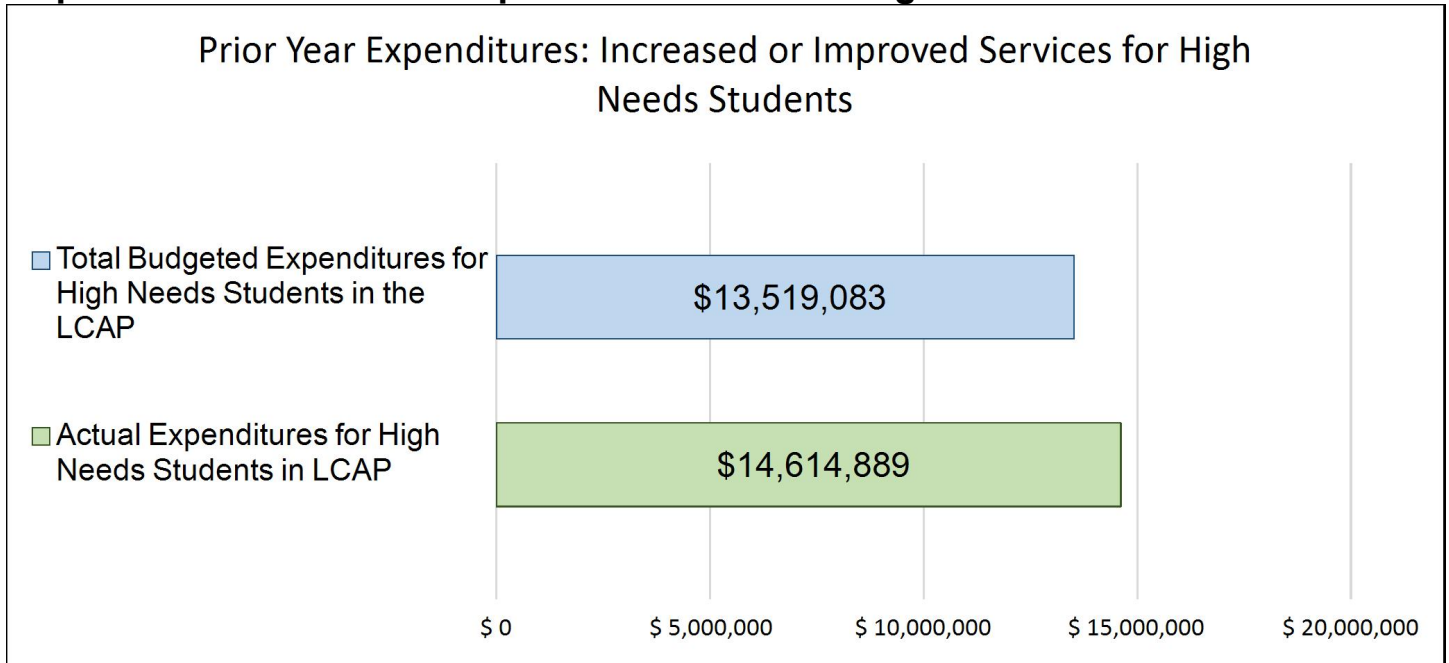
Capital Outlay: For major purchases and improvements, such as new buildings, equipment, and technology infrastructure, we have allocated \$6,210,170. This investment ensures that our school remains modern and well-equipped.

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

In 2024-25, Fairfax Elementary School District is projecting it will receive \$12,566,299 based on the enrollment of foster youth, English learner, and low-income students. Fairfax Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fairfax Elementary School District plans to spend \$12,668,937 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Fairfax Elementary 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 Fairfax Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Fairfax Elementary School District's LCAP budgeted \$13519083 for planned actions to increase or improve services for high needs students. Fairfax Elementary School District actually spent \$14614889 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fairfax Elementary School District	Lora Brown Superintendent	lbrown@fairfaxsd.us (661) 366-7221

# Goals and Actions

## Goal

Goal #	Description
1	Students will demonstrate continuous progress toward mastery of common core state standards that will prepare them for college and career readiness through grade level standards-based instruction and targeted support from highly-qualified teachers.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student performance: CAASPP Priority 4a	<p>Due to the COVID-19 pandemic, 2019-2020 CAASPP data is not available. 2018-2019 CAASPP data:</p> <p>ELA: 43.3 points below standard (increased 9.5%)</p> <p>Math: 73.2 points below standard (increased 9.3%)</p> <p>Science: 29.93% Met or Exceeded</p>	<p>No CAASPP data for the 2020-21 school year. In lieu of CAASPP, the district utilized STAR for progress monitoring and reporting purposes. Scores are reported as percentage at or above grade level:</p> <p>STAR Reading: All students: 26%</p> <p>Socioeconomic Disadvantaged: 24%</p> <p>English Learners: 10%</p> <p>Foster Youth: N/A</p>	<p>2022 Dashboard: ELA- all students 65.3 DFS; SED 69.3; EL 81.4 (Current ELs 112.8 DFS); FY no performance level</p> <p>Math- all students 92.1 DFS; SED 95; EL 104.5 (current ELs 131.3); FY no performance level.</p> <p>2022-2023 STAR Reading/Math as reported by KiDS</p> <p>STAR Reading: All students: 27%</p> <p>Socioeconomic Disadvantaged: 30%</p>	<p>2023 Dashboard: ELA- all students 63.7 DFS; SED 65.6; EL 82.4 ; FY no performance level</p> <p>Math- all students 89.8 DFS; SED 91.4; EL 103.9; FY no performance level.</p> <p>2023-2024 STAR Reading/Math as reported by KiDS</p> <p>STAR Reading: All students: 31%</p> <p>Socioeconomic Disadvantaged: 32%</p> <p>English Learners: 12%</p>	<p>2023-2024 CAASPP data:</p> <p>ELA: 23.3 points below standard</p> <p>Math: 53.2 points below standard</p> <p>Science: 34% Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		STAR Math: 37%  Socioeconomic Disadvantaged: 35%  English Learners: 21%  Foster Youth: N/A	English Learners: 10%  Foster Youth: N/A  STAR Math:  All students: 37%  Socioeconomic Disadvantaged: 36%  English Learners: 22%  Foster Youth: N/A	Foster Youth: N/A  STAR Math:  All students: 41%  Socioeconomic Disadvantaged: 39%  English Learners: 25%  Foster Youth: N/A  Science 10.05% met or exceeded	
Local Indicator: Reflection Tool  Priority 2a	2020-2021  Progress in providing professional learning for teaching: average score of 4  Progress in making instructional materials align to standards: average score of 5  Progress in implementing policies/programs: average score of 4	2021-2022  Progress in providing professional learning for teaching: average score of 4.4  Progress in making instructional materials align to standards: average score of 5  Progress in implementing policies/programs: average score of 4	2022-2023  Progress in providing professional learning for teaching: average score of 4.4  Progress in making instructional materials align to standards: average score of 5  Progress in implementing policies/programs: average score of 4.4	2023-2024  Progress in providing professional learning for teaching: average score of 4.4  Progress in making instructional materials align to standards: average score of 5  Progress in implementing policies/programs: average score of 4.4	2023-2024  Progress in providing professional learning for teaching: average score of 5  Progress in making instructional materials align to standards: average score of 5  Progress in implementing policies/programs: average score of 5



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Progress in implementing standards in all content areas: 2.6</p> <p>Success in engaging teachers/school administrators in the listed activities: 3.3</p>	<p>Progress in implementing standards in all content areas: 3</p> <p>Success in engaging teachers/school administrators in the listed activities: 3.3</p>	<p>Progress in implementing standards in all content areas: 4.2</p> <p>Success in engaging teachers/school administrators in the listed activities: 4</p>	<p>Progress in implementing standards in all content areas: 3.4</p> <p>Success in engaging teachers/school administrators in the listed activities: 4</p>	<p>Progress in implementing standards in all content areas: 5</p> <p>Success in engaging teachers/school administrators in the listed activities: 5</p>
<p>Local Indicator: Total Teacher Misassignments</p> <p>Priority 1a</p>	2021: 0 teachers	2022: 0 teachers	2023: 0 teachers	2023: 2 teachers	2023-2024: 0 teachers
<p>District measure: total number of teachers holding either a provisional internship permit (PIP), total number of short-term staff permits (STSP) or hired as an intern.</p> <p>Priority 1a</p>	<p>2021:</p> <p>PIP - 0</p> <p>STSP - 0</p> <p>Interns - 7</p>	<p>2022:</p> <p>PIP - 1</p> <p>STSP - 1</p> <p>Interns - 5</p>	<p>2022-2023</p> <p>PIP - 9</p> <p>STSP - 4</p> <p>Interns - 3</p>	<p>2023-2024</p> <p>PIP - 9</p> <p>STSP - 4</p> <p>Interns - 3</p>	<p>2023-2024</p> <p>PIP - 0</p> <p>STSP - 0</p> <p>Interns - 0</p>
<p>Access to a Broad Course of Study as defined by student enrollment and review of master schedule</p>	<p>All students have access to a broad course of study according to review of student course</p>	<p>All students have access to a broad course of study according to review of student course</p>	<p>All students have access to a broad course of study according to review of student course</p>	<p>All students have access to a broad course of study according to review of student course</p>	<p>All students have access to a broad course of study according to review of student course</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7a	enrollment and the master schedule.	enrollment and the master schedule.	enrollment and the master schedule.	enrollment and the master schedule.	enrollment and the master schedule.
Review of Designated and Integrated ELD implementation Priority 2b	Programs and services will enable 100% of English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Programs and services will enable 100% of English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Programs and services will enable 100% of English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Programs and services will enable 100% of English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Programs and services will enable 100% of English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.
Every student in the district has sufficient access to standards aligned instructional materials as measured by material inventory and student enrollment. Priority 1b	100% of students in the district has sufficient access to standards aligned instructional materials	100% of students in the district has sufficient access to standards aligned instructional materials	100% of students in the district has sufficient access to standards aligned instructional materials	100% of students in the district has sufficient access to standards aligned instructional materials	100% of students in the district has sufficient access to standards aligned instructional materials
Programs and services provided to low income, English learner and foster youth students. Priority 7b	A review of Designated and Integrated ELD implementation, multi-tiered system of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted	A review of Designated and Integrated ELD implementation, multi-tiered system of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted	A review of Designated and Integrated ELD implementation, multi-tiered system of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted	A review of Designated and Integrated ELD implementation, multi-tiered system of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted	A review of Designated and Integrated ELD implementation, multi-tiered system of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	intervention and support.	intervention and support.	intervention and support.	intervention and support.	intervention and support.
Programs and services provided to students with disabilities. Priority 7c	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.
Priority 4b (% of pupils who have successfully completed A-G requirements): NA	NA	NA	NA	NA	NA
Priority 4c (% of pupils who have successfully completed CTE pathways): NA	NA	NA	NA	NA	NA
Priority 4d (% of pupils who have successfully completed both B & C): NA	NA	NA	NA	NA	NA
Priority 4g (% of pupils who pass AP exams with a score of 3 or higher): NA	NA	NA	NA	NA	NA
Priority 4h (% of pupils who demonstrate preparedness for college by the Early Assessment of	NA	NA	NA	NA	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Preparedness (EAP) or any assessment of college preparedness): NA					
Physical Fitness Test (PFT) Priority 8	PFT percentage of students in "needs improvement" in the 2018-2019 PFT:  Aerobic Capacity: 36.5% Body Composition: 19.2% Abdominal Strength: 28.8% Trunk Extension Strength: 5.8% Upper Body Strength: 44.2% Flexibility: 30.8%	PFT percentage of students in "needs improvement" in the 2020-2021 PFT:  Aerobic Capacity: 55.9% Body Composition: N/A Abdominal Strength: 57.3% Trunk Extension Strength: 20.6% Upper Body Strength: 53.5% Flexibility: 41.0%	PFT percentage of students in "needs improvement" in the 2021-2022 PFT:  Aerobic Capacity: 55.9% Body Composition: N/A Abdominal Strength: 54.4% Trunk Extension Strength: 19.5% Upper Body Strength: 51.8% Flexibility: 35.0%	PFT percentage of students in "needs improvement" in the 2022-2023 PFT:  Aerobic Capacity: 55% Body Composition: N/A Abdominal Strength: 54% Trunk Extension Strength: 19% Upper Body Strength: 52% Flexibility: 35%	PFT percentage of students in "needs improvement" in the 2023-2024 PFT:  Aerobic Capacity: 33% Body Composition: 17% Abdominal Strength: 26% Trunk Extension Strength: 4.8% Upper Body Strength: 40% Flexibility: 27%

## Goal Analysis

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

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

Action 1.1: State adopted instructional materials: This action was fully implemented as all students were provided to ensure they have access to quality instruction that supports them making progress towards mastering the CCSS.

Action 1.2 Supplemental Instructional Services:

The implementation of supplemental instructional services has been fully achieved. Support services, including Reading Specialists (3), STEM teachers (3), Instructional Aides (39), Coordinator of Student Support (4), and Teachers on Special Assignment - Academic

Intervention (4), have been provided as planned. Additionally, a variety of supplies and programs, such as books, Acadience, iReady, Read 180, 95% Group, Renaissance Learning, AVID, Pitsco Learning Labs, online tutoring services, and Thinking Maps, have been made available to enhance the quality of education for unduplicated students. This comprehensive approach aims to ensure that students show growth towards mastery of the Common Core State Standards.

#### Action 1.3 & 1.5 Education Technology Support:

Education technology support has played a crucial role in providing teachers with additional resources to support their students. Over the course of the year, students read over 50,000 books digitally, spending nearly 14,000 hours engaged in reading. In addition, all students visited the library, which has been a complement to this. The combination of digital and physical resources has led to over 7,000 Accelerated Reader quizzes being taken. Additionally, staff were provided with professional development for incorporating Education Technology programs. There was an increased change in adult knowledge, as evidenced by over 350 surveys returned from PD sessions that indicated they learned new things to support students in the classroom with educational technology programs.

#### Action 1.4 Increased Intervention Opportunities:

Despite the funding for this action being redirected, implementing these programs were effective in providing intervention opportunities to students. This year, the program had a shift in program design that expanded the hours of students being served as well as more students being served in the after school intervention program. The "Achievers" program involves a deliberate pairing of after-school programs and school academics. Students received more targeted interventions, as evidenced by an increase in the number of students being served from approximately 300 to nearly 500 students. Our summer school program offered a robust experience for students, with a variety of field trips and project based learning opportunities taking place. There were over 650 students who participated in the program. Teachers reported that students were engaged and excited about coming to summer school. The shift in program design expanded the number of students served and the hours of intervention provided. The "Achievers" program, combining after-school activities with academic support, saw increased participation and positive feedback from teachers regarding student engagement. The robust summer school program also received positive reviews from both students and teachers, indicating the effectiveness of increased intervention opportunities in supporting student academic growth.

#### Action 1.6 Professional Development:

All staff members were provided professional development throughout the year. Over 200 people participated in professional learning this year and had the opportunity to take part in the following: During the Professional Development (PD) sessions, educators engaged in various opportunities to enhance their teaching practices. The "Using Data to Target Instruction" session equipped teachers with the skills to plan instruction using learning progressions, identify recommended skills, and navigate software for effective data utilization. Another session, "Connecting Literacy in Learning," emphasized the integration of literacy with content and thinking skills, providing specific content searches and best practices for supporting diverse learners. Illuminate training focused on building new item bank assessments, creating and sharing assessments, and generating reports to inform data-driven decisions. Educators delved into MAPPS Visual Support Strategies, covering classroom management techniques, behavior analysis approaches, and the implementation of visual schedules, choice boards, and token

economies. The "Evidence-Based Behavior Management" session addressed assessing and responding to unique student needs, exploring positive behavior approaches and reinforcement strategies. A focus on Social and Emotional Learning (SEL) included creating an inclusive environment, fostering self-regulation, and establishing classroom rules. Function-Based Interventions incorporated the use of Functional Behavior Assessment (FBA) and Applied Behavior Analysis (ABA) with structured, predictable routines. Emergency Response training provided essential skills for responding to emergencies on campus, buses, or field trips, including the use of Narcan, EpiPen, CPR, and other health-related procedures. The "De-escalation" session equipped educators with techniques and management strategies for handling challenging behaviors, emphasizing effective communication, and improving relational approaches. The "Nearpod" session explored libraries, creating lessons, integrating multimedia, and real-time progress monitoring to enhance student engagement. "Harmonizing Excellence" focused on elevating professional relationships through dynamic teamwork, fostering a supportive environment within schools. Apple Technology training covered basics, managing students' iPad screens in real-time, launching apps, and creating an interactive digital learning environment. The iReady sessions analyzed and responded to student growth following the second i-Ready diagnostic, adjusting instruction and monitoring progress. For teachers involved in the IVS SmartBoard 101 and 102 sessions, the training introduced them to interactive whiteboard lessons and explored advanced functionalities. There were over 600 responses to a survey asking what they learned from these opportunities. Over 98% indicated they had a positive experience and their knowledge on specific areas were increased to support student learning with a focus unduplicated pupils.

#### Action 1.7 Recruiting and Hiring Highly-Qualified Teachers:

Ensuring the recruitment and retention of highly qualified teachers is crucial for fostering a successful educational environment for students. In the 2022–2023 school year, a mentorship program was implemented to support the professional development of new teachers, with 32 educators benefiting from mentorship. This program has continued, with 30 of these teachers choosing to continue their teaching journey, returning for the 2023–24 school year. This initiative underscores the commitment to providing ongoing support and fostering a positive and growth-oriented teaching community. Teachers said they felt their mentors supported them and that they had someone to support them as new teachers. This enabled them to spend more time on lesson planning and learning the programs and curriculum to become more effective teachers.

#### Action 1.8 Special Education Support:

Action 1.8, which focuses on providing support for Special Education students, has been successfully implemented. Action 1.8 has effectively enhanced resources and support for Special Education students within the district. The dedicated support of Special Education staff has been instrumental in providing improved services and support for unduplicated special education students within the district.

#### Action 1.9 Physical Education Aide:

Action 1.9, which involved the addition of a Physical Education aide, has been fully implemented in supporting students in the area of Physical Education. PE teachers reported that the additional support allowed them to better assist students in smaller groups, ultimately enhancing the quality of Physical Education instruction.

Action 1.10 Class Size Reduction: The analysis of data suggests that implementing measures to maintain lower class sizes under Action 1.10 has been successfully implemented.

Action 1.11 Teacher on Special Assignment: This action was partially implemented. We were unable to fill this position at Fairfax Junior High. It was decided that adding a second counselor would be more beneficial to our students.

Action 1.12 Equitable Facilities: Due to delayed construction timelines, it appears that Action 1.12 has yet to be fully implemented, as construction is scheduled to begin in the upcoming summer. Therefore, it is challenging to assess the effectiveness of this action based on the provided data. However, once implemented, equitable facilities are expected to contribute positively to student learning environments and overall academic achievement within the Fairfax School District.

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

Action 1.1: No Material Difference

Action 1.2: The cost increased due to labor negotiations, cost of increased benefits due to new hires being pers eligible, multi-year negotiated contracts to create district savings in out years,

Action 1.3: The cost increased due to labor negotiations. Additionally, Action 1.3 also absorbed a completed smartboard upgrade from previous year..

Action 1.4: Services initially budgeted under this action were redirected to other funding sources.

Action 1.5: The cost increased due to labor negotiations.

Action 1.6: Professional development expenses were lower than anticipated.

Action 1.7: The Fairfax School District encountered the need to hire twice as many interns and preliminary credential teachers as initially planned.

Action 1.8: No Material Difference

Action 1.9: The cost increased due to labor negotiations.

Action 1.10: No Material Difference

Action 1.11: No Material Difference

Action 1.12: No Material Difference

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

The analysis of the effectiveness for all actions in the 3-year LCAP cycle is not as straight-forward as it has been in previous years. The issue at hand is that this LCAP was written in 2020. As we can all recall, we did not have a California Dashboard dataset to use as a baseline due to the COVID-19 global pandemic. Because we did not have data to use, but were still required to use California Dashboard data, we used the most recent dataset that was available at the time which was from the 2018-2019 California Dashboard. As we have never previously navigated a global pandemic that resulted in school closures and varying levels of distance learning, we did not anticipate the loss of learning and the significant change in student performance. Because of this, it is not necessarily a straightforward comparison to analyze effectiveness from a dataset before the pandemic to a dataset after the pandemic. This required type of data analysis directly impacts our ability to determine if these action steps were successful or not. The following analysis will speak to the required comparison of 2023 data to 2019 data, even though we acknowledge that such a comparison may not be a completely adequate process to determine effectiveness. We believe that including the change in data points from 2022-23 to 2023-24 helps gives us better understanding of effectiveness.

Actions 1.1, 1.2, 1.10, and 1.11 :

Based on the data provided from the 2018-2019, 2020-2021, and 2022-2023 academic years, it is evident that the actions implemented by the district have not effectively addressed the academic challenges faced by students. In 2018-2019, ELA proficiency was 43.3 points below standard and increased by only 9.5%, while Math proficiency was 73.2 points below standard and increased by 9.3%. Additionally, Science proficiency was reported at only 29.93% Met or Exceeded. Despite efforts to improve student performance, the transition to utilizing STAR for progress monitoring in 2020-2021 still revealed low percentages of students performing at or above grade level in STAR Reading (All students: 26%, Socioeconomic Disadvantaged: 24%, English Learners: 10%, Foster Youth: N/A) and STAR Math (All students: 37%, Socioeconomic Disadvantaged: 35%, English Learners: 21%, Foster Youth: N/A). While there were some improvements in ELA and Math proficiency levels in the 2022-2023 academic year (ELA: all students 63.7 DFS, Math: all students 89.8 DFS), the percentages remain below desired standards, especially among English Learners. Furthermore, the data from 2023-2024 continues to show low percentages of students performing at grade level in STAR Reading (All students: 31%, Socioeconomic Disadvantaged: 32%, English Learners: 12%, Foster Youth: N/A) and STAR Math (All students: 41%, Socioeconomic Disadvantaged: 39%, English Learners: 25%, Foster Youth: N/A). The persistent challenges in student proficiency levels across multiple academic years suggest that the actions taken by the district may not have been fully effective in addressing the underlying academic needs of students.

While the 3 year outcomes were not achieved, it is important to include a comparison between 2022 and 2023 as those are the only two California Dashboard datasets after the pandemic that we have. When comparing the two datasets, it's evident that there has been growth in



student performance in both ELA and Math from 2022 to 2023. In ELA, for instance, all students' performance increased from 65.3 DFS to 63.7 DFS, indicating progress towards the standard. This decrease suggests that students are moving closer to the standard, which is a positive trend. Additionally, there was an decline in scores for English Learners in ELA, from 81.4 DFS to 82.4 DFS. Similarly, in Math, while there was a minor increase for all students from 92.1 DFS to 89.8 DFS, there was a decrease for English Learners, from 104.5 DFS to 103.9 DFS, signifying progress towards proficiency. These shifts in performance suggest that targeted interventions and instructional strategies may have positively impacted specific student groups, particularly English Learners. Furthermore, looking at STAR Reading and Math data, there is a noticeable increase in the percentage of students meeting grade-level proficiency standards from 2022 to 2023. For example, in STAR Reading, the percentage of all students meeting proficiency increased from 27% to 31%, which indicates an overall improvement in student achievement. Similarly, in STAR Math, the percentage increased from 37% to 41%, reflecting positive growth. This indicates that students are making progress towards meeting proficiency standards, particularly English Learners, who saw an increase in Math proficiency from 22% to 25%. Overall, while there may have been minor fluctuations in individual performance metrics, the overarching trend suggests positive growth and improvement in student outcomes between the two time periods.

Action 1.3 and 1.5: Education Technology Support was ineffective because the integration of digital resources with classroom instruction lacked consistent implementation, limiting its impact on student achievement. Survey data from teachers indicate that they feel that they are effectively able to use the technology in their classrooms with their students. However, student achievement did not increase from 2018-19 to 2022-23, resulting in these actions being declared as ineffective.

Action 1.4: Increased Intervention Opportunities was ineffective because the intervention programs implemented did not adequately address the specific learning needs of students, resulting in limited academic progress and growth.

Action 1.6: Professional Development was ineffective because the professional learning opportunities provided did not sufficiently address the instructional needs of teachers or effectively promote the implementation of research-based instructional practices, resulting in a lack of overall growth on the CAASPP assessment.

Action 1.7: While we firmly believe that we have hired and retained highly-qualified and impactful teachers, we were still unable to hire 100% fully credentialed teachers. We believe that this action step was still effective as our new teachers were all supported with a one on one mentor who met with them regularly and provided support and guidance. A focus group with mentor teachers as well as new teachers indicated that they felt supported. However, as all action steps are required to speak on the 3-year effectiveness, and we did not meet our 3-year academic outcomes, this action step is labeled as ineffective.

Action 1.8 Special Education Support: The support of Special Education staff has been instrumental in providing additional resources to our unduplicated special education students. SWD students increased in math 6.2 points on the CAASPP test.

Action 1.9 Physical Education Aide: This action was proven to be beneficial as PE teachers reported that the additional support of a PE aide allowed them to better assist students in smaller groups. However, it was the physical fitness test for 5th and 8th grade students showed an increase in the percentage of students in the needs improvement category.

Action 1.12 Equitable Facilities: Due to delayed construction timelines, this action step has yet to be implemented. The timeline has been moved for construction to begin this summer.

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

Action 1.1: This action is not being included in the next LCAP.

Action 1.2: Changes to Action 1.2 include conducting a comprehensive review of resource allocation and program effectiveness to ensure that resources are targeted towards evidence-based interventions that support student learning and achievement. We believe this will strengthen supplemental instructional services by ensuring that resources are strategically directed towards interventions that effectively address student needs and promote academic growth and mastery of the Common Core State Standards.

Actions 1.3 and 1.5: Changes to Action 1.3 & 1.5 Education Technology Support include enhancing professional development opportunities for teachers to deepen their understanding of educational technology tools and strategies for effective integration into instruction. We believe this will strengthen student engagement and achievement by empowering teachers to leverage educational technology tools to create dynamic and interactive learning experiences that meet the diverse needs of students.

Action 1.4: Changes to Action 1.4 include refining the selection and implementation of intervention programs to ensure they are evidence-based and targeted towards addressing identified student learning needs effectively. We believe this will strengthen academic support for students by providing more targeted and comprehensive intervention opportunities that address specific learning needs and contribute to improved academic outcomes.

Action 1.6: Changes to Action 1.6 include redesigning professional development sessions to focus on specific areas of instructional need and providing teachers with practical strategies and resources for effective classroom instruction. We believe this will strengthen educator effectiveness by equipping teachers with the knowledge, skills, and strategies necessary to effectively support student learning and growth.

Action 1.7 Changes to Action 1.7 include enhancing mentorship and induction programs to provide new teachers with comprehensive support and professional development opportunities. We believe this will strengthen teacher retention and effectiveness by fostering a supportive and growth-oriented teaching community and providing new educators with the necessary support to thrive in their roles.

Action 1.9 This action will continue, however, we will change the way we measure effectiveness. Instead of using the physical fitness test, we will use the change in how we measure effectiveness to the engagement of students as evidenced through the administrative walkthrough. It will also be moved to the new Goal 3 (student engagement)

Action 1.10 Changes to Action 1.10 include reassessing class size targets and implementing additional strategies to address the underlying academic needs of students and promote their success in the classroom. We believe this will strengthen student learning outcomes by ensuring that class size reduction efforts are aligned with evidence-based practices and effectively address student needs.

Action 1.11: This action will carry over to the next LCAP cycle however the total spots for this will reduce from 4 to 3.

Action 1.12 Equitable Facilities: Due to delayed construction timelines, this action step was ineffective because it has yet to be implemented. The timeline has been moved for construction to begin this summer.

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

# Goals and Actions

## Goal

Goal #	Description
2	All English Learners will be provided high-quality instruction in English Language Development in order make progress toward English language proficiency.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners making progress toward English proficiency as measured by the ELPAC and the California School Dashboard.  Priority 4e	Due to the COVID-19 pandemic, not all students were able to complete the 2019-2020 ELPAC. Using 2018-2019 ELPAC data:  Level 4: 16.4% Level 3: 37.8% Level 2: 30.1% Level 1: 15.7%  47.4% of English learners making progress towards English proficiency.	2020-2021 ELPAC scores:  Level 4: 12% Level 3: 35% Level 2: 37% Level 1: 16%  52.37% of English learners making progress towards English proficiency as reported in Kern Integrated Data System	2021-2022 ELPAC scores:  Level 4: 13% Level 3: 31% Level 2: 39% Level 1: 18%  According to the 2022 CA Dashboard, 43.5% of EL students were making progress towards English Language Proficiency.	2022-2023 ELPAC scores:  Level 4: 16.5% Level 3: 33.7% Level 2: 29.4% Level 1: 20.3%  According to the 2023 CA Dashboard, 49.1% of EL students were making progress towards English Language Proficiency.	2023-2024 ELPAC: Level 4: 20% Level 3: 39% Level 2: 32% Level 1: 9%  55% of English learners making progress towards English proficiency.
EL Reclassification rate as measured by Dataquest.  Priority 4f	2019-2020: 7.7%	2020-2021: 7.3% as reported in Kern Integrated Data System	2021-2022: 7.28% as reported in Kern Integrated Data System	2022-2023: 11.17% as reported in Kern Integrated Data System on 4/12/24.	2023-2024: 10%

# Goal Analysis

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

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

Action 2.1 English Language Learner Instructional Support: We were successful in implementing Teacher on Special Assignment (TOSA) positions at each school site, which demonstrates a commitment to enhancing instructional support for EL students. Additionally, the district was able to provide instructional aides to provide targeted support to students which signifies a proactive approach to addressing individual learning needs. The allocation of funds for materials and supplies underscores the district's investment in creating a supportive learning environment for EL students. Ensuring targeted support for English Language Learners (EL) during daily designated sessions requires careful scheduling and allocation of resources to accommodate diverse student needs. Coordinating efforts across multiple school sites to provide consistent instructional support poses logistical challenges.

Action 2.2 Professional Development: The provision of targeted professional development opportunities signifies a proactive approach to enhancing teacher capacity in English Language Development (ELD). Elementary teachers were provided ELD training with a focus on language objective development. It was a struggle to find a time when all Junior High teachers are available at the same time. This will be addressed in a training at the beginning of next year. By investing in teacher training and resources, the district demonstrates a commitment to improving instructional practices for EL students, potentially leading to enhanced academic outcomes and language proficiency.

Action 2.3 ELD Curriculum: We were successful in implementing Lexia English (formerly known as Rosetta Stone English). All students in grades K-8 took the diagnostic to determine their level of language proficiency. Students spend between 30-60 minutes per week on the program.

Action 2.4: Early Childhood Instructional Aide Language Support: The implementation of the deployment of instructional aides specializing in early childhood education has proven effective in providing targeted support for TK and Kindergarten EL students. Through small group instruction and classroom support, instructional aides have facilitated integrated ELD instruction. Additionally, the allocation of materials and supplies has created a supportive learning environment conducive to the academic growth of TK and Kindergarten EL students.

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: There was an increased cost due to labor negotiations.
- 2.2: No Material Difference
- 2.3: No Material Difference
- 2.4: No Material Difference

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

Action 2.1, 2.2, and 2.3 were partially effective because while we did not fully achieve the desired outcome of specific percentages of students at each level of the ELPAC, there were improvements observed when comparing the 2023-24 academic year to the baseline data of 2018-19. The baseline data indicated that 47.4% of EL students were making progress towards English proficiency, whereas in 2023, this percentage increased to 49.1%. However, we did not meet the desired outcome of 55%. Additionally, we exceeded our reclassification goal, with 11.7% of students reclassified as reported by KiDS. Notably, there was a significant improvement in EL students' progress from 2022 to 2023, both post-pandemic years, which can be attributed to the direct intervention efforts of TOSAs working with students at each school site. This intervention had a discernible impact on ELPAC scores, with Level 4 proficiency increasing from 13% to 16.5%, Level 3 proficiency increasing from 31% to 33.7%, and Level 1 proficiency increasing from 18% to 20.3%. However, there was a slight decrease in Level 2 proficiency from 39% to 29.4%. Moreover, according to the 2022 CA Dashboard, the percentage of EL students making progress towards English Language Proficiency increased from 43.5% to 49.1%, representing a notable improvement in the rate of progress among EL students within the district. Despite these improvements, EL students' performance remained relatively stable in ELA and Math on CAASPP assessments, with a slight decrease in ELA scores and a marginal increase in Math scores.

Action 2.4: Early Childhood Instructional Aide Language Support: This action proved to be effective. Principal observation in TK classes served as the measurement method for this. Principals reported 100% of teachers were able to utilize small group instruction and support from the additional aide support.

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

Goal 2 is changing from a focus goal of ELs to a broad goal for student outcomes.

Action 2.1 Changes to Action 2.1 include enhancing the English Language Learner instructional support program by refining targeted interventions tailored to address specific student needs identified through ongoing assessment and data analysis from the EL TOSAs. This will involve allocating additional resources to provide differentiated instruction, small group interventions, and language development activities to support EL students in their journey towards English proficiency. We believe this will strengthen/improve English Language Learner academic outcomes by providing more targeted and effective instructional support, ultimately leading to increased English language proficiency levels among EL students. By addressing individual learning needs and providing tailored interventions, we aim to foster a more inclusive and supportive learning environment where EL students can thrive academically. The other change for this action is that it is moving from Action 2.1 to 2.2 (Student Services: English Learners)

Action 2.2 Changes to Action 2.2 include expanding and enhancing professional development opportunities for teachers focused on English Language Development (ELD). This will involve providing substitute teachers to cover classroom duties, ensuring teachers have the time and resources to engage in meaningful professional learning experiences. Additionally, allocating funds for materials, supplies, and travel/conferences will enable teachers to access high-quality training and resources to enhance their ELD instruction skills. We believe this will strengthen/improve English Language Development instruction by equipping teachers with the knowledge, skills, and resources necessary to effectively support EL students in acquiring English language proficiency. By investing in targeted professional development, we aim to enhance teacher capacity and confidence in delivering high-quality ELD instruction, ultimately improving EL students' language acquisition and academic success. This action is moving to 2.4 (Professional Development)

Action 2.3 ELD Curriculum: Changes to Action 2.3 include revising and refining the English Language Development (ELD) curriculum to ensure alignment with state standards, research-based best practices, and the diverse needs of EL students. This will involve collaborating with educators, curriculum specialists, and language experts to develop a comprehensive and culturally responsive ELD curriculum that addresses the linguistic and academic needs of EL students across grade levels. We believe this will strengthen/improve English Language Development instruction by providing educators with a coherent and well-structured curriculum that effectively supports EL students' language acquisition and academic growth. By ensuring alignment with state standards and incorporating research-based strategies, we aim to enhance the effectiveness of ELD instruction and improve outcomes for EL students. This action is moving to 2.5 (Supplemental Academic Programs)

Action 2.4: Early Childhood Instructional Aide Language Support: This action will remain the same but is being moved to the new 2.4 (Student Services: English Learners).

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

# Goals and Actions

## Goal

Goal #	Description
3	Provide supplemental services to increase school connectedness in the areas of student engagement, parent involvement, and school safety.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Locally Administered School Climate Surveys  Priority 6c	<p>2020-2021:</p> <p>Student: 93% of students in grades 5 - 8 felt their school provided them with a good education</p> <p>71% of students felt that there was a staff member who they can talk to</p> <p>80% of students felt that their school works with their parent/guardian to help them do their best in school</p> <p>89% of students felt safe at school.</p> <p>Parent:</p>	<p>2021-2022:</p> <p>Student: 86% of students in grades 5 - 8 felt their school provided them with a good education</p> <p>61% of students felt that there was a staff member who they can talk to</p> <p>65% of students felt that their school works with their parent/guardian to help them do their best in school</p> <p>66% of students felt safe at school.</p> <p>Parent:</p>	<p>2022-2023</p> <p>Student: 85% of students in grades 5 - 8 felt their school provided them with a good education</p> <p>70% of students felt that there was a staff member who they can talk to</p> <p>80% of students felt that their school works with their parent/guardian to help them do their best in school</p> <p>74% of students felt safe at school.</p> <p>Parent:</p>	<p>2023-2024</p> <p>Student: 93% of students in grades 5 - 8 felt their school provided them with a good education</p> <p>77% of students felt that there was a staff member who they can talk to</p> <p>82% of students felt that their school works with their parent/guardian to help them do their best in school</p> <p>78% of students felt safe at school.</p> <p>Parent:</p>	<p>2023-2024</p> <p>Student: 96% of students in grades 5 - 8 felt their school provided them with a good education</p> <p>77% of students felt that there was a staff member who they can talk to</p> <p>85% of students felt that their school works with their parent/guardian to help them do their best in school</p> <p>92% of students felt safe at school.</p> <p>Parent:</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	86% of parents felt the district provides high quality resources and programs to all students	93% of parents felt the district provides high quality resources and programs to all students	88% of parents felt the district provides high quality resources and programs to all students	91% of parents felt the district provides high quality resources and programs to all students	90% of parents felt the district provides high quality resources and programs to all students
	90% of parents felt that the school and district values parents as important partners in their child's education	88% of parents felt that the school and district values parents as important partners in their child's education	83% of parents felt that the school and district values parents as important partners in their child's education	90% of parents felt that the school and district values parents as important partners in their child's education	92% of parents felt that the school and district values parents as important partners in their child's education
	92% of parents felt that school staff shows a genuine concern for their child	87% of parents felt that school staff shows a genuine concern for their child	86% of parents felt that school staff shows a genuine concern for their child	90% of parents felt that school staff shows a genuine concern for their child	94% of parents felt that school staff shows a genuine concern for their child
	84% of parents said that the district/school offers extra help/resources outside of the regular school day to students who are in need.	77% of parents said that the district/school offers extra help/resources outside of the regular school day to students who are in need.	86% of parents said that the district/school offers extra help/resources outside of the regular school day to students who are in need.	81% of parents said that the district/school offers extra help/resources outside of the regular school day to students who are in need.	88% of parents said that the district/school offers extra help/resources outside of the regular school day to students who are in need.
	Staff: 67% of staff felt The District is preparing students for future college OR career paths.	Staff: 67% of staff felt The District is preparing students for future college OR career paths.	Staff: 70% of staff felt The District is preparing students for future college OR career paths.	Staff: 85% of staff felt The District is preparing students for future college OR career paths.	Staff: 75% of staff felt The District is preparing students for future college OR career paths.
	73% of staff felt the school effectively	46% of staff felt the school effectively	47% of staff felt the school effectively	77% of staff felt the school effectively	80% of staff felt the school effectively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	addresses attendance issues.  84% of staff felt students look forward to attending school each day (on site/distance learning).  92% of staff felt the District values parents/guardians as important partners in their child's education.	addresses attendance issues.  77% of staff felt students look forward to attending school each day (on site/distance learning).  83% of staff felt the District values parents/guardians as important partners in their child's education.	addresses attendance issues.  73% of staff felt students look forward to attending school each day (on site/distance learning).  90% of staff felt the District values parents/guardians as important partners in their child's education.	addresses attendance issues.  88% of staff felt students look forward to attending school each day (on or distance learning).  96% of staff felt the District values parents/guardians as important partners in their child's education.	addresses attendance issues.  88% of staff felt students look forward to attending school each day (on site/distance learning).  94% of staff felt the District values parents/guardians as important partners in their child's education.
Chronic Absenteeism  Priority 5b	2019 Dashboard:  All students: 10.7% chronically absent  Socioeconomically Disadvantaged: 10.9% Foster Youth: 18.8% English Learners: 8.7%	2022 as reported by Kern Integrated Data Systems:  All students: 23% chronically absent  Socioeconomically Disadvantaged: 24.32% Foster Youth: NA English Learners: 23.37%	2023 as reported by Kern Integrated Data Systems:  All students: 30% chronically absent  Socioeconomically Disadvantaged: 30% Foster Youth: NA English Learners: 28%	2024 as reported by Kern Integrated Data Systems:  All students: 16% chronically absent  Socioeconomically Disadvantaged: 17% Foster Youth: 23 English Learners: 15.5%	2023-24 Dashboard: 8% chronically absent (all students)  Socioeconomically Disadvantaged: 8% Foster Youth: 14% English Learners: 7%
Participation rate of parent advisory committees as measured by sign-in sheets.	2019-2020:  District Parent Committees and	2021-2022  Most meetings were held virtually in the 2021-2022 school	2022-2023  Most meetings were held virtually in the 2022-2023 school	2023-2024  District Advisory had 100% participation	2023-2024:  District Parent Committees and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a	<p>Parent Participation Rate: District Advisory-55%</p> <p>Surveys are also utilized to solicit feedback from all stakeholder groups. Parent Participation 55%</p>	<p>year. District Advisory had 90% participation rate for in person meetings.</p> <p>Surveys are also utilized to solicit feedback from all stakeholder groups. Parent Participation 18%</p>	<p>year. District Advisory had 100% participation rate for in person meetings.</p> <p>Surveys are also utilized to solicit feedback from all stakeholder groups. Parent Participation 18%</p>	<p>rate for in person meetings.</p> <p>Surveys are also utilized to solicit feedback from all stakeholder groups. Parent Participation 12%</p>	<p>Parent Participation Rate: District Advisory-70%</p> <p>Surveys are also utilized to solicit feedback from all stakeholder groups. Parent Participation 70%</p> <p>Surveys are also utilized to solicit feedback from all parent stakeholder groups. Parent Participation 70%</p>
<p>Suspension as reported on the California State Dashboard</p> <p>Priority 6a</p>	<p>2019 California Dashboard: 2.2% of students were suspended at least once. (Declined 0.9%)</p> <p>Student groups % reported in students suspended at least once:</p> <p>Foster Youth:12.5% (increased 8.8%)</p>	<p>Using KiDS for the 2021-2022 school year data 3.77% of all students who were suspended at least 1 time.</p> <p>Student groups % reported in students suspended at least once:</p> <p>Foster Youth: 0%</p> <p>English Learners 4.42%</p>	<p>Using KiDS for the 2022-2023 school year data 4.42% of all students who were suspended at least 1 time.</p> <p>Student groups % reported in students suspended at least once:</p> <p>Foster Youth: 0%</p> <p>English Learners 3.6%</p>	<p>Using KiDS for the 2023-2024 school year data 2.81% of all students who were suspended at least 1 time.</p> <p>Student groups % reported in students suspended at least once:</p> <p>Foster Youth: 0%</p> <p>English Learners 2.84%</p>	<p>2023-2024 California Dashboard: 2.2% of students were suspended at least once.</p> <p>Student groups % reported in students suspended at least once:</p> <p>Foster Youth:9.4%</p> <p>English Learners 1%</p> <p>Socioeconomically Disadvantaged: 1.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 1.3% (declined 1.6%)  Socioeconomically Disadvantaged: 2.4% (1% declined)	Socioeconomically Disadvantaged: 3.97%	Socioeconomically Disadvantaged: 4.39%	Socioeconomically Disadvantaged: 2.90%	
Expulsion as reported on DataQuest  Priority 6b	District-wide expulsion rate: 0.07%	2020-21 District-wide expulsion rate: 0% as reported on Data Quest	2021-22 District-wide expulsion rate: 0.2% as reported on Data Quest	2022-23 District-wide expulsion rate: 0.1% as reported on Data Quest	District-wide expulsion rate: 0.04%
School facilities are maintained in good repair, as measured by the Facility Inspection Tool (FIT)  Priority 1c	All schools required to submit a FIT report all received an exemplary rating.	All schools required to submit a FIT report all received an exemplary rating.	All schools required to submit a FIT report all received an exemplary rating.	All schools required to submit a FIT report all received an exemplary rating.	The 3 schools required to submit a FIT report will receive an exemplary rating.
Student Attendance Rate as measured by our Student Information System.  Priority 5a	2020-2021 attendance rates:  Fairfax Junior High: 94%  Zephyr Lane Elementary: 94%  Shirley Lane Elementary: 91%	2021-2022 attendance rates:  Fairfax Junior High: 92%  Zephyr Lane Elementary: 94%  Shirley Lane Elementary: 94%	2021-2022 attendance rates:  Fairfax Junior High: 93%  Zephyr Lane Elementary: 93%  Shirley Lane Elementary: 93%	2023-2024 attendance rates: (as of May 23, 2024)  Fairfax Junior High: 94.3%  Zephyr Lane Elementary: 95.14%  Shirley Lane Elementary: 95.43%	2023-2024 attendance rates:  Fairfax Junior High: 95%  Zephyr Lane Elementary: 95%  Shirley Lane Elementary: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Virginia Avenue Elementary: 88%  District average: 92%	Virginia Avenue Elementary: 92%  District average: 93.26%	Virginia Avenue Elementary: 93%  District average: 92.22%	Virginia Avenue Elementary: 93.23%  District average: 94.54%	Virginia Avenue Elementary: 95%  District average: 95%
Middle School Dropout Rates  Priority 5c	2019-2020 Dropout Rate (CALPADS report 8.1c)  2 students reported as "dropped out"	2021-2022 Dropout Rate (CALPADS report 8.1c: data not available)  Using KiDS, 0 students were reported as dropped out.	2022-2023 Dropout Rate (CALPADS report 8.1c: data not available)  Using KiDS, 0 students were reported as dropped out.	2022-2023 Dropout Rate (CALPADS report 8.1c: data not available)  Using KiDS, 0 students were reported as dropped out.	2023-2024 Dropout Rate (CALPADS report 8.1c)  0 students reported as "dropped out"
Promote parent participation in programs for unduplicated students as measured by sign-in sheets.  Priority 3b	District Parent Committees and Parent Participation Rate: DELAC 82%	District Parent Committees and Parent Participation Rate: DELAC 100% Parent Advisory Committee 100%	District Parent Committees and Parent Participation Rate: DELAC 100% Parent Advisory Committee 100%	District Parent Committees and Parent Participation Rate: DELAC 100% Parent Advisory Committee 100%	District Parent Committees and Parent Participation Rate: DELAC 90%
Promote parent participation in programs for students with disabilities measured by signed IEPs.  Priority 3c	100% of parents participated in IEP meetings.	100% of parents participated in IEP meetings.	100% of parents participated in IEP meetings.	100% of parents participated in IEP meetings.	100% of parents participated in IEP meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5d (High school dropout rates): NA	NA	NA	NA	NA	NA
Priority 5e (High school graduation rates): NA	NA	NA	NA	NA	NA

## Goal Analysis

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

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

Action 3.1, Supplemental Pupil Services: This action was successfully implemented. Each site had more support in the areas of pupil services. This includes additional nursing services, additional psychologists and psychologist interns. This has allowed for more students to have their basic needs met. Additionally, each school site had a Coordinator of Student Support who managed the SST process, behavior, attendance, and PBIS activities. The Coordinators of Student Support have demonstrated exceptional effectiveness in their roles, showcasing significant impact across various domains. Their efforts have led to over 200 parent conferences addressing attendance concerns, fostering better student engagement and achievement. Furthermore, the attendance incentive program has reached an average of 956 students monthly, emphasizing our commitment to promoting consistent attendance habits. In terms of student well-being and behavior management, our combined counseling efforts have assisted over 150 students, while our discipline entries have resulted in a notable decrease in suspensions, with 1,028 entries effectively addressing behavioral issues. Our tiered support systems have reached an expanded audience, providing tailored interventions for students across all grade levels. Additionally, the facilitation of Student Success Teams (SST) has positively impacted over 250 students, guiding them toward academic and behavioral success. Moreover, our collective efforts in developing and implementing 504 plans have doubled, now accommodating 20 students, ensuring equitable access to education for those with specific needs.

Action 3.2 Increased Parent Engagement: The parent education resource center provided many classes throughout the year. On average, ESL classes enroll 35 students, with a total participation of 91 individuals. Citizenship classes, on the other hand, see an average of 20 participants, totaling 48 individuals. Additionally, several workshops focusing on health, education, and career development are offered, with participation ranging from 5 to 35 attendees. Notable workshops include Asthma Management, Be Well Eat Well, and Estate Planning. Furthermore, the Parent Center sees an average of 5 daily walk-ins and 10 weekly appointments, catering to various parental needs and concerns. Overall, these initiatives highlight a diverse range of educational opportunities and support services available within the community.

Action 3.3 Social Emotional Support: This action was implemented as intended with the implementation of a tier 1 SEL curriculum, Character Strong, ensuring all students' participation. Counselors and Coordinators of Student Support supplemented these efforts by delivering extra support lessons through Navigate 360. A total of 1500 lessons were assigned for students engaged with Navigate 360. According to counselors' reports, approximately 85% of students exhibited positive behavioral changes as a result of their participation in these programs.

Action 3.4 Increased Student Support and Services: At FJH, 21 students were serviced in group counseling, with 25 individual counseling sessions conducted. Additionally, 33 check-in/check-out sessions, 37 Student Support Team (SST) meetings, and various special events were organized. ZLE facilitated group counseling for 24 students and conducted 32 individual counseling sessions, focusing on guidance lessons as requested by teachers. VA conducted group counseling sessions for 251 students and 107 individual counseling sessions, along with 11 home visits. SLE offered group counseling sessions on 6 topics, with three groups categorized by grade level. Each group had no more than 8 students and lasted for 6 sessions before changing topics. In addition to group sessions, SLE provided 60 individual counseling sessions and 9 guidance lessons based on needs assessments.

Action 3.5 Opportunity Class: This action was implemented as intended to provide an alternative to suspension.

Action 3.6 After-School Sports and Clubs: This action was implemented as intended. We had 960 students participate in sports in 2023-24.

Action 3.7: Positive Behavior Intervention and Supports: This action was implemented as intended, with 100% of teachers implementing Character Strong as a Tier 1 positive behavior program.

Action 3.8 Safety Support (Action Eliminated)

Action 3.9 Field Trips: This action was fully implemented with numerous field trips this year. This included Leaders in Life, AVID college visits, National History Museum, Long Beach Aquarium, Hearst Castle, plays at Mira Monte High School, CALM, Fresno Zoo, California Missions, Science Center, Windwolves, and Camp Keep.

Action 3.10 Music Teachers: It has been a challenge to fill the open music positions. There is one Music Teacher at Fairfax Junior High. However, the music program at the junior high has been successful in implementing. Students have access to a variety of music experiences from marching band to music appreciation to choir.

Action 3.11 Crossing Guards: This action was fully implemented as were able to provide crossing guards at major crossings to ensure the safety of students.

Action 3.12 Increased Student Activities: This action was fully implemented. The district implemented various initiatives to enhance student engagement and support their academic and extracurricular activities. These initiatives include attendance incentives such as BMX Assembly, SOAR tickets, FJH Honors Banquet, and concrete table tennis & chess games aimed at encouraging regular attendance. The district recognizes student achievements through trophies and a portable sound system for assemblies, fostering a positive school culture.

Additionally, student supplemental supplies including sports equipment for recess & lunch and band instruments & music supplies were provided to enrich students' extracurricular experiences and support their interests and talents.

Action 3.13 Equitable Facilities: This action was partially implemented. Custom window graphics were installed at each school site, enhancing the aesthetic appeal and identity of the campuses while also providing practical benefits such as sun protection and privacy. The expansion and modernization of the kindergarten wing at VA has been pushed back due to State Architecture timelines.

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.

- 3.1: No Material Difference
- 3.2: Increased cost due to labor negotiations
- 3.3: No Material Difference
- 3.4: No Material Difference
- 3.5: No Material Difference
- 3.6: Increased cost as additional clubs have been formed.
- 3.7: Increased cost due to use of carry-over funds
- 3.8: NA
- 3.9: The district moved from private charter buses to county buses, causing a decrease in cost
- 3.10: The district was unable to hire music teachers, creating a decrease in expenditures
- 3.11: The district added crossing guard location, increasing expenditures
- 3.12: Increase cost due to the increased cost of services
- 3.13: No Material Difference

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

It is essential to acknowledge that due to the COVID-19 pandemic we have been operating in uncharted waters for the past 3 years. This LCAP was written amid COVID restrictions, school closures, and distance learning. We acknowledge that students' needs are much different today than they were pre-pandemic. Across the state of California, we have seen dramatic changes in attendance and behavioral trends. Due to this, it is very difficult to measure LCAP action effectiveness when we are comparing data pre-pandemic to post-pandemic. The following analysis will report on the required 3-year analysis but will also include two-year data to provide context that we believe many of these actions are effective.



Action 3.1, 3.7, 3.12, 3.13: These actions are considered partially effective. When comparing the baseline data from the 2019 Dashboard to the outcomes reported in the 2024 Kern Integrated Data Systems, there is a notable increase in chronic absenteeism rates across all student demographics. For all students, the chronic absenteeism rate increased from 10.7% to 16%. Similarly, among socioeconomically disadvantaged students, the rate rose from 10.9% to 17%. Foster youth also experienced an increase, with the rate climbing from 18.8% to 23%. English learners saw a significant rise as well, from 8.7% to 15.5%. These outcomes indicate an ineffective response to addressing chronic absenteeism within the district. Despite efforts to reduce absenteeism, the data shows a worsening trend over the years, particularly among vulnerable student populations. In contrast, the desired outcome for the 2023-24 Dashboard aimed for a reduction in chronic absenteeism rates across all student demographics. The target was set at 8% for all students, socioeconomically disadvantaged students, and foster youth, and 7% for English learners. However, the actual outcomes significantly deviated from these goals, indicating a lack of effectiveness in the implemented strategies or interventions. However, when comparing the past two years, these action steps have had a profound impact on student attendance and discipline. In the 2022–23 school year, the truancy rate stood at 34%. However, through the implementation of Actions 3.1, 3.7, 3.12, and 3.13, there was a remarkable decrease, with the truancy rate dropping to 18.9% in 2023–24, marking a significant 44% positive change. Similarly, chronic absenteeism rates saw a substantial improvement, plummeting from 27.71% in 2022–23 to 13.63% in 2023–24, representing a noteworthy 50% change. The efforts also led to a notable reduction in Assertive Discipline entries, from 362 in 2022–23 to 181 in 2023–24. Specifically, entries for violence decreased from 175 to 114 over the same period, contributing to a decline in suspensions from 313 to 173 in 2024. Additionally, the number of documented PBIS recognitions skyrocketed from 11 instances in 2022–23 to 386 in 2023–24, highlighting the positive impact of these actions in promoting positive behavior and fostering a supportive learning environment.

Action 3.2 Increased Parent Engagement: This action was effective when comparing the baseline data of 2020-21 to 2023-24. There was an increase in the perception of the district providing high-quality resources and programs (from 86% to 91%) and in the belief that school staff shows a genuine concern for their child (from 92% to 90%). However, there was a slight decrease in the percentage of parents believing that the school effectively offers extra help/resources outside of the regular school day (from 84% to 81%). The outcomes for parents can also be classified as partially effective, with improvements observed in some aspects but a decline in others. Comparing parent survey data between 2022–2023 and 2023–2024 reveals significant shifts in perceptions. In 2023-2024, 91% of parents felt the district provided high-quality resources and programs to all students, marking a notable increase from 88% in the previous year. Similarly, the perception of the school and district valuing parents as important partners in their child's education saw a substantial rise to 90%, compared to 83% in 2022–2023. Moreover, the percentage of parents feeling that school staff show genuine concern for their child increased from 86% to 90%. However, there was a slight decrease in the acknowledgment of the district/school offering extra help/resources outside of regular school hours, dropping from 86% to 81%. These changes indicate an enhanced appreciation among parents for the district's commitment to quality education and the strengthening of partnerships between schools and families over the two years.

Action 3.3, 3.4, 3.11: These actions were partially effective when comparing the baseline data of 2020-21 to 2023-24. The district met 1 out of 4 indicators when comparing the baseline to 2023-24. The actions were effective in ensuring students have a staff member they can speak to, but ineffective in the other 3 measures. There was a slight decrease in the percentage of students who felt they could talk to a staff member (from 71% to 77%), while the perception of school working with parents/guardians to help students do their best increased from 80% to 82%. However, the percentage of students feeling safe at school remained relatively unchanged (from 89% to 78%). Overall, the outcomes for students can be considered partially effective, as there were improvements in certain areas but a decline in others, indicating mixed results. When comparing the most two recent years, there was a significant increase in the perception of receiving a good education, with

93% in 2023-2024 compared to 85% in the previous year. Additionally, the percentage of students who felt they could talk to a staff member and those who believed their school collaborated with parents/guardians for their academic success also saw improvements. However, there was only a slight increase in the feeling of safety at school, rising from 74% to 78%. Counselors have made significant strides in bolstering students' emotional well-being and academic success, as evidenced by the following data as reported by counselors' observations: At ZLE, 56 students received counseling services, focusing on individual sessions covering topics like regulating emotions, anxiety, and self-esteem. Additionally, six group sessions targeting social skills and conflict mediation were conducted, involving 3-6 students each. These interventions resulted in a more supportive environment where students felt empowered to express themselves and develop healthy coping skills. Similarly, at VA, the counseling department's efforts included 358 individual and group counseling sessions, 68 formal referrals, and 11 home visits. Utilizing restorative conflict resolution techniques with 29 students fostered improved relationships and conflict resolution skills, leading to a significant decrease in suspension rates and subsequently enhancing engagement and academic achievement among students. At FJH, a total of 445 students received targeted counseling services, with 25 students benefiting from personalized, six-session one-on-one counseling sessions. Notably, these interventions resulted in increased confidence, improved social interactions, and enhanced academic performance among students. Moreover, check-in/check-out systems were implemented for 33 students, leading to behavioral improvements and academic progress, particularly among at-risk students. SLE saw individual counseling sessions for 60 students, along with group interventions covering topics like social skills and self-esteem. To gauge the effectiveness of this action, students were asked during empathy interviews if they felt safer having a crossing guard. Many replied that they knew their crossing guard's name and they felt safer seeing him or her each day. We believe this action is effective. ns provided valuable resources for students' social and emotional development, contributing to their overall well-being. These comprehensive efforts underscore the counseling departments' commitment to fostering holistic student development and creating a supportive learning environment. Action 3.11 has been expanded to include Raptor EMS, training in SAMA Safety, and Campus Supervisors.

Action 3.5 Opportunity Class: Students who were placed in opportunity class received behavior intervention through Navigate 360 lessons. They were also provided instruction in a small group setting. This year, opportunity placements resulted in not suspending students, with 106 days of suspension avoided. However, due to the dashboard suspension indicator increasing, this action step is considered ineffective.

Action 3.6 After-School Sports and Clubs: The data on attendance underscores the efficiency of Action 3.6 in bolstering student engagement and connectedness over the past 2 years. Students engaged in after-school sports and clubs demonstrated an impressive average attendance rate of 96%, compared to 93% for non-participants. In addition, students were asked how they felt about school on days when they were in sports and 100% of students reported that they looked forward to going to school because they had sports that day. By offering these activities to all students, with a focus on participation from socioeconomically disadvantaged students, foster youth, and English learners, this action has effectively addressed the need for increased student involvement. Moreover, the data emphasizes the positive outcomes of Action 3.6 in improving student attendance, fostering a positive perception of the educational journey, and nurturing a sense of belonging and pride within the school community. It is worth noting that we did not have sports or clubs the first 2 years back from COVID so this action step could not be carried out effectively. This action step is considered partially effective.

Action 3.8 Safety Support: This action was eliminated in 2021.

Action 3.9 Field Trips: The nearly perfect attendance rate of almost 99% on days with field trips highlights the success of Action 3.9 in promoting student engagement and connectedness. Through hands-on learning experiences, field trips have not only boosted attendance but also provided students with unique educational opportunities. This data underscores the significant positive influence of Action 3.9 in enriching student experiences and nurturing a sense of enthusiasm and connection to their education. However, due to the dashboard indicator for chronic absenteeism rates being much higher, this action step is ineffective when compared to baseline data. It is worth noting that we did not have the opportunity to go on field trips the first 2 years back from COVID so this action step could not be carried out effectively.

Action 3.10 Music Teachers: The feedback from staff, noting increased attendance and improved behavior on days when students had music, underscores the efficacy of Action 3.10 in promoting student engagement and well-being. Through the provision of music teacher at the junior high, this action has fostered a positive and enriching educational environment for students. The data reaffirms the influence of Action 3.10 in enhancing student attendance and overall enjoyment of school when comparing 2020-21 to 2023-24. This action is considered partially effective.

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

Action 3.1 Supplemental Pupil Services: Once the concentration add-on was used to add Coordinators of Student Support at each school site, we saw a dramatic shift in attendance and behavior. This action step will be split into separate action steps for health services and Coordinator of Student Support positions. We believe that this will help us monitor the effectiveness of each action more efficiently. We also believe that by investing in professional development for our Coordinators of Student Support will help sustain the improved attendance and behavior we have seen this year. This action step is changing in name to Student Services: Coordinator of Student Support.

Action 3.2 Increased Parent Engagement: We feel this action was effective and will remain the same. We will continue to build community partnerships to strengthen our ability to support our parents. This goal is changing to 3.5: Community Access.

Action 3.3 Social Emotional Support: We feel this action was effective and will remain the same. We will continue to build programs and support to strengthen our ability to support our students' social and emotional needs. We will however change the questions on our survey to more accurately gauge student connectedness. This action is changing to 3.6: Social Emotional Support.

Action 3.4 Increased Student Support and Services: We feel this action was effective and will remain the same. We will continue to build programs and support to strengthen our ability to support our students' social and emotional needs. This action is changing to 3.2 Student Services: Counselors.

Action 3.5 Opportunity Class: While suspension rates increased, we feel this action was effective for the students who were placed in the program. Out of 106 students who were placed in the program throughout the year, only 10% of them returned to opportunity a second time.

We will continue to support to the opportunity class to strengthen our ability to support our students' social and emotional needs. This action is being changed to 3.6: Social Emotional Support.

Action 3.6: After-School Sports and Clubs: This action is being moved out of the LCAP to Expanded Learning.

Action 3.7: Positive Behavior Intervention and Supports: We believe that continuing the PBIS training we began this year will result in a more consistent implementation of PBIS initiatives. This action is being changed to 3.4: Positive Behavior Intervention and Support.

Action 3.8 Safety Support (Action Eliminated)

Action 3.9 Field Trips: We believe that this action step was effective and will continue as we believe that by offering our students unique learning experiences they will be more connected to school. This action is being changed to 3.7: Increased Student Activities

Action 3.10 Music Teachers: We will continue to attempt to hire more music teachers. We believe that by exploring different hours to accommodate music in school and after school may entice people to apply. This action is being changed to 3.10: Increased Student Electives and is also expanding to allow for Art classes.

Action 3.11 Crossing Guards: We believe that this action step was effective and do not plan on changing. This action is being changed to 3.9: Increased Safety Operations

Action 3.12 Increased Student Activities: We believe that asking students what they are interested in will help increase the effectiveness of this action. We believe that by providing activities that they are interested in they will be more likely to participate. This action is changing to 3.7: Increased Student Activities.

Action 3.13 Equitable Facilities: This action will remain the same but will be moving to Goal 1, Action 1.4: Equitable Facilities.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fairfax Elementary School District	Lora Brown Superintendent	lbrown@fairfaxsd.us (661) 366-7221

## Plan Summary [2024-25]

### General Information

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

The Fairfax School District is committed to fostering a culture of learning and integrity among students, staff, and the wider community. Our mission revolves around nurturing values such as integrity, perseverance, and lifelong learning, with the primary aim of empowering every student to achieve success. Our top priorities include maintaining high expectations, providing diverse opportunities, and establishing a positive, safe environment that supports students academically, socially, and emotionally.

Covering four locations, Fairfax caters to approximately 2,700 students ranging from Pre-K to eighth grade, spread across three elementary schools and one junior high. Our student body comprises 94% Socioeconomically Disadvantaged, 34% English Learners, and 0.7% Foster Youth. Additionally, two of our school sites host Head Start preschool programs, and we offer specialized support through Mild/Moderate and Moderate/Severe Special Education Programs. We demonstrate our commitment to family support through the Parent Education Resource Center (PERC), providing parent education, direct assistance, and community referrals as needed.

Situated within a tight-knit community surrounded by various residential areas, Fairfax faces challenges related to geography and economics. Many of our students and families encounter difficulties accessing public resources such as libraries and parks due to distance and economic

constraints. Nevertheless, we remain steadfast in our dedication to embracing diversity and serving a diverse student population, with 93% of students being unduplicated, including 34% English Learners and 0.7% Foster Youth. We strive to provide all students with the necessary resources to excel academically.

In addition to our academic endeavors, Fairfax prides itself on its exceptional Expanded Learning Program, offering after-school childcare through the ASES program. We also provide a vibrant Sports Program, various Clubs, and engaging Enrichment Camps to enrich the overall learning experience and foster a sense of community.

Recognizing the importance of holistic student development, Fairfax integrates Social-Emotional Learning (SEL) into our educational approach. We employ Positive Behavior Intervention and Support (PBIS) strategies to cultivate a positive school climate and reinforce desired behaviors. Furthermore, our dedicated counselors offer valuable support to help students navigate academic and personal challenges. Prioritizing mental health, we emphasize SEL initiatives to ensure students develop the emotional intelligence necessary for a successful future.

At Fairfax, we prioritize Tier 1 instruction, emphasizing high-quality teaching tailored to meet the diverse needs of our students. This commitment is evident in our emphasis on reading and literacy integration across all subjects, recognizing their foundational role in academic success. To provide additional academic support, we offer after-school tutoring through our Achievers program and dedicated services for migrant families. Moreover, our Response to Intervention (RTI) program in Reading and Math ensures targeted support for every student, addressing their specific needs to foster academic success.

The Fairfax School District is dedicated not only to academic excellence but also to the holistic development of each student, nurturing a passion for learning and creating an environment where every child can thrive.

## Reflections: Annual Performance

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

The Fairfax School District's dedication to continuous improvement involves a comprehensive review of data and an evaluation of the effectiveness of actions taken through various plans. In the 2023–24 Local Control and Accountability Plan for Fairfax School District, the allocation of funds to specific actions, commitment to support services, and intensified focus on equity highlight the critical aspects of how this commitment is implemented. Ensuring the availability of tools and professional development further reinforces this dedication. Feedback from educational partners involved in shaping this plan highlighted successes in specific areas.

Reflections on Annual Performance are explained in three categories (Conditions of Learning, Student Outcomes, and Engagement). Each category has State Priorities that fall under the categories.

### CONDITIONS OF LEARNING:



### Priority 1: Basic (Conditions of Learning)

In prioritizing the basic conditions of learning, the district places importance on minimizing the rate of teacher misassignment. Fairfax was able to retain highly qualified teachers with 1 misassignment out of 146 certificated teachers. This involves ensuring equity, providing continuous professional learning opportunities, aligning resources effectively, and supporting teachers in their roles. Additionally, the focus extends to guaranteeing student access to standards-aligned instructional materials, emphasizing curriculum alignment, effective instructional practices, and resource alignment. The upkeep of facilities in good repair is another critical aspect, contributing to a positive school culture and climate through strategic resource allocation. Employees from various departments persist in providing support in a dynamic and evolving environment. The commitment to upholding compliance with the Williams Act remains steadfast, ensuring that teachers are appropriately assigned, instructional materials align with standards for all students, and school facilities maintain an exemplary status. This sustained effort is made possible through collaborative efforts and the contributions of many individuals.

### Priority 2: State Standards (Conditions of Learning)

Within this priority, the district concentrates on the comprehensive implementation of academic content and performance standards. This encompasses rigorous assessment strategies, pacing, and curriculum guides development in collaboration with teachers and administrators aligned with state standards, as well as the assurance of equitable access to educational resources. The commitment extends to employing effective instructional strategies and fostering continuous professional learning initiatives. The local indicator rubric evaluates the district's implementation of policies and programs supporting staff in aligning instruction with academic standards. Notably, the district has achieved full and sustainable implementation in English Language Arts (ELA), English Language Development (ELD), Mathematics, Next Generation Science Standards, and History - Social Science, with ratings ranging from 4 to 5. This highlights the district's significant success in aligning instructional practices with diverse academic standards.

### Priority 7: Course Access (Conditions of Learning)

Ensuring pupils enroll in a broad course of study is the central focus here. The district strives to offer a comprehensive curriculum, guaranteeing equitable access to a diverse range of courses. Professional development opportunities are actively supported to further enhance the quality of course access. The assessment of professional development reveals notable strides in providing learning opportunities aligned with adopted academic standards. In English Language Arts (ELA) and English Language Development (ELD), both linked to Common Core State Standards, the district achieved the highest rating of 5, denoting full implementation and sustainability. For Mathematics, a rating of 4 indicates complete alignment with the Common Core State Standards. The Next Generation Science Standards are undergoing initial implementation, receiving a rating of 3. History - Social Science attains a top rating of 5, demonstrating full implementation and sustainability. This highlights the district's dedication to robust professional development aligned with diverse academic standards.

### STUDENT OUTCOMES:

#### Priority 4: Pupil Achievement (Pupil Outcomes)

Pupil achievement is at the forefront, with a strong emphasis on standardized test performance, college and career readiness, and the proficiency of English learners. Rigorous assessment practices, curriculum alignment with state standards, and equitable access to quality instruction are key components. The district has areas of growth and areas of need when looking at the California Dashboard.

The following includes student groups and schools with the lowest performance level on the 2023 Dashboard for ELA. Additionally, next to each student group is an action that is being implemented to address the data.

District:

English Learners -82.4 DFS, Maintained +0.1 (Actions 2.1, 2.2, 2.4, 2.5)

Students with Disabilities: -159 DFS, Decreased -9.4 (Actions 2.1, 2.4, 2.5)

Virginia Avenue:

All students: -75.6 DFS, Decreased -8.6 (Actions 2.1, 2.4, 2.5)

Hispanic: -75.2 DFS, Decreased -9.6 (Actions 2.1, 2.4, 2.5)

English Learners: -84.4 DFS, Decreased -4.4 (Actions 2.1, 2.2, 2.4, 2.5)

Socioeconomically Disadvantaged: -77.5 DFS, Decreased -6.9 (Actions 2.1, 2.4, 2.5)

Students with Disabilities: -152.9 DFS, Decreased -3.5 (Actions 2.1, 2.4, 2.5)

Shirley Lane:

Students with Disabilities: -153.6 DFS, Decreased -13.3 (Actions 2.1, 2.4, 2.5)

Zephyr Lane:

Students with Disabilities: -152.4 DFS, Decreased -1.6 (Actions 2.1, 2.4, 2.5)

Fairfax Junior High:

English Learners: -106.6 DFS, Decreased -3.4 (Actions 2.1, 2.2, 2.4, 2.5)

Students with Disabilities: -186.8 DFS, Decreased -30.9 (Actions 2.1, 2.4, 2.5)

According to the 2023 California Dashboard, student performance on CAASPP Math are as follows:

All Students:

Performance level: Level 2 (orange)

The average performance is 89.8 points below the standard.

Maintained 2.3 points.

The total number of students in this category is 1,668.

The following includes student groups and schools with the lowest performance level on the 2023 Dashboard for Math. Additionally, next to each student group is an action that is being implemented to address the data.

District:

District:

African American: -128.1 DFS, Decreased -5.6 (Actions 2.2, 2.4, 2.5)

English Learners: -103.9 DFS, Maintained +0.6 (Actions 2.2, 2.4, 2.5)

Virginia Avenue:

All students: -97.2 DFS, Decreased -5.1 (Actions 2.2, 2.4, 2.5)

Hispanic: -96.2 DFS, Decreased -5.9 (Actions 2.2, 2.4, 2.5)

English Learners: -103.1 DFS, Decreased -1.6 (Actions 2.2, 2.4, 2.5)

Socioeconomically Disadvantaged: -97.5 DFS, Decreased -4.3 (Actions 2.2, 2.4, 2.5)

Students with Disabilities: -176.1 DFS, Decreased -3.5 (Actions 2.2, 2.4, 2.5)

Shirley Lane:

Students with Disabilities: -148.9 DFS, Decreased -6.4 (Actions 2.2, 2.4, 2.5)

Fairfax Junior High:

All students: -120.3 DFS, Decreased -3.4 (Actions 2.2, 2.4, 2.5)

Hispanic: -119.4 DFS, Decreased -3.4 (Actions 2.2, 2.4, 2.5)

English Learners: -157.9 DFS, Decreased -8 (Actions 2.2, 2.4, 2.5)

Socioeconomically Disadvantaged: -122 DFS, Maintained -0.7 (Actions 2.2, 2.4, 2.5)

Students with Disabilities: -202.5 DFS, Decreased -0.3 (Actions 2.2, 2.4, 2.5)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

This priority underscores pupil outcomes in various subject areas. The district is committed to aligning the curriculum with state standards and ensuring equitable access to quality instruction to facilitate positive outcomes. The following pupil outcomes are from the middle of the year in 2023-24. This data point was selected to inform the LCAP as a timely data point.

STAR READING:

In the STAR Reading data from the Consolidated Growth Report comparing growth in 2022-23 to 2023-24 (as reported by Grade Equivalence):

Virginia Avenue Elementary increased from 2.7 to 2.9, showing a growth of +0.2.

Shirley Lane Elementary improved from 3.1 to 3.6, indicating a notable growth of +0.5.

Zephyr Lane Elementary: rose from 3.2 to 3.6, demonstrating a positive change of +0.4.

Fairfax Junior High School: increased from 5.4 to 5.9, reflecting a growth of +0.5.

The overall average Grade Equivalent (GE) across all schools increased from 3.7 to 4.0, indicating a collective growth of +0.3.

## STAR MATH:

Virginia Avenue Elementary: increased from 2.7 to 3.2, showing a substantial growth of +0.5.

Shirley Lane Elementary: improved from 2.8 to 3.5, indicating a notable growth of +0.7.

Zephyr Lane Elementary: rose from 3.2 to 3.9, demonstrating a significant positive change of +0.7.

Fairfax Junior High School: increased from 6.0 to 6.6, reflecting a commendable growth of +0.6.

Average for All Schools:

The overall average Grade Equivalent (GE) across all schools increased from 3.8 to 4.3, indicating a collective growth of +0.5.

## ACADIANCE:

In the Acadience Reading assessment for the 2023-24 school year, students demonstrated varied performance levels at both the Beginning of Year (BOY) and the Middle of Year (MOY). The percentage of students performing above the benchmark slightly decreased from 21% at BOY to 19% at MOY, reflecting a loss of 2%. Those performing at the benchmark also experienced a minor decline from 18% at BOY to 17% at MOY, indicating a 1% loss. However, students performing below the benchmark showed positive growth, increasing from 14% at BOY to 17% at MOY, reflecting a gain of 3%. Similarly, students performing well below the benchmark exhibited a slight growth from 46% at BOY to 47% at MOY, representing a 1% increase. These shifts in performance levels provide valuable insights into the evolving academic progress of students over the course of the school year.

## iREADY:

### Kindergarten:

1 Grade Level Below: Decreased from 96% to 83% (-13%)

Early On Grade Level: Increased from 2% to 10% (+8%)

Mid/Above Grade Level: Increased from 2% to 7% (+5%)

### 1st Grade:

2 Grade Levels Below: Decreased from 44% to 20% (-24%)

1 Grade Level Below: Decreased from 53% to 71% (+18%)

Early On Grade Level: Increased from 2% to 5% (+3%)

Mid/Above Grade Level: Increased from 1% to 3% (+2%)

### 2nd Grade:

2 Grade Levels Below: Decreased from 60% to 29% (-31%)

1 Grade Level Below: Increased from 39% to 60% (+21%)

Early On Grade Level: Increased from 1% to 9% (+8%)

Mid/Above Grade Level: Increased from 1% to 2% (+1%)

### 3rd Grade:

3 or More Grade Levels Below: Decreased from 24% to 13% (-11%)  
2 Grade Levels Below: Decreased from 34% to 25% (-9%)  
1 Grade Level Below: Increased from 38% to 51% (+13%)  
Early On Grade Level: Increased from 3% to 9% (+6%)  
Mid/Above Grade Level: Maintained at 0%

4th Grade:

3 or More Grade Levels Below: Decreased from 36% to 21% (-15%)  
2 Grade Levels Below: Decreased from 27% to 25% (-2%)  
1 Grade Level Below: Increased from 31% to 38% (+7%)  
Early On Grade Level: Increased from 4% to 10% (+6%)  
Mid/Above Grade Level: Increased from 1% to 5% (+4%)

5th Grade:

3 or More Grade Levels Below: Decreased from 40% to 32% (-8%)  
2 Grade Levels Below: Increased from 19% to 22% (+3%)  
1 Grade Level Below: Decreased from 36% to 33% (-3%)  
Early On Grade Level: Increased from 4% to 9% (+5%)  
Mid/Above Grade Level: Increased from 1% to 4% (+3%)

6th Grade:

3 or More Grade Levels Below: Decreased from 38% to 30% (-8%)  
2 Grade Levels Below: Decreased from 20% to 16% (-4%)  
1 Grade Level Below: Increased from 29% to 35% (+6%)  
Early On Grade Level: Increased from 10% to 12% (+2%)  
Mid/Above Grade Level: Increased from 2% to 6% (+4%)

7th Grade:

3 or More Grade Levels Below: Increased from 47% to 61% (+14%)  
2 Grade Levels Below: Decreased from 17% to 11% (-6%)  
1 Grade Level Below: Decreased from 23% to 20% (-3%)  
Early On Grade Level: Decreased from 10% to 7% (-3%)  
Mid/Above Grade Level: Decreased from 2% to 1% (-1%)

8th Grade:

3 or More Grade Levels Below: Increased from 58% to 60% (+2%)  
2 Grade Levels Below: Increased from 10% to 11% (+1%)  
1 Grade Level Below: Decreased from 47% to 18% (-29%)  
Early On Grade Level: Decreased from 7% to 6% (-1%)  
Mid/Above Grade Level: Increased from 2% to 6% (+4%)

#### Reading Intervention Services:

825 students were in intervention throughout the year; 354 students successfully exited intervention.

#### Math Intervention Services:

565 students were in intervention throughout the year; 505 students successfully exited intervention.

#### English Learner Support Services:

724 EL students had direct support services from EL TOSAs. 49.1% of EL students making progress toward English language proficiency (an increase of 5.6%). In addition, the percentage of EL students who progressed to at least one ELPI level between 2022 and 2023 increased from 42.7% to 48.9%.

### ENGAGEMENT:

#### Priority 3: Parental Involvement (Engagement)

In prioritizing parental involvement, efforts are directed towards seeking parent input and promoting parent participation. This involves fostering a positive culture and climate, ensuring equitable opportunities for parental input, and strengthening family and community engagement. The Parent Square Communication Platform, introduced in the 2020–2021 academic year, has enhanced the seamless dissemination of routine updates and critical information to families. Regardless of whether the app is installed, parents receive text messages, granting them access to both district- and site-specific information. A commendable effort by school sites has resulted in over 98% of families being reachable via text messages, reflecting diligent work to maintain accurate and updated phone numbers for families. Parent Center classes: With a focus on language acquisition, our ESL classes provided a vital opportunity for individuals to improve their English skills. With an average enrollment of 35 students and a total participation of 91, these classes fostered an environment of learning and collaboration, empowering participants to communicate effectively in their new language. Similarly, our Citizenship Classes played a crucial role in guiding individuals through the process of becoming United States citizens. With an average of 20 participants per class and a total participation of 48, these sessions offered invaluable support and resources to those navigating the complexities of citizenship requirements. In addition to language and citizenship classes, our center hosted a variety of workshops aimed at promoting health and wellness within the community. From Asthma Management to Breast Health Education, participants engaged in informative sessions designed to improve their overall well-being. Furthermore, our center facilitated Educational and Career Development Workshops, including GED preparation and Estate Planning sessions, to empower individuals with the tools and knowledge needed to achieve their academic and professional goals. As a testament to our commitment to serving the diverse needs of our community, we also partnered with organizations such as CSUB HEP and Cal Fresh to provide essential resources and support to families in need. Moreover, our center served as a vital resource for families, with an average of 5 daily walk-ins and 10 weekly appointments. Whether seeking information on educational programs, accessing community resources, or receiving individualized support, families found a welcoming and supportive environment at our center. Overall, the Parent Education Resource Center remained dedicated to empowering families and strengthening our community through education, support, and collaboration. Through our classes, workshops, and services, we continued to make a positive impact on the lives of those we serve.

#### Priority 5: Pupil Engagement (Engagement)

Pupil engagement is a multi-faceted priority, covering school attendance rates, chronic absenteeism rates, middle and high school dropout rates, and high school graduation rates. The district focuses on cultivating a positive culture and climate, addressing factors contributing to absenteeism and dropout, and strengthening family and community engagement. According to the 2023 California Dashboard the following Chronic Absenteeism Rates are as follows:

2022-23

Chronic Absenteeism:

Performance level: Level 1 (red)

29.5% of all students were chronically absent.

Increased 6.4

The total number of students in this category is 2,822.

The following includes student groups and schools with the lowest performance level on the 2023 Dashboard for Chronic Absenteeism. Additionally, next to each student group is an action that is being implemented to address the data.

District:

Asian: 33.3%, increased 26.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

English Learners: 27%, increased 5.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Hispanic: 28.4%, increased 6% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Homeless: 39.5%, increased 6.9% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Two or more races: 42.6%, increased 18.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Socioeconomically disadvantaged: 29.4%, increased 5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Students with disabilities: 42.5%, increased 12.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

White: 34.5%, increased 10.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Virginia Avenue:

All Students: 37.4%, increased 9.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

English Learners: 33.6%, increased 8.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Hispanic: 36.1%, increased 9.6% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Socioeconomically disadvantaged: 37%, increased 8.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Students with disabilities: 60%, increased 22.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Shirley Lane:

All students: 27.5%, increased 9.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

English Learners: 24.5%, increased 9.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Hispanic: 27.7%, increased 9.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Socioeconomically disadvantaged: 27.4%, increased 7.9% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Students with disabilities: 37.8%, increased 20.6% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

White: 27.3%, increased 18.7% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Zephyr Lane:

All students: 25.3%, increased 4.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

English Learners: 21.1%, increased 2.8% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Hispanic: 23.1%, increased 2.5% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Socioeconomically disadvantaged: 25.7%, increased 2.8% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Students with disabilities: 37%, increased 12.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

White: 40%, increased 17.4% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11)

Fairfax Junior High:

All students: 27.3%, increased 1.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11)

Hispanic: 26.1%, increased 1.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11)

Students with Disabilities: 34.5%, maintained 0.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11)

Priority 6: School Climate (Engagement)

Central to this priority is the focus on school climate, encompassing pupil suspension rates, pupil expulsion rates, and other local measures such as surveys of pupils, parents, and teachers. The district works towards cultivating a positive culture and climate, ensuring equity in disciplinary practices, addressing safety concerns, and strengthening family and community engagement. The suspension rate for all students increased from 2.2% to 6% of students suspended for at least one day. This includes the following groups:

2022-23

All Students: 6%, increased 2%

English Learners: 5.1%, increased 0.9%

Foster Youth: 10.7%, increased 7.3%

Socioeconomically Disadvantaged: 7.4%, increased 1.2%

The following includes student groups and schools with the lowest performance level on the 2023 Dashboard for Suspension. Additionally, next to each student group is an action that is being implemented to address the data.

District:

All Students: 6%, increased 2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

African American: 18.9%, increased 5.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Hispanic: 5.6%, increased 2.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

White: 7.0%, increased 1.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Foster Youth: 10.7%, increased 7.3% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

SED: 6.1%, increased 2.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

SWD: 7.4%, increased 1.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)



#### Virginia Avenue Elementary:

All Students: 5.6%, increased 3.8% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

African American: 15.4%, increased 13.10% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Hispanic: 4.9%, increased 3.4% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

English Learners: 5.0%, increased 2.4% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

SED: 5.7%, increased 3.9% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

SWD: 16.10%, increased 9.7% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

#### Fairfax Junior High:

All Students: 27.3%, increased 1.1% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

English Learners: 15%, increased 3.5 (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Hispanic: 13.6%, increased 4.9% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Socioeconomically Disadvantaged: 14.4%, increased 5.2% (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

## Reflections: Technical Assistance

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

Fairfax School District qualified for differentiated assistance due to significant issues identified in chronic absenteeism and suspension ( rates among multiple student groups, alongside performance concerns reflected in the CAASPP (California Assessment of Student Performance and Progress) results. Specifically, African American students were flagged for suspension and low CAASPP scores, English Learners for CAASPP and chronic absenteeism, Socioeconomically Disadvantaged students for chronic absenteeism and suspension, Students with Disabilities for CAASPP, chronic absenteeism, and suspension, and White students for chronic absenteeism and suspension.

To address these issues, the school partnered with the Kern County Superintendent of Schools (KCSOS) to conduct a root cause analysis through the Continuous Improvement Process. This analysis pinpointed chronic absenteeism as a critical area needing intervention. In response, the school has launched a new attendance monitoring program called "Attention to Attendance," which aims to enhance communication with parents regarding their children's attendance. The program sets a goal of achieving 95% attendance and involves regular meetings with families to discuss and resolve individual challenges affecting punctuality and regular school attendance. In addition, Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11 have all been integrated from the LCAP into the work that focuses on attendance as a root cause that needs to be addressed throughout the district. Through these measures, the school seeks to create a supportive environment that encourages consistent attendance, thereby improving overall student performance and reducing suspension rates.

As of 5/28/24 attendance has dramatically improved. At Fairfax Jr. High, the chronic absenteeism rate dropped from 22.70% in 2022-23 to 14.09% in 2023-24, marking a 37.90% reduction. Shirley Lane Elementary saw an even more substantial decrease, with rates falling from 23.51% to 8.28%, a 64.78% reduction. Virginia Avenue Elementary improved from 34.14% to 21.96%, a 35.67% decrease. Zephyr Lane Elementary achieved a significant reduction as well, with rates decreasing from 23.75% to 9.18%, reflecting a 61.33% improvement. Overall, the district's total chronic absenteeism rate fell from 26.06% to 13.23%, a remarkable 49.21% reduction.

# 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.

Fairfax Junior High

Virginia Avenue Elementary

## ***Support for Identified Schools***

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

Needs Assessment:

Conducted thorough school-level needs assessments to identify the specific areas requiring improvement. This included analyzing academic performance data, attendance records, and other relevant metrics.

Identification of Resource Inequities:

Identified resource inequities impacting student performance, such as disparities in access to instructional materials, technology, and support services. This step ensured that the root causes of underperformance were understood and addressed.

Selection of Evidence-Based Practices:

Implemented targeted professional development in Reading by adopting the LETRS (Language Essentials for Teachers of Reading and Spelling) and ASPIRE professional development plans provided by Lexia. These evidence-based programs were chosen to enhance educators' skills in teaching reading effectively, directly addressing identified needs within the eligible schools.

## ***Monitoring and Evaluating Effectiveness***

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

Key Metrics:

Track changes in student reading proficiency levels, student engagement, attendance, and overall academic progress. These metrics will provide quantitative data on the impact of the interventions.

Feedback Mechanisms:

Collect ongoing feedback from educators and school leaders to assess the effectiveness of the professional development initiatives and other support measures. This qualitative data will help in understanding the practical impact on instructional practices and student learning outcomes.

Data Analysis and Collaboration:

Conduct regular data analysis and collaborate with school stakeholders to review progress and refine support efforts as needed. This iterative process ensures that the interventions remain effective and are adjusted based on real-time insights.

#### Addressing Chronic Absenteeism

To tackle the chronic absenteeism problem, Fairfax completed a root cause analysis in partnership with the Kern County Superintendent of Schools (KCSOS). This analysis led to the implementation of several strategies, including the "Attention to Attendance" program. The program focuses on enhancing communication with parents regarding their children's attendance, setting a goal of achieving 95% attendance, and holding regular meetings with families to address individual challenges affecting punctuality and regular school attendance.

These efforts have already shown significant results, as evidenced by the year-over-year reduction in chronic absenteeism rates across the district. Fairfax Jr. High saw a 37.90% reduction, Shirley Lane Elementary a 64.78% reduction, Virginia Avenue Elementary a 35.67% reduction, and Zephyr Lane Elementary a 61.33% reduction, contributing to an overall district-wide reduction of 49.21%.

By focusing on needs assessments, addressing resource inequities, selecting evidence-based practices, and monitoring progress, Fairfax is committed to creating a supportive and effective educational environment that fosters student success and continuous improvement.

# 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
Teachers	Teachers were engaged through meetings and surveys. 8.1% of staff disagreed that the district has adequate instructional supplies to support student learning. 19.4% of staff disagreed that the school effectively addresses attendance issues. 3.2% of staff disagreed that the district values parents/guardians as important partners in their child's education. 20.4% of staff disagreed that staff within the district have enough opportunities to take part in decisions made within the district. 13.4% of staff disagreed that staff is invited to help plan, implement and evaluate instructional materials, strategies, and programs. 3.8% of staff disagreed that the school provides opportunities for students to participate in their learning.
Principals	Principals were engaged in a series of meetings and discussions regarding LCAP goals and actions. A consistent theme throughout these discussions is that we have a lot of great programs through our action steps, but we need to improve the consistent implementation of programs. There are times when there are competing interests and coordinating so many different actions at one time can be difficult. Because of this, the district will spend more time each month with a deliberate focus on schedules and planning.
Administrators	Administrators were engaged in a series of meetings and discussions regarding LCAP goals and actions. A consistent theme throughout these discussions is that we have a lot of great programs through our action steps, but we need to improve the consistent implementation of programs. There are times when there are competing interests and coordinating so many different actions at one time can be difficult.

Educational Partner(s)	Process for Engagement
	Because of this, the district will spend more time each month with a deliberate focus on schedules and planning.
Other School Personnel	Other school personnel were engaged through surveys and interviews as part of their collective bargaining unit feedback.
Parents	<p>Parents were engaged through surveys and interviews. Parents reported that they appreciate the extra help that is available to their students. They also appreciate the amount of opportunities for students to be engaged with the school outside of the classroom. They did express that communication could be improved as some parents struggle with using Parent Square. The district is going to make more of an effort to send printed notices home in addition to Parent Square messages. Some parents expressed concern that they are not notified when an incident occurs at school, however only 13% of parents either disagreed or strongly disagreed that discipline at their school is fair, consistent, and effective. Parents also reported that they appreciate the extra help that is available to their students. They also appreciate the amount of opportunities for students to be engaged with the school outside of the classroom. They did express that communication could be improved as some parents struggle with using Parent Square. The district is going to make more of an effort to send printed notices home in addition to Parent Square messages. Some parents expressed concern that they are not notified when an incident occurs at school, however only 13% of parents either disagreed or strongly disagreed that discipline at their school is fair, consistent, and effective.</p>
Students	<p>Students were engaged through surveys and empathy interviews. The district gave the Student Connectedness Survey and resulted in the following:</p> <p>Ease of communication with teachers/staff: Approximately 67.27% of students expressed agreement or strong agreement regarding the ease of communication with teachers and staff. Notably, 30.91% strongly agreed, while 36.36% agreed.</p> <p>Perception of teacher/staff care: A majority of students, 70.03%, felt that their teachers and school staff cared about them. Specifically, 40.87% strongly agreed, and 29.16% agreed with this statement.</p> <p>Awareness of absence: Regarding the awareness of student absences, 71.71% of respondents believed that there would be a</p>

Educational Partner(s)	Process for Engagement
	<p>teacher or another adult at school who would notice their absence. Of these, 45.31% strongly agreed, and 26.40% agreed.</p> <p>Sense of belonging: In terms of feeling a sense of belonging at school, 72.22% of students expressed positive sentiments. Among these, 42.18% strongly agreed, and 30.04% agreed that they felt they belonged when at school.</p> <p>Additionally, students were given the opportunity to provide feedback on their school. Students generally expressed that they enjoy school and have friends. Some students indicated that they need help with making friends and staying away from bad influences. Many students reported that they love the activities and opportunities to participate in things at school such as clubs, programs, activities, and sports.</p> <p>The empathy interviews conducted by school staff provided valuable insights into students' experiences and perceptions of their school environment. Many students expressed appreciation for the social aspects of school, enjoying interactions with friends during lunchtime activities, recess, and rallies. Additionally, they valued specific classes and opportunities for engagement in extracurricular activities like sports and clubs. Feeling safe on campus and having supportive teachers and staff were also highlighted as important factors contributing to a positive school experience. However, students also voiced concerns, including dissatisfaction with assigned workloads, cleanliness issues with school facilities, and instances of perceived discrimination or bullying. Some students also voiced safety worries, such as the ease of unauthorized access and worries about potential violence. Key takeaways from the interviews underscored the importance of acknowledging and addressing individual student needs, improving school culture and inclusivity, and implementing changes to enhance facilities, food quality, and disciplinary procedures. Overall, the interviews emphasized the significance of actively listening to student feedback and taking proactive steps to create a supportive and inclusive school environment that promotes academic success and well-being.</p>

Educational Partner(s)	Process for Engagement
Local Bargaining Units	Local Bargaining Units were engaged through meetings amongst union leadership and district administration.
District Advisory Committee	Feedback from the DAC - known as the Fairfax Instructional Learning Community (FILC) indicated that several aspects are working effectively to support student success. Additional support provided to each school site is proving beneficial, aiding in interventions, professional development, and the integration of educational technology. Programs for English Language Learner (ELL) students, intervention initiatives in math, and collaboration among teams have shown positive impacts on student learning and school connectedness. Moreover, efforts to improve communication within the district, including student and parent involvement, have been successful. Additionally, there's a need to focus more on Tier 1 interventions to minimize reliance on Tier 2 interventions, incorporate equity in programs for junior high students, and ensure that students are aware of all available resources and how to access them. Furthermore, sharing information about successful initiatives with a wider audience is recommended to foster greater collaboration and dissemination of best practices throughout the district. By addressing these areas for improvement, the LCAP can better meet the diverse needs of students and enhance overall educational outcomes.
District English Language Acquisition Committee (DELAC)	ELAC and DELAC parents were engaged through feedback in ELAC and DELAC meetings. Members were invited to provide feedback to the district regarding LCAP goals and actions.
Kern County SELPA	The SELPA was consulted through an LCAP training on 12/11/2023 and on 1/25/24 differentiated assistance workshop.

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

The Local Control and Accountability Plan (LCAP) for Fairfax Elementary School District was shaped significantly by the feedback from various educational partners, including teachers, principals, administrators, other school personnel, parents, students, local bargaining units, the District Advisory Committee, and the District English Language Acquisition Committee (DELAC). This collaborative process ensured that the needs and priorities of all stakeholders were addressed, particularly in providing intervention services, meeting basic needs, and offering social-emotional support.

Teachers

Teachers provided feedback through meetings and surveys. They highlighted the need for more instructional supplies, effective attendance interventions, and better engagement in decision-making processes. In response, the LCAP includes increased funding for instructional materials and supplies, and a strengthened attendance monitoring program, "Attention to Attendance," aimed at improving student attendance rates. Additionally, professional development opportunities have been expanded to ensure that teachers are actively involved in planning, implementing, and evaluating instructional strategies and programs.

#### Principals and Administrators

Engagement with principals and administrators revealed a need for consistent implementation of existing programs. Consequently, a focus of actions that allocates time each month for deliberate focus on scheduling and planning to ensure coordinated efforts across different initiatives will be incorporated. This structured approach aims to improve the consistency and effectiveness of program implementation, thereby enhancing overall school performance.

#### Other School Personnel

Feedback from other school personnel gathered through surveys and interviews, emphasized the importance of collective bargaining insights. This input led to enhanced support for professional development and the inclusion of broader perspectives in decision-making processes, ensuring that all staff members have a voice in shaping district policies and actions.

#### Parents

Parents' feedback, collected through surveys and interviews, underscored the need for improved communication and support for students' engagement outside the classroom. As a result, the LCAP includes actions to improve communication channels, such as sending printed notices home in addition to using Parent Square and ensuring timely notifications about school incidents. Furthermore, the district has expanded opportunities for student engagement in extracurricular activities, recognizing the importance of holistic development and parental involvement.

#### Students

Student feedback, obtained through surveys and empathy interviews, highlighted the importance of feeling connected and supported at school. The LCAP now incorporates measures to enhance social-emotional support, including programs aimed at building friendships and avoiding negative influences. Additionally, the district has committed to improving school facilities and addressing safety concerns to create a more inclusive and supportive school environment.

#### Local Bargaining Units

Engagement with local bargaining units through meetings helped address staff concerns in the LCAP. This collaboration led to the inclusion of actions that support professional development, equitable resource distribution, and resources to help support student achievement.

#### District Advisory Committee (DAC)



Feedback from the DAC, known as the Fairfax Instructional Learning Community (FILC), emphasized the need for additional support at school sites, effective intervention programs, and improved communication. The LCAP reflects these priorities by enhancing intervention support, expanding professional development, and improving district-wide communication efforts. The DAC's feedback also influenced the focus on Tier 1 interventions to reduce reliance on Tier 2 interventions and promote equity in programs for junior high students.

#### District English Language Acquisition Committee (DELAC)

DELAC members provided valuable insights into the needs of English Language Learner (ELL) students. This feedback led to targeted actions in the LCAP, including enhanced support for ELL programs, improved parent engagement, and additional resources for language acquisition and academic success.

SELPA provided feedback on providing opportunities for Special Education students within the scope of the Least Restrictive Environment.

In summary, the adopted LCAP was deeply influenced by the comprehensive feedback from all educational partners. This collaborative approach ensured that the plan addressed critical areas such as intervention services, meeting basic needs, and providing social-emotional support, ultimately fostering a more supportive and effective educational environment for all students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	The Fairfax School District is committed to enhancing the overall conditions of learning through strategic investments in facilities, technology, and instructional resources. We are committed to ensuring that all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and up-to-date equipment. Our focus includes maintaining an inventory of standards-aligned instructional materials and resources. This comprehensive approach aims to create an inclusive, supportive, and academically enriching environment for every student, promoting equitable opportunities for success.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- 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 decision to prioritize enhancing overall conditions of learning through strategic investments in facilities, technology, and instructional resources stems from a fundamental commitment to providing equitable educational opportunities for all students within the Fairfax School District. By focusing on this goal, we recognize the crucial role that the learning environment plays in shaping students' academic experiences and outcomes. Investing in highly qualified staff, maintaining well-maintained facilities, and ensuring access to up-to-date equipment are essential components of fostering a conducive learning environment. When students have access to knowledgeable and skilled educators, facilities that are safe, clean, and conducive to learning, and technology and resources that support their educational needs, they are better positioned to succeed academically. Furthermore, maintaining an inventory of standards-aligned instructional materials and resources reflects our dedication to providing high-quality education that aligns with curriculum standards and fosters student learning and achievement. Equity in access to these resources is paramount to ensuring that every student, regardless of their background or circumstances, has the tools and support necessary to thrive academically. By adopting a comprehensive approach that addresses various aspects of the learning environment, including safety operations, through the implementation of Raptor EMS systems, we demonstrate our commitment to creating an inclusive, supportive, and academically enriching environment for all students. Prioritizing safety measures such as Raptor EMS systems not only ensures physical security but also promotes a sense of safety and well-being among students, staff, and visitors, which is essential for fostering a positive learning environment. Ultimately, by choosing this goal, we aim to promote equitable opportunities for success and create a learning environment where every student has the resources, support, and conditions needed to reach their full potential.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Percentage of teachers who reported that the mentor support program helped them to meet the needs of the diverse learners in their classrooms including SED, ELs, and FY.</p> <p>Source: local survey</p> <p>Number of teachers who have a misassignment</p> <p>Source: CALSAS</p> <p>Priority 1A</p>	<p>92%</p> <p>0</p>			<p>98%</p> <p>0</p>	
1.2	<p>Percentage of students who have access to standards-aligned instructional materials.</p> <p>Source: Textbook inventory</p> <p>Priority 1B</p>	100%			100%	
1.3	<p>Average percentage of 8 categories in the FIT report</p>	<p>Shirley Lane: 89%</p> <p>Zephyr Lane: 87%</p> <p>Virginia Avenue: 81%</p> <p>Fairfax Junior High: 71%</p>			<p>Shirley Lane: 94%</p> <p>Zephyr Lane: 92%</p> <p>Virginia Avenue: 86%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facility Inspection Tool  Priority 1C				Fairfax Junior High: 76%	
1.4	Percentage of classrooms implementing Common Core State Standards  Source: administrative review through classroom walkthroughs and observations  Priority 2A	100%			100%	
1.5	Percentage of classrooms implementing designated and integrated ELD  Source: administrative review through classroom walkthroughs and observations  Priority 2B	100%			100%	
1.6	Percentage of classes that provide small group instruction to socioeconomically disadvantaged students  Source: administrative review through	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	classroom walkthroughs and observations  Priority 7A					
1.7	Percentage of English learners to access the CCSS and ELD standards  Source: administrative review through classroom walkthroughs and observations  Priority 7B	100%			100%	
1.8	Percentage of students with disabilities who receive access to programs and are provided required services  Source: administrative review through classroom walkthroughs and observations  Priority 7C	100%			100%	
1.9	Source: Percentage of administrators who report that Education Technology has helped support teachers.	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Student Related Data					
1.10	Percentage of socioeconomically disadvantaged students indicating they like going to the library  Source: empathy interviews  Priority 6C	90%			100%	
1.11	Percentage of socioeconomically disadvantaged students who have access to educational technology  Source: Inventory reports  Priority 7B	100%			100%	
1.12	Percentage of EL and SED students needing support services that receive those services.  Source: support service logs  Priority 7C	90%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percentage of EL and SED students who have access to books in the library  Source: library schedule review  Priority 7B	100%			100%	
1.14	Percentage of students who have access to standards-aligned instructional materials  Source: local instructional materials inventory  Priority 7B	100%			100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	To ensure quality education specifically for socioeconomically disadvantaged students, foster youth, and English language learners, class sizes will be maintained below the state-required teacher-to-student ratios so that teachers can provide more individualized instruction. The district will reassess class size targets by hiring an additional 8 teachers implement additional strategies to address the underlying academic needs of students and promote their success in the classroom.	\$870,000.00	Yes
1.2	Recruiting and Retaining Highly-Qualified Teachers	Recruiting and Retaining Highly-Qualified Teachers (Teacher Induction Program, KCSOS Intern Support, supplies/materials) will be made a priority to ensure students have access to a high-quality education. by enhancing mentorship and induction programs to provide new teachers with comprehensive support and professional development opportunities. We believe this will strengthen teacher retention and effectiveness by fostering a supportive and growth-oriented teaching community and providing new educators with the necessary support to thrive in their roles.	\$334,600.00	Yes
1.3	Education Technology	Technology Services: Educational Technology Program Specialist (1), Computer Technicians (2), Systems Technician (1), supplies, materials, devices will be provided to ensure students have access to technology in the classroom. Access to technology is critical to provide education in a 21st century classroom. Upkeep of district services to ensure equitable access to technology. Education Technology Support include enhancing professional development opportunities for teachers to deepen their understanding of educational technology tools and strategies for effective integration into instruction. We believe this will strengthen student engagement and achievement by empowering teachers to leverage educational technology tools to create dynamic and interactive learning experiences that meet the diverse needs of students.	\$1,686,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	<b>Equitable Facilities</b>	Renovate and update the student service center to provide a welcoming and functional space for students to access support services. Replace portable classrooms with permanent structures designed to facilitate small-group learning and collaboration. Students at Virginia Avenue Elementary have the lowest ELA and Math scores in the district as evidenced by the California School Dashboard. Given these performance gaps, there is a need to optimize the use of the district's intervention programs by renovating and updating the student service center and replacing portable classrooms with permanent structures in order to provide a more functional space for students to access the appropriate academic support services.	\$1,313,000.00	Yes
<b>1.5</b>	<b>Library Media Services</b>	Library Media Services (Library Media Teacher (1), library clerk (3), books, supplies, materials) will be provided to ensure students have access to library materials. Students need access to books and literacy materials in order to make progress toward CCSS mastery	\$440,600.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The Fairfax School District is committed to ensuring all students make progress toward grade-level mastery. This will be achieved by implementing evidence-based instructional strategies, targeted interventions, and focusing on Tier 1 instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Fairfax has developed this goal to ensure that all students have equitable access to high-quality education and opportunities for academic success. By prioritizing grade-level mastery and emphasizing evidence-based instructional strategies, targeted interventions, and Tier 1 instruction, Fairfax aims to provide a strong foundation for student learning and growth. Recognizing the diversity among student populations and the presence of achievement gaps, particularly among English Language Learners, Fairfax is committed to addressing these disparities and ensuring that every student has the support and resources they need to thrive academically. This goal reflects Fairfax's dedication to promoting educational equity, fostering inclusive learning environments, and empowering all students to reach their full potential.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student performance on CAASPP ELA  Source: California Dashboard  Priority 4A	2022-23 CAASSPP ELA:  All Students: -63.7 English Learners: -82.4 Foster Youth: NA Socioeconomically Disadvantaged: -65.6			2025-26 CAASPP  All Students: -54.7 English Learners: -70.4 Foster Youth: NA Socioeconomically Disadvantaged: -56.6	
2.2	Student performance on CAASPP Math	2022-23 CAASSPP Math:			2025-26 CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard Priority 4A	All Students: -89.8 English Learners: -103.9 Foster Youth: NA Socioeconomically Disadvantaged: -91.4			All Students: -80.8 DFS English Learners: -94.9 Socioeconomically Disadvantaged: -82.4 DFS	
2.3	Student performance on CAST Source: California Dashboard Priority 4A	2022-23 CAST All students: Standard Not Met: 32.66% Standard Nearly Met: 57.29% Standard Met: 8.04% Standard Exceeded: 2.01%  English Learners: Standard Not Met: 57.96% Standard Nearly Met: 42.04% Standard Met: 0% Standard Exceeded: 0%  Foster Youth: Standard Not Met: N/A Standard Nearly Met: N/A Standard Met: N/A Standard Exceeded: N/A			2025-26 All students: Standard Not Met: 28.66% Standard Nearly Met: 54.29% Standard Met: 11.04% Standard Exceeded: 4.01%  English Learners: Standard Not Met: 53.96% Standard Nearly Met: 41.04% Standard Met: 4% Standard Exceeded: 0%  Foster Youth: Standard Not Met: N/A Standard Nearly Met: N/A Standard Met: N/A Standard Exceeded: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: Standard Not Met: 34.06% Standard Nearly Met: 56.52% Standard Met: 7.79% Standard Exceeded: 1.63%			Socioeconomically Disadvantaged: Standard Not Met: 30.06% Standard Nearly Met: 53.52% Standard Met: 10.79% Standard Exceeded: 3.63%	
2.4	Percentage of pupils who have successfully completed all A-G requirements for admission to a UC or CSU school  Priority 4B	Not Applicable			Not Applicable	
2.5	College Readiness  Priority 4C	Not Applicable			Not Applicable	
2.6	College Readiness  Priority 4D	Not Applicable			Not Applicable	
2.7	English Learner Progress Indicator  Source: California Dashboard  Priority 4E	2022-23 ELPI Indicator 49.1% of EL students making progress			2025-26 ELPI Indicator: 55.1% of EL students making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	English Learner Reclassification Rate  Source: Kern Integrated Data Systems  Priority 4F	2023-24 Reclassification Rate: 7.5%			2026-27 Reclassification Rate: 10%	
2.9	College Readiness  Priority 4G	Not Applicable			Not Applicable	
2.10	College Readiness  Priority 4H	Not Applicable			Not Applicable	
2.11	Middle of Year Acadience Reading Scores  Source: Acadience  Priority 8	2023-24: All Students: Above Benchmark: 19% At Benchmark: 17% Below Benchmark: 17% Well Below Benchmark: 47%  English Learners: Above Benchmark: 6% At Benchmark: 12% Below Benchmark: 18% Well Below Benchmark: 65%  Foster Youth (7 students): Above Benchmark: 0% At Benchmark: 57%			2026-27:  All Students:  Above Benchmark: 23% At Benchmark: 21% Below Benchmark: 16% Well Below Benchmark: 43%  English Learners: Above Benchmark: 10% At Benchmark: 16%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Below Benchmark: 0% Well Below Benchmark: 43%</p> <p>Socioeconomically Disadvantaged (1849 students): Above Benchmark: 18% At Benchmark: 17% Below Benchmark: 17% Well Below Benchmark: 47%</p>			<p>Below Benchmark: 17% Well Below Benchmark: 61%</p> <p>Foster Youth Above Benchmark: 4% At Benchmark: 61% Below Benchmark: 0% Well Below Benchmark: 39%</p> <p>Socioeconomically Disadvantaged Above Benchmark: 22% At Benchmark: 21% Below Benchmark: 16% Well Below Benchmark: 43%</p>	
2.12	<p>STAR Reading Unified Average Scale Score Middle of Year</p> <p>Source: Renaissance Learning</p> <p>Priority 8</p>	<p>2023-24: All Students: 961 English Learners: 909 Foster Youth: 957 Socioeconomically Disadvantaged: 959</p>			<p>2026-27: All Students: 976 English Learners: 915 Foster Youth: 963 Socioeconomically Disadvantaged: 965</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	STAR Math Unified Average Scale Score Middle of Year  Source: Renaissance Learning  Priority 8	2023-24: All Students: 952 English Learners: 915 Foster Youth: 975 Socioeconomically Disadvantaged: 954			2026-27: All Students: 958 English Learners: 921 Foster Youth: 981 Socioeconomically Disadvantaged: 960	
2.14	Percentage of students in performance levels  Source: iReady  Priority 8	2023-24: All Students (2317 students): 3 or more grade levels below: 22.0% 2 or more grade levels below: 18.4% 1 grade level below: 46.7% Early on grade level: 8.7% Mid or above grade level: 4.1%  English Learners (717 students): 3 or more grade levels below: 27.2% 2 or more grade levels below: 23% 1 grade level below: 46.0% Early on grade level: 0.03% Mid or above grade level: 0.01%			2026-27: All Students: 3 or more grade levels below: 16.5% 2 or more grade levels below: 15.1% 1 grade level below: 41.7% Early on grade level: 11.3% Mid or above grade level: 6.1%  English Learners: 3 or more grade levels below: 22.2% 2 or more grade levels below: 19.6% 1 grade level below: 41.4% Early on grade level: 3.0% Mid or above grade level: 2.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Youth (12 students):            3 or more grade levels below: 41.6%            2 or more grade levels below: 8.3%            1 grade level below: 33.3%            Early on grade level: 8.3%            Mid or above grade level: 8.3%</p> <p>Socioeconomically Disadvantaged (2245 students):            3 or more grade levels below: 22.4%            2 or more grade levels below: 18.8%            1 grade level below: 46.8%            Early on grade level: 8.5%            Mid or above grade level: 3.3%</p>			<p>Foster Youth:            3 or more grade levels below: 36.5%            2 or more grade levels below: 5.1%            1 grade level below: 28.3%            Early on grade level: 11.3%            Mid or above grade level: 10.3%</p> <p>Socioeconomically Disadvantaged:            3 or more grade levels below: 21.3%            2 or more grade levels below: 18.2%            1 grade level below: 41.4%            Early on grade level: 11.0%            Mid or above grade level: 5.3%</p>	
2.15	<p>Growth in EL performance</p> <p>Source: Middle-of-year Lexia English</p> <p>Priority 8</p>	<p>2023-24: English Learners            Newcomer: 42%            Emerging: 35%            Expanding: 10%            Bridging: 13%</p>			<p>2026-27: English Learners            Newcomer: 39%            Emerging: 32%            Expanding: 13%            Bridging: 16%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	<p>The number SED students who accessed intervention and the percentage of students who exited intervention.</p> <p>Source: 95% Group Literacy Intervention System program</p> <p>Priority 8</p>	<p>Number of students: 825</p> <p>Percentage of students who exited intervention: 43%</p>			<p>Number of students: 825</p> <p>Percentage of students who exited intervention: 52%</p>	
2.17	<p>Percentage of teachers who indicated that professional development opportunities helped them in meeting the needs of SED students in their classrooms.</p> <p>Source: Survey</p> <p>Priority 8</p>	90%			98%	
2.18	<p>Student performance on CAA ELA</p> <p>Source: CAASPP-ELPAC ETS</p> <p>Priority 4A</p>	<p>Level 1: 50.83%</p> <p>Level 2: 33.41%</p> <p>Level 3: 15.76%</p>			<p>Level 1: 48%</p> <p>Level 2: 34%</p> <p>Level 3: 18%</p>	
2.19	<p>Student performance on CAA Math</p>	<p>Level 1: 68.7%</p> <p>Level 2: 22.44%</p> <p>Level 3: 8.86%</p>			<p>Level 1: 66%</p> <p>Level 2: 24%</p> <p>Level 3: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP-ELPAC ETS  Priority 4A					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support Services: Reading	Reading Specialists (3) and Instructional Aides (15) will provide targeted literacy support for low socioeconomically disadvantaged students, English learners, and foster youth.	\$558,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Support Services: English Learners	English Learner TOSAs (3), Language Assessors (2), and Instructional Aides (8) will provide specialized academic support to English learners. This includes EL students as well as Long Term English Learners (LTEL). TOSAs will also provide coaching and support to teachers to enhance ELD instruction. Enhancing the English Language Learner instructional support program by refining targeted interventions tailored to address specific student needs identified through ongoing assessment and data analysis from the EL TOSAs. This will involve allocating additional resources to provide differentiated instruction, small group interventions for LTELs, and language development activities to support EL students in their journey towards English proficiency.	\$569,000.00	Yes
2.3	Support Services: Academic Intervention	Academic Intervention TOSAs (3) and Instructional Aides (16) will provide targeted academic support, with an emphasis in Mathematics, for low socioeconomically disadvantaged students, English learners, and foster youth.	\$665,000.00	Yes
2.4	Professional Development	Professional Development (travel/conference) in both ELA, Math, and SEL will be provided so teachers are well equipped to meet the unique needs of English learner students who are struggling academically and social/emotionally by expanding and enhancing professional development opportunities for teachers focused on English Language Development (ELD). This will involve providing substitute teachers to cover classroom duties, ensuring teachers have the time and resources to engage in meaningful professional learning experiences. Additionally, allocating funds for materials, supplies, and travel/conferences will enable teachers to access high-quality training and resources to enhance their ELD instruction skills.	\$1,046,800.00	Yes
2.5	Supplemental Academic Programs	Implement and integrate the diverse range of programs, including Acadience, iReady, Read 180, Math 180, 95% Group, Renaissance Learning, AVID, Online Tutoring Services, Thinking Maps, Write From the Beginning, MobyMax, Lexia, Nearpod, Mystery Science, and Learning Plus, to provide tailored academic interventions and support services for low socioeconomically disadvantaged students, English learners, and	\$404,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>foster youth. Additionally, expanding and enhancing professional development opportunities for these programs for teachers focused on English Language Development (ELD). This will involve providing substitute teachers to cover classroom duties, ensuring teachers have the time and resources to engage in meaningful professional learning experiences. Additionally, allocating funds for materials, supplies, and travel/conferences will enable teachers to access high-quality training and resources to enhance their ELD instruction skills through appropriate use of these supplemental academic programs. We believe this will strengthen/improve English Language Development instruction by equipping teachers with the knowledge, skills, and resources necessary to effectively support EL students in acquiring English language proficiency.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Fairfax School District aims to increase family and community engagement, reduce chronic absenteeism, and enhance school connectedness. We will achieve this by strengthening partnerships with students, parents, families, and the community through various initiatives, including parent education programs, communication tools, and the support the physical, emotional, and behavioral needs of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

This goal reflects our commitment to creating an environment where students feel valued, supported, and connected to their school community. By increasing family and community engagement, we aim to create a collaborative partnership between home and school that supports student success. Addressing chronic absenteeism and enhancing school connectedness are key components of fostering a positive learning environment where students feel motivated and engaged. Through initiatives such as parent education programs, communication tools, and cultural events, we seek to build strong relationships with students, families, and the wider community. Implementing PBIS reinforces our commitment to promoting positive behavior and creating a safe and inclusive school environment conducive to learning and student engagement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement Self-Reflection Tool  Source: Document Tracking Services  Priority 3A	Progress in developing the capacity of staff to build trusting and respectful relationships with families: 5  LEA's progress in creating welcoming environments for all			Progress in developing capacity of staff to build trusting and respectful relationships with families: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>families in the community: 4</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5</p> <p>LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4</p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: 4</p>			<p>LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5</p> <p>LEA's progress in providing professional learning and support to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 4</p> <p>LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4</p> <p>LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4</p> <p>LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4</p>			<p>teachers and principals to improve a school's capacity to partner with families: 5</p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: 5</p> <p>LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5</p> <p>LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 4</p> <p>LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4</p>			<p>LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5</p> <p>LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5</p> <p>LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5	
3.2	<p>Parent Involvement Climate Survey</p> <p>Source: Local survey</p> <p>Priority 3B</p>	<p>My child's school provides a high quality education for my student: Strongly Agree: 40% Agree: 50% Disagree: 7% Strongly Disagree: 1% I Don't Know: 3%</p> <p>The district provides high quality resources and programs to all students (English Learners, GATE, Foster youth, Homeless, RSP, Migrant): Strongly Agree: 42% Agree: 45% Disagree: 3%</p>			<p>My child's school provides a high-quality education for my student: Strongly Agree: 42% Agree: 52% Disagree: 5% Strongly Disagree: 0% I Don't Know: 1%</p> <p>The district provides high-quality resources and programs to all students (English Learners, GATE, Foster</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Strongly Disagree: 3% I Don't Know: 7%</p> <p>My child/children look forward to attending school each day: Strongly Agree: 52% Agree: 36% Disagree: 9% Strongly Disagree: 2% I Don't Know: 1%</p> <p>The school and district value parents as important partners in their child's education: Strongly Agree: 41% Agree: 47% Disagree: 7% Strongly Disagree: 2% I Don't Know: 3%</p> <p>School Staff show a genuine concern for my child: Strongly Agree: 43% Agree: 47% Disagree: 6% Strongly Disagree: 3% I Don't Know: 2%</p> <p>Various opportunities for parent participation are provided: Strongly Agree: 38% Agree: 50% Disagree: 6%</p>			<p>youth, Homeless, RSP, Migrant): Strongly Agree: 45% Agree: 47% Disagree: 2% Strongly Disagree: 1% I Don't Know: 5%</p> <p>My child/children look forward to attending school each day: Strongly Agree: 53% Agree: 40% Disagree: 7% Strongly Disagree: 1% I Don't Know: 1%</p> <p>The school and district value parents as important partners in their child's education: Strongly Agree: 43% Agree: 50% Disagree: 5% Strongly Disagree: 1% I Don't Know: 1%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Strongly Disagree: 2% I Don't Know: 4%</p> <p>The district/school offer extra help/resources outside of the regular school day to students who are in need: Strongly Agree: 35% Agree: 45% Disagree: 5% Strongly Disagree: 2% I Don't Know: 13%</p>			<p>School Staff show a genuine concern for my child: Strongly Agree: 45% Agree: 49% Disagree: 4% Strongly Disagree: 2% I Don't Know: 2%</p> <p>Various opportunities for parent participation are provided: Strongly Agree: 41% Agree: 52% Disagree: 4% Strongly Disagree: 1% I Don't Know: 2%</p> <p>The district/school offer extra help/resources outside of the regular school day to students who are in need: Strongly Agree: 38% Agree: 47% Disagree: 4% Strongly Disagree: 1% I Don't Know: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of parent participation in IEP Meetings  Source: Local records of parent participation  Priority 3C	100% of parents of SWD participated in IEP meetings.			100% of parents of SWD participated in IEP meetings.	
3.4	Attendance Rates  Source: Kern Integrated Data Systems  Priority 5A	2023-24 All Students: 94.5% English Learners: 94.6% Foster Youth: 95% Socioeconomically Disadvantaged: 94.4%			2025-26 All Students: 96% English Learners: 96% Foster Youth: 96% Socioeconomically Disadvantaged: 96%	
3.5	Chronic Absenteeism Rates  Source: California Dashboard  Priority 5B	2022-23 All Students: 29.5%, +6.4 (Red) English Learners: 27%, +5.3% (Red) Foster Youth: 16%, -17.3% (Yellow) Socioeconomically Disadvantaged: 29.4%, +5% (Red)			2025-26 All Students: 17% English Learners: 16% Foster Youth: 15% Socioeconomically Disadvantaged: 17%	
3.6	Number of middle school dropouts	3 students			1 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Fall Report 8.1b Priority 5C:					
3.7	Number of high school dropouts Priority 5D	Not Applicable			Not Applicable	
3.8	High school graduation rate Priority 5E	Not Applicable			Not Applicable	
3.9	Suspension Rate Source: California Dashboard Priority 6A	2022-23 All Students: 6%, +2% (Red) English Learners: 5.1%, +0.9% (Orange) Foster Youth: 10.7%, +7.3% (Red) Socioeconomically Disadvantaged: 7.4%, +1.2% (Red)			2025-26 All Students: 3% English Learners: 3% Foster Youth: 4% Socioeconomically Disadvantaged: 4%	
3.10	Student Expulsion rate Source: DataQuest Priority 6B	2022-23 Expulsion Rate: 0.1%			2025-26: Expulsion Rate: 0.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	<p>Percentage of Student Responses on the Student Connectedness Survey</p> <p>Source: Kern Integrated Data Systems (KiDS)</p> <p>Priority 6C</p>	<p>I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: 67%</p> <p>I feel like my teachers and school staff care about me: Strongly Agree/Agree: 67%</p> <p>If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence: Strongly Agree/Agree: 70%</p> <p>I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other activities: Strongly Agree/Agree: 15% No response: 70%</p> <p>There are lots of chances for students at this school to get involved in sports, clubs, and other school</p>			<p>I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: 75%</p> <p>I feel like my teachers and school staff care about me: Strongly Agree/Agree: 75%</p> <p>If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence: Strongly Agree/Agree: 80%</p> <p>I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other activities: Strongly Agree/Agree: 25% No response: 60%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>activities outside of school: Strongly Agree/Agree: 24% No response: 69%</p> <p>I feel like I belong at school: Strongly Agree/Agree: 65%</p>			<p>There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of school: Strongly Agree/Agree: 34% No response: 60%</p> <p>I feel like I belong at school: Strongly Agree/Agree: 75%</p>	
3.12	<p>Percentage of students engaged in PE</p> <p>Source: Administrative walkthroughs</p> <p>Priority 8</p>	90%			98%	
3.13	<p>The number of unauthorized visitors entering school premises.</p> <p>Source: Raptor EMS</p> <p>Priority 8</p>	0			0	
3.14	<p>Percentage of students who indicate they feel safe at school.</p>	67.5%			80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Spring Survey Student Survey  Priority 8					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support Services: Coordinators of Student Support	A coordinator of Student Support will be provided at each school site to coordinate services for students to support a whole-child model of support including attendance, behavior, academic, and SEL services. COSS will also support families by connecting them to resources, doing home visits, and facilitating Student Success Team Meetings. We also believe that by investing in professional development for our Coordinators of Student	\$338,133.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Support will help sustain the improved attendance and behavior we have seen this year.		
<b>3.2</b>	Support Services: Counselors	Counselors will be provided at all school sites (1 at each elementary and 2 at the Junior High) dedicated to offering assistance and services to students requiring support for mental health and overall well-being.	\$353,000.00	Yes
<b>3.3</b>	Increased School Connectedness	English learners, foster youth and socioeconomically disadvantaged students will benefit from an engaging educational environment created by the district. By offering diverse activities and events tailored to their specific cultural backgrounds, inviting guest speakers who resonate with their experiences, and organizing inclusive school-wide events for staff, students, and their families, these student populations will experience improved school connectedness. Guest speakers and materials for activities will be paid for through this action step.	\$225,000.00	Yes
<b>3.4</b>	Positive Behavior Intervention & Support	Incentives and material/supplies will be used to support a multi-tiered system of Positive Behavior Intervention and Supports (PBIS) to students to ensure students are supported with behavior and positively recognized for appropriate behavior and positive attendance.	\$26,700.00	Yes
<b>3.5</b>	Community Access	Increased resources and opportunities will be provided to parents to increase Parent Engagement, we will provide services to support parents of low socioeconomically disadvantaged students through the Fairfax Community Resource Center as well as communication tools (Parent Square), child care for school events, verbal translation services, supplies/materials. The Fairfax Community Resource Center will have 1 director and 1 clerk to coordinate services and programs through the center.	\$299,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Social Emotional Support	Social emotional support will be provided to students through Opportunity Class (1 teacher), Character Strong, Long Term Independent Study (1 teachers), and Navigate 360.	\$401,153.00	Yes
3.7	Increased Student Activities	Field trips will be provided to all students with an emphasis on socioeconomically disadvantaged students, foster youth, and English Learners to increase opportunities and experiences they may not normally have access to and will improve their desire to attend school daily. This action will pay for any additional bussing services rendered by Kern County Superintendent of Schools Transportation Department as well as entry fees and associated costs for field trips.	\$218,900.00	Yes
3.8	Physical Education Aides	The Physical Education Aides (2 at the Junior High) will support students with improving physical fitness as measured by the Physical Fitness Test, specifically to socioeconomically disadvantaged, foster youth, and English language learners. Students who are physically fit and healthy stay more focused in school and are more higher-achieving in academic areas, specifically ELA and Math.	\$72,000.00	Yes
3.9	Increased Safety Operations	Implement Raptor EMS systems across all district schools to enhance safety operations. This includes the installation and integration of Raptor EMS technology for visitor management, emergency response coordination, and student tracking. Provide training to staff members on the effective utilization of Raptor EMS systems to ensure seamless implementation and improved safety protocols. Samba Safety will help ensure that students who ride the bus can do so with highly qualified bus drivers and to maximize the time for each bus route and driver. Campus Supervisors (3) will help ensure a safe environment for students. Crossing guards (5) will be placed at designated areas to improve students' sense of safety and to ensure safe crossing as most socioeconomically disadvantaged, foster youth and EL students constitute the majority of students who walk to school.	\$259,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.10</b>	Increased Student Electives	Students will be provided a variety of increased student electives, such as Pitsco Science Lab (3.5 teachers), Art (1 teacher), and Music (1 teacher). These classes will help support school connectedness among students by encouraging them to engage in high-interest activities within these electives.	\$349,000.00	Yes
<b>3.11</b>	Pupil Support Services	Nurse (1), additional psychologists (2), psychologist interns (3), LVN (1), remote health services (Hazel Health), health clerks (3), additional support aides (15), and Student support program specialists (1) will be provided to support whole child and wrap around services.	\$2,238,600.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12,566,299	\$1,688,888

## 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
45.658%	0.000%	\$0.00	45.658%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Class Size Reduction</p> <p><b>Need:</b> The percentage of socioeconomically disadvantaged students who score At or Above Benchmark in the Middle of Year Acadience assessment indicates that students are not making adequate progress in reading. Teachers have indicated that small group instruction allows them to meet their students'</p>	Smaller class sizes will support teachers ability to provide small group instruction and ensure that students are engaged and are given small group and differentiated instruction. We are providing this action LEA-wide because, in addition to low socioeconomic disadvantaged students, other struggling students will benefit from lower class sizes.	Percentage of classes that provide small group instruction to socioeconomically disadvantaged students as evidenced through weekly through administrative walk-throughs (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>individual needs better. Small class sizes are needed to support small-group instruction.</p> <p><b>Scope:</b> LEA-wide</p>		
1.2	<p><b>Action:</b> Recruiting and Retaining Highly-Qualified Teachers</p> <p><b>Need:</b> Student achievement data shows that ELs and SED students are in the lowest performance levels on CAASPP Math and/or ELA at several Fairfax schools. Students from low socioeconomic backgrounds have unique learning needs that require teachers to teach them based on those needs. Supporting teachers and hiring highly qualified teachers are needed for students' academic success to ensure that we have fully credentialed teachers. Staff feedback has indicated that they appreciate the support that new teachers are provided. As there is a shortage of fully credentialed teachers, we do hire PIP/STIP/Interns. These teachers need to be supported by mentor teachers. 100% of administrators report that new teachers need to be supported to ensure that they can obtain and finish their credentials.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action of recruiting and retaining highly qualified teachers addresses the needs of unduplicated pupils—such as low-income students, English learners, and foster youth—by ensuring they receive instruction from fully credentialed and well-supported educators. These pupils often face unique challenges that require consistent, high-quality instruction tailored to their specific needs. By providing robust support for PIP/STIP/Intern teachers to become fully credentialed, we ensure that these students benefit from stable, skilled teachers who can implement effective, differentiated teaching strategies. Teachers who complete credentialing programs receive extensive training in culturally responsive practices and language acquisition strategies, which are critical for supporting English learners and low-income students. Additionally, the mentor program helps new teachers develop these skills, enhancing their ability to meet the specific needs of unduplicated pupils. A well-supported and confident teaching staff creates engaging and supportive classroom environments, essential for the academic success and emotional well-being of unduplicated pupils.</p> <p>This action is implemented on an LEA-wide basis to ensure all students, particularly unduplicated pupils, benefit from high-quality instruction. An LEA-wide approach ensures equitable distribution</p>	<p>Percentage of teachers who reported that the mentor support program helped them to meet the needs of the diverse learners in their classrooms (Metric 1.1).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>of resources for teacher support and professional development, preventing disparities between schools and providing consistent, high-quality education across the district. An LEA-wide strategy facilitates systemic improvements in teaching quality, lifting the performance of all students while prioritizing those most at risk. This comprehensive approach fosters an inclusive and effective educational environment, ensuring that unduplicated pupils receive the consistent and effective education necessary for their academic success.</p>	
<p><b>1.3</b></p>	<p><b>Action:</b> Education Technology</p> <p><b>Need:</b> Student achievement data shows that ELs and SED students are in the lowest performance levels on CAASPP Math and/or ELA at several Fairfax schools. Socioeconomically disadvantaged students do not have access to educational technology at home according to educational partner feedback. This creates a need to have equitable access to technology in the classroom. Students indicated during empathy interviews that they liked learning from their teachers but also enjoyed learning through technology. Teachers have reported that educational technology resources and support with how to use the technology have been beneficial.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Hiring an Educational Technology Program Specialist and Computer Technicians ensures support for integrating technology into education. Providing supplies, materials, and devices ensures students have necessary tools for learning. Upkeep of district services maintains equitable access to technology for all students. We are providing this action LEA-wide because, in addition to English Learners and low Socioeconomic Disadvantaged Students, other struggling students will benefit from lower class sizes.</p>	<p>Percentage of socioeconomically disadvantaged students who have access to educational technology (Metric 1.11)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.4</b></p>	<p><b>Action:</b> Equitable Facilities</p> <p><b>Need:</b> SED and EL students at Virginia Avenue Elementary have the lowest ELA and Math scores in the district as evidenced by the California School Dashboard. Given these performance gaps, there is a need to optimize the use of the district’s intervention programs by renovating and updating the student service center and replacing portable classrooms with permanent structures to provide a more functional space for students to access the appropriate academic support services.</p> <p>Virginia Avenue: SED: ELA -77.5 DFS; Math -97.5 DFS ELs: ELA -84.8% DFS; Math -103.1 DFS</p> <p><b>Scope:</b> Schoolwide</p>	<p>Renovating and updating Virginia Avenue Elementary provides functional spaces for students to access support services and staff and students having pride in their school. Replacing portable classrooms with permanent structures facilitates small-group learning and collaboration, potentially improving academic performance. This action will be provided school-wide to benefit all students regardless of the student group to which they belong. Still, we anticipate it will support unduplicated students needing intervention services to a greater extent since they will be prioritized for intervention programs.</p>	<p>Percentage of students needing support services that receive those services. (Metric 1.12)</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Library Media Services</p> <p><b>Need:</b> Student achievement data shows that ELs (-82.4 DFS) and SED (-65.6 DFS) students are struggling on CAASPP ELA at several Fairfax schools. 90% of socioeconomically disadvantaged students indicated during empathy interviews that they like going to the library. Providing services through the library such as access to books and having a safe</p>	<p>Hiring a Library Media Teacher and library clerks provides staffing to manage library services and assist students. Providing books, supplies, and materials ensures a well-stocked library for student use. This action is being provided LEA wide since all students struggling academically can benefit from increased access to a well stocked school library.</p>	<p>Percentage of students who have access to books in the library (Metric 1.13)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>space to go is important to improving the conditions of learning for students.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Support Services: Reading</p> <p><b>Need:</b> The action to provide support services in reading specifically targets the identified needs of socioeconomically disadvantaged students, English learners, and foster youth within our district. Data from various assessments highlights the academic challenges faced by these student groups. For instance, CAASPP scores for the 2022-23 academic year revealed significant declines in both ELA and Math among socioeconomically disadvantaged students, English learners, and foster youth. Furthermore, results from the Acadience reading scores indicated that a considerable percentage of students from these underserved groups performed below or well below benchmark levels. Additionally, feedback from educational partners, including teachers, principals, and administrators, emphasized the importance of targeted literacy support for these student populations. Teachers reported challenges in meeting the diverse needs of students, particularly in addressing language barriers and providing differentiated instruction for English learners. Principals echoed these concerns, highlighting the need for additional resources and</p>	<p>The action of providing reading specialists and instructional aides to deliver targeted literacy support directly addresses the identified needs of socioeconomically disadvantaged students, English learners, and foster youth. By deploying these resources on a LEA-wide basis at each elementary school, we ensure equitable access to support services for all students, regardless of their background or socio-economic status. This approach recognizes that literacy skills are foundational to academic success and aims to close achievement gaps by providing intensive intervention to students who are most at risk of falling behind. Moreover, offering support services at the school level allows for personalized and targeted interventions that are tailored to the unique needs of each student, fostering a supportive learning environment where all students can thrive.</p>	<p>The effectiveness of this action will be monitored through two primary metrics: the number of students serviced and the percentage of students who exit intervention successfully. The number of students serviced will provide insight into the reach and utilization of support services across the district, allowing us to assess the extent to which underserved student populations are accessing targeted literacy support. Additionally, tracking the percentage of students who exit intervention successfully will measure the effectiveness of the support services in improving students' reading proficiency and academic outcomes. This metric will enable us to evaluate the impact of the action on student learning and determine the overall</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>personnel to support struggling students, especially those from low-income families and foster care.</p> <p><b>Scope:</b> Schoolwide</p>		<p>success of our efforts to address the needs of socioeconomically disadvantaged students, English learners, and foster youth in reading proficiency. (Metric 2.16)</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Support Services: Academic Intervention</p> <p><b>Need:</b> The action to provide academic intervention services, with a focus on Mathematics, addresses the identified needs of socioeconomically disadvantaged students, English learners, and foster youth within our district. Data from assessments such as the CAASPP and iReady Math performance highlight the academic challenges faced by these student groups, particularly in mathematics proficiency. For instance, CAASPP scores for the 2022-23 academic year revealed significant declines in math proficiency among socioeconomically disadvantaged students, English learners, and foster youth. Additionally, results from iReady Math performance assessments indicated that a considerable percentage of students from these underserved groups were performing below grade-level expectations in mathematics. Feedback from educational partners, including teachers, principals, and administrators, emphasized the need for targeted academic support, especially in mathematics, to address skill gaps and promote academic growth among</p>	<p>The action of providing Academic Intervention TOSAs and Instructional Aides directly addresses the identified needs of socioeconomically disadvantaged students, English learners, and foster youth, with a focus on mathematics proficiency. By deploying these resources on an LEA-wide basis, we ensure equitable access to targeted academic support for all students across each elementary school. This approach recognizes that mathematics proficiency is essential for academic success and aims to close achievement gaps by providing intensive intervention to students who are most at risk of falling behind in this subject. Moreover, offering support services at the school level allows for personalized and targeted interventions that are tailored to the unique needs of each student, fostering a supportive learning environment where all students can thrive academically.</p>	<p>The effectiveness of this action will be monitored through two primary metrics: the number of students serviced and the percentage of students who exit intervention successfully. Tracking the number of students receiving targeted academic support in mathematics will provide insight into the reach and utilization of intervention services across the district, allowing us to assess the extent to which underserved student populations are accessing academic support. Additionally, monitoring the percentage of students who exit intervention successfully will measure the effectiveness of the support services in improving students' mathematics proficiency and academic outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>socioeconomically disadvantaged students, English learners, and foster youth.</p> <p><b>Scope:</b> Schoolwide</p>		<p>This metric will enable us to evaluate the impact of the action on student learning and determine the overall success of our efforts to address the needs of socioeconomically disadvantaged students, English learners, and foster youth in mathematics proficiency. (Metric 2.16)</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> The action to provide professional development opportunities in English Language Arts (ELA), Mathematics (Math), and Social-Emotional Learning (SEL) addresses the identified needs of low-income students, foster youth, and English learner students within our district. Data from assessments such as the CAASPP and iReady Math performance highlight the academic challenges faced by these student groups, particularly in ELA and Math proficiency. Additionally, feedback from educational partners, including teachers and administrators, emphasized the need for professional development focused on meeting the unique academic and social-emotional needs of low-income students, foster youth, and English learners. Teachers expressed challenges in effectively addressing these</p>	<p>The action of providing professional development opportunities directly addresses the identified needs of low-income students, foster youth, and English learner students, with a focus on ELA, Math, and SEL. By offering professional development in these key areas, teachers will be equipped with the necessary knowledge and skills to effectively meet the diverse needs of underserved student populations. This approach ensures that all educators across the district receive training and support to address the unique academic and social-emotional challenges faced by low-income students, foster youth, and English learners. Moreover, offering professional development on a LEA-wide basis fosters a culture of collaboration and shared best practices, allowing educators to learn from one another and implement evidence-based strategies to support student success.</p>	<p>The effectiveness of this action will be monitored through teacher survey data that indicates if and how the professional development helped them meet the unique needs of their diverse learners. Teachers will be asked to provide feedback on the relevance, applicability, and impact of the professional development sessions in addressing the academic and social-emotional needs of low-income students, foster youth, and English learner students. Specifically, the survey will gather information on the strategies and techniques learned during the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students' diverse needs, while principals highlighted the importance of equipping educators with the necessary skills and strategies to support struggling students academically and socio-emotionally.</p> <p><b>Scope:</b> LEA-wide</p>		<p>professional development sessions, as well as their implementation in the classroom to support diverse learners. Additionally, teachers will have the opportunity to share any challenges encountered and suggestions for further improvement in meeting the needs of underserved student populations. By collecting and analyzing teacher survey data, we can gain valuable insights into the effectiveness of professional development initiatives in equipping educators with the necessary knowledge and skills to support the academic and socio-emotional growth of diverse learners. This feedback will inform future professional development planning and ensure that training opportunities align with the needs and priorities of educators and students alike. (Metric 2.17)</p>
2.5	<p><b>Action:</b> Supplemental Academic Programs</p>	<p>The action of implementing and integrating a diverse range of supplemental academic programs directly addresses the identified needs of low</p>	<p>The effectiveness of this action will be monitored through metrics such as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The action to implement and integrate a diverse range of supplemental academic programs addresses the identified needs of low socioeconomically disadvantaged students, English learners, and foster youth within our district. Data from various assessments highlight the academic challenges faced by these student groups, including lower proficiency levels in English Language Arts (ELA) and Mathematics (Math). Additionally, feedback from educational partners, including teachers, principals, and administrators, emphasized the need for tailored academic interventions and support services to address the diverse learning needs of underserved student populations. Teachers expressed challenges in meeting the individual needs of low-income students, English learners, and foster youth, while principals highlighted the importance of providing targeted interventions to support these students' academic growth and success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>socioeconomically disadvantaged students, English learners, and foster youth. By offering a variety of programs tailored to address specific academic needs, students from underserved populations will have access to targeted interventions and support services designed to enhance their academic achievement and success. Providing these programs on an LEA-wide basis ensures equitable access for all students across each elementary school within the district. This approach recognizes that a one-size-fits-all approach to education may not adequately meet the diverse needs of low-income students, English learners, and foster youth. By offering a diverse range of supplemental academic programs, we can provide personalized interventions and support services that cater to the unique learning needs of each student, fostering a supportive and inclusive learning environment where all students can thrive academically.</p>	<p>program utilization rates, student academic progress, and teacher feedback. Program utilization rates will provide insight into the extent to which supplemental academic programs are being utilized by low socioeconomically disadvantaged students, English learners, and foster youth across the district. Additionally, monitoring student academic progress, as measured by assessments such as the CAASPP and iReady, STAR, and Acadience will enable us to assess the impact of these programs on student learning outcomes. (Metrics 2.1, 2.2, 2.11, 2.12, 2.13, 2.14)</p>
3.1	<p><b>Action:</b> Support Services: Coordinators of Student Support</p> <p><b>Need:</b></p>	<p>The action of providing COSS at each school site directly addresses the identified needs of low socioeconomically disadvantaged students, English learners, and foster youth by implementing a whole-child model of support. COSS will collaborate with school staff, families, and</p>	<p>The effectiveness of this action will be monitored through metrics such as student attendance rates (Metric 3.4), suspension rates (Metric 3.5), and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The implementation of Coordinators of Student Support (COSS) addresses the identified needs of low socioeconomically disadvantaged students, English learners, and foster youth within our district. Data and feedback from educational partners have highlighted various challenges faced by these student groups, including issues related to attendance, behavior, academic performance, and social-emotional well-being. Only 65% of students reported that they felt like they belonged at school and only 67% reported that they felt like there was an adult that cared about them. Less than desired achievement data related to attendance, behavior, academic performance, and SE well-being and low-income families, English learner families, and foster families may encounter barriers that impact students' holistic development and academic success. Additionally, feedback from educators and administrators underscored the importance of providing comprehensive support services to address the diverse needs of underserved student populations and their families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>community resources to address barriers to learning and promote student success across multiple domains, including attendance, behavior, academics, and social-emotional learning (SEL). By offering COSS services on an LEA-wide, we ensure equitable access to comprehensive support services for all students, regardless of socioeconomic status or background. This approach recognizes the importance of addressing the diverse needs of underserved student populations in a holistic and coordinated manner to foster their overall well-being and academic achievement.</p>	<p>feedback from families (Metric 3.2). Tracking changes in student attendance rates and behavior referrals will provide insight into the impact of COSS interventions on improving student engagement and reducing barriers to learning. Furthermore, gathering feedback from families on their experiences with COSS support, including the effectiveness of resource connections, home visits, and Student Success Team Meetings, will provide valuable insights into the impact of COSS on family engagement and support. By collecting and analyzing these metrics, we can ensure that COSS services effectively address the identified needs of underserved student populations and contribute to their overall well-being and success within our district.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Support Services: Counselors</p> <p><b>Need:</b></p>	<p>The action of providing counselors at all school sites addresses the identified needs of low socioeconomically disadvantaged students, English learners, and foster youth by offering</p>	<p>The effectiveness of this action will be monitored through metrics such as student utilization of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The provision of counselors at all school sites directly addresses the identified needs of low socioeconomically disadvantaged students, English learners, and foster youth within our district. Data and feedback from educational partner surveys highlight various challenges faced by these student groups, including mental health concerns, emotional distress, and overall well-being issues. Only 65% of students reported that they felt like they belonged at school. Low-income families, English learner families, and foster families may encounter barriers to accessing mental health support services outside of school. Additionally, feedback from educators and administrators underscores the importance of providing dedicated support for students' mental health and well-being to ensure their holistic development and academic success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>dedicated assistance and services for mental health and overall well-being. Counselors will work collaboratively with students, families, and school staff to provide individual and group counseling, crisis intervention, and support for social-emotional learning. By offering counselors on an LEA-wide basis, we ensure equitable access to mental health support services for all students, regardless of their socioeconomic status or background. This approach recognizes the importance of addressing the mental health and well-being of underserved student populations in a proactive and preventive manner within the school setting to promote their overall health and academic success.</p>	<p>counseling services, changes in student well-being indicators (Metric 3.11), and feedback from students and families (Metric 3.2 and 3.11). Tracking the number of students accessing counseling services and the frequency of counseling sessions will provide insight into the reach and utilization of mental health support services across the district. Additionally, monitoring changes in student well-being indicators, such as self-reported feelings of distress or improvements in coping skills, will enable us to assess the impact of counseling interventions on student mental health outcomes. Furthermore, gathering feedback from students and families on their experiences with counseling services, including the perceived effectiveness of interventions and overall satisfaction with support received, will provide valuable insights into the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>impact of counselors on student well-being and overall success. By collecting and analyzing these metrics, we can ensure that counseling services effectively address the identified needs of underserved student populations and contribute to their mental health and academic success within our district.</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Increased School Connectedness</p> <p><b>Need:</b> The initiative to increase school connectedness directly addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students within our district. Data and feedback from educational partners in the school connectedness surveys highlight the importance of fostering a sense of belonging and connection among these student populations. Only 67% of students indicated that they felt like they had a staff member cared about them and 65% of students reported they felt like they belonged at school. English learners, foster youth, and socioeconomically disadvantaged students may face challenges related to cultural adjustment, social isolation, and a lack of community support, which can impact their overall school experience and academic</p>	<p>The action of increasing school connectedness addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students by fostering an engaging and inclusive educational environment. By offering diverse activities and events tailored to their specific cultural backgrounds, inviting guest speakers who resonate with their experiences, and organizing inclusive school-wide events, students from underserved populations will feel valued, respected, and included in the school community. Providing these opportunities on an LEA-wide basis ensures that all students, regardless of their background or socioeconomic status, have access to activities and events that promote school connectedness and a sense of belonging. This approach recognizes the importance of creating an inclusive and welcoming school culture where students feel empowered to participate, engage, and thrive academically and socially.</p>	<p>The effectiveness of this action will be monitored through metrics such as student participation rates in school activities and events, changes in student perceptions of school climate and connectedness, and feedback from students, families, and staff (3.11). Tracking student participation rates in activities and events tailored to their cultural backgrounds will provide insight into the reach and engagement of these initiatives across the district. Additionally, administering surveys to students to assess their perceptions of school</p>

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	<p>success. Additionally, feedback from educators and administrators emphasizes the need for creating an inclusive and supportive educational environment that celebrates diversity and promotes positive relationships among students, families, and staff.</p> <p><b>Scope:</b> LEA-wide</p>		<p>climate and connectedness will enable us to measure changes in their sense of belonging and connection over time. Furthermore, gathering feedback from students, families, and staff on their experiences with inclusive school-wide events and activities will provide valuable insights into the impact of these initiatives on fostering school connectedness and promoting a positive school culture. By collecting and analyzing these metrics, we can ensure that efforts to increase school connectedness effectively address the identified needs of underserved student populations and contribute to their overall well-being and academic success within our district.</p>
3.4	<p><b>Action:</b> Positive Behavior Intervention &amp; Support</p> <p><b>Need:</b> The implementation of Positive Behavior Intervention and Support (PBIS) with incentives and material/supplies addresses the identified needs of English learners, foster</p>	<p>The action of implementing a multi-tiered system of PBIS with incentives and material/supplies addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students by providing targeted support for behavior management and positive reinforcement. By offering incentives and material/supplies to students as part of the PBIS</p>	<p>The effectiveness of this action will be monitored through metrics such as changes in suspension rates for Foster Youth and Socioeconomically Disadvantaged students (Metric 3.9), attendance</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>youth, and socioeconomically disadvantaged students within our district. Data and feedback from educational partners highlight the importance of providing students with effective behavior support systems to promote positive behaviors and improve school climate. 6% of all students were suspended at least 1 time according to the 2023 California Dashboard. Additionally, Foster Youth had a suspension rate of 10.7%, SED students had a suspension rate of 6.1%, and English Learners had a 5.1% suspension rate. 29.5% of all students were chronically absent including English Learners (27%), Socioeconomically Disadvantaged (29.4%), and Homeless (39.5%)</p> <p>English learners, foster youth, and socioeconomically disadvantaged students may face challenges related to behavioral issues, attendance, and recognition for positive behavior, which can impact their overall school experience and academic success. Additionally, feedback from educators and administrators emphasizes the need for implementing evidence-based practices, such as PBIS, to create a supportive and inclusive school environment that fosters positive behavior and academic achievement for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>framework, students from underserved populations will receive support and recognition for appropriate behavior and positive attendance. Providing these incentives and supports on an LEA-wide basis ensures equitable access for all students, regardless of their background or socioeconomic status. This approach recognizes the importance of implementing a consistent and comprehensive behavior support system across the district to promote a positive school climate and improve outcomes for all students.</p>	<p>rates for English Learners, Homeless, and Socioeconomically Disadvantaged students (Metric 3.4), and feedback from students (Metric 3.11). Tracking changes in student behavior referrals that result in a suspension will provide insight into the impact of PBIS interventions on reducing disciplinary incidents and promoting positive behaviors among students. Additionally, monitoring changes in student attendance rates will enable us to assess the impact of PBIS incentives on improving student attendance and engagement in school. Furthermore, gathering feedback from students and staff on their experiences with PBIS incentives and supports will provide valuable insights into the effectiveness of these interventions in promoting a positive school culture and supporting the needs of underserved student populations. By collecting</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			and analyzing these metrics, we can ensure that PBIS with incentives and material/supplies effectively addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students and contributes to their overall well-being and academic success within our district.
3.5	<p><b>Action:</b> Community Access</p> <p><b>Need:</b> The initiative to increase community access addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students within our district. Data and feedback from educational partners highlight various challenges faced by these student groups' families, including barriers to parent engagement, limited access to resources and opportunities, language barriers, and financial constraints. 88% of parents reported that they felt the district values the partnership between parents and the school and there were opportunities for parents to become involved with the school. We would like for these percentages to be higher as we believe that parents having access to a community resource center will improve student chronic absenteeism rates and a lower suspension rates for those</p>	The action of increasing resources and opportunities for parents through the Fairfax Community Resource Center and communication tools such as Parent Square addresses the identified needs of English learners, foster youth, and socioeconomically disadvantaged students' families by providing support services to enhance parent engagement and involvement in their children's education. By offering services such as child care for school events, verbal translation services, and supplies/materials, families from underserved populations will have access to resources and opportunities that facilitate their active participation in school-related activities and events. Providing these services on an LEA-wide basis ensures equitable access for all families, regardless of their background or socioeconomic status, fostering a culture of inclusion and collaboration between schools and families. This approach recognizes the importance of strengthening partnerships between schools and families to support student success and well-being.	The effectiveness of this action will be monitored through changes in parent engagement indicators (Metric 3.1). Tracking parent participation rates through the Community Resource Center will provide insight into the reach and impact of community access initiatives across the district. Additionally, gathering feedback from parents on their experiences with support services, including the perceived effectiveness of communication tools, access to child care, and satisfaction with translation services, will provide valuable insights into the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students whose parents participate in the recourse center. English learners, foster youth, and socioeconomically disadvantaged families may encounter difficulties in actively participating in their children's education due to these challenges. Additionally, feedback from educators and administrators underscores the importance of providing comprehensive support services to address the diverse needs of underserved student populations and their families, fostering meaningful parent engagement, and promoting equitable access to resources and opportunities.</p> <p><b>Scope:</b> LEA-wide</p>		<p>impact of these initiatives on promoting parent engagement and involvement (Metric 3.2). By collecting and analyzing these metrics, we can ensure that increased resources and opportunities for parents effectively address the identified needs of English learners, foster youth, and socioeconomically disadvantaged students' families and contribute to their active participation in their children's education and overall well-being within our district.</p>
<p><b>3.6</b></p>	<p><b>Action:</b> Social Emotional Support</p> <p><b>Need:</b> The need for social-emotional support for English learners, foster youth, and socioeconomically disadvantaged students has been identified through both qualitative and quantitative data. Less than desired achievement data related to attendance, behavior, academic performance, and SE well being. Educational partner feedback, including input from teachers, administrators, parents, and students, emphasizes the necessity of comprehensive social-emotional learning (SEL) programs. Teachers have reported the need for more resources to address the social-</p>	<p>The implementation of social-emotional support programs such as Opportunity Class, Character Strong, Long Term Independent Study, and Navigate 360 directly addresses the unique needs of English learners, foster youth, and socioeconomically disadvantaged students by providing structured environments where they can develop essential social-emotional skills. Opportunity Class offers an alternative setting for students who may struggle in traditional classroom environments, focusing on personalized support and behavior intervention. Character Strong provides a comprehensive SEL curriculum designed to enhance students' social-emotional competencies, promoting a positive school climate and improved student outcomes. Long Term Independent Study caters to students who may</p>	<p>Collect data on student participation and engagement in social-emotional learning activities and lessons. Monitor changes in student behavior, attitudes, and relationships over time as indicators of social-emotional growth. Gather feedback from students, teachers, and parents on the perceived impact of the programs on student social-emotional development and well-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>emotional well-being of their students. Parents have expressed concerns about their children's ability to cope with stress and develop positive social skills. Additionally, students themselves have indicated through surveys that they seek more support in managing emotions, building relationships, and making responsible decisions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>need a more flexible learning environment due to various personal or academic challenges. Navigate 360 offers a suite of tools and resources aimed at fostering a safe and supportive learning environment through SEL, threat assessment, and restorative practices. Providing these services on a LEA-wide basis ensures that all students, regardless of their background, have access to the social-emotional support they need. This inclusive approach promotes equity, helping to bridge gaps and ensure that every student has the opportunity to succeed both academically and personally. By embedding these programs within the broader school framework, we create a cohesive support system that benefits the entire student body while specifically addressing the heightened needs of our unduplicated pupils.</p>	<p>being. (Metrics 3.4, 3.5, 3.9, 3.11)</p>
<p><b>3.7</b></p>	<p><b>Action:</b> Increased Student Activities</p> <p><b>Need:</b> Socioeconomically disadvantaged students, foster youth, and English learners often lack access to enriching extracurricular activities and experiential learning opportunities that can enhance their educational experience. Data from school surveys and feedback from educational partners, including teachers, parents, and students, indicate a significant gap in these opportunities for unduplicated pupils. 6% of all students were suspended at least 1 time according to the 2023 California Dashboard. Additionally, Foster Youth had a suspension rate of 10.7%, SED students had a suspension rate of 6.1%, and English Learners had a 5.1% suspension rate. 29.5% of all</p>	<p>Providing field trips to all students, with a particular emphasis on socioeconomically disadvantaged students, foster youth, and English learners, directly addresses the identified needs by offering experiences that can enhance their educational journey. Field trips provide valuable opportunities for students to connect classroom learning with real-world experiences, thereby deepening their understanding and engagement. For English learners, these trips offer immersive environments that can enhance language acquisition and cultural understanding. Foster youth and socioeconomically disadvantaged students gain exposure to new environments and experiences that they might not otherwise have, which can inspire them and broaden their perspectives. Offering field trips on a LEA-wide basis ensures that every student benefits from these enriching opportunities, fostering a sense of inclusion and</p>	<p>Collect feedback from students, teachers, and parents on the impact of field trips on student motivation and desire to attend school. Monitor changes in student attendance rates and academic engagement following field trip experiences as indicators of increased school connectedness. (Metrics 3.4, 3.5, 3.11)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students were chronically absent including English Learners (27%), Socioeconomically Disadvantaged (29.4%), and Homeless (39.5%). Only 67% of students indicated that they felt like they had a staff member cared about them and 65% of students reported they felt like they belonged at school. Teachers have noted that these students benefit greatly from experiential learning but often do not participate due to financial constraints or lack of resources. Parents have expressed the need for their children to have more exposure to diverse experiences to broaden their horizons and motivate them to engage more with school. Additionally, students themselves have indicated through surveys that field trips and hands-on learning activities increase their interest and enthusiasm for attending school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>equity. By making these experiences accessible to all, we can promote a more engaging and dynamic educational environment. This inclusive approach helps to level the playing field, giving unduplicated pupils the same opportunities as their peers and supporting their overall academic and personal development.</p>	
<p><b>3.8</b></p>	<p><b>Action:</b> Physical Education Aides</p> <p><b>Need:</b> Socioeconomically disadvantaged students, foster youth, and English learners often face barriers to maintaining physical fitness due to limited access to recreational facilities, resources, and structured physical activities. 90% of administrative observations indicated that students were engaged when they had the additional support through the PE aides</p>	<p>The introduction of Physical Education (PE) Aides will provide targeted support to improve the physical fitness of socioeconomically disadvantaged students, foster youth, and English learners. PE Aides will implement structured physical activities and fitness programs tailored to meet the specific needs of these student groups. By focusing on improving physical fitness, we address the holistic development of students, which includes their physical, mental, and academic well-being. Providing PE Aides on a schoolwide basis ensures that all students, including unduplicated pupils, have access to the benefits of improved physical fitness. This</p>	<p>Tracking the improvement of student engagement through administrative walkthroughs. (Metric 3.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>during class. Feedback from educational partners, including teachers and parents, highlights the importance of physical fitness for overall student well-being and academic performance. Teachers have observed that students who engage in regular physical activity are more focused and exhibit better behavior in the classroom. Parents have expressed concerns about their children's physical health and have shown support for initiatives that promote fitness and well-being.</p> <p><b>Scope:</b> Schoolwide</p>	<p>inclusive approach fosters a healthier school environment and promotes equity in access to physical education resources. Physical fitness is closely linked to improved concentration, behavior, and academic achievement, particularly in subjects like ELA and Math. Therefore, enhancing physical fitness through dedicated support helps create a more conducive learning environment for all students, with a significant positive impact on unduplicated pupils.</p>	
<p><b>3.9</b></p>	<p><b>Action:</b> Increased Safety Operations</p> <p><b>Need:</b> Socioeconomically disadvantaged students, foster youth, and English learners often face heightened concerns regarding safety and security, both on their way to school and within the school premises. Feedback from educational partners, including parents, teachers, and community members, has consistently underscored the importance of a safe learning environment. Chronic absenteeism rates of 29.5 for all students, 27% for English Learners, and 29.4% for socioeconomically disadvantaged indicate that there are reasons that students are not attending school regularly. Parents have expressed concerns about the safety of their children walking to school and navigating busy intersections. Teachers have highlighted the</p>	<p>The implementation of the Raptor EMS systems across all district schools will directly address the safety concerns of unduplicated pupils by enhancing overall security measures. This technology will improve visitor management by ensuring that only authorized individuals are allowed on campus, thereby protecting students from potential external threats. The emergency response coordination feature will facilitate quick and efficient responses to emergencies, ensuring that all students, especially those most vulnerable, are accounted for and safe.</p> <p>Providing training for staff members on the effective utilization of Raptor EMS systems will ensure seamless integration and consistent application of improved safety protocols. Regular assessments and updates to safety procedures, conducted in collaboration with law enforcement agencies and community stakeholders, will help maintain a secure learning environment, thus</p>	<p>Reduction in unauthorized access: Measure the number of unauthorized visitors entering school premises (3.13). Percentage of students who indicate they feel safe at school. (3.14)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need for more robust emergency response and student tracking systems to ensure all students are accounted for and safe during school hours. Data indicates that a significant portion of our unduplicated pupils walk to school, making them more vulnerable to traffic hazards and other safety risks. Additionally, feedback from school safety assessments points to the need for improved visitor management and emergency response protocols to protect all students, particularly those from socioeconomically disadvantaged backgrounds, foster youth, and English learners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addressing the unique needs of our unduplicated pupils.</p> <p>The use of Samba Safety will ensure that students who ride the bus are transported by highly qualified drivers, optimizing bus routes and enhancing the overall safety and efficiency of student transportation. Campus Supervisors and crossing guards will further bolster safety measures by monitoring student activities on campus and ensuring safe crossings at busy intersections. These comprehensive safety measures are essential for all students but are particularly critical for socioeconomically disadvantaged students, foster youth, and English learners who rely on these supports for a safe educational experience.</p>	
<p><b>3.10</b></p>	<p><b>Action:</b> Increased Student Electives</p> <p><b>Need:</b> Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, often face limited access to a variety of enriching educational experiences. Feedback from educational partners, including parents, teachers, and students, has highlighted the necessity of offering diverse elective courses to foster a greater sense of engagement and connection to the school environment. Specifically, students have expressed a desire for more opportunities to explore their interests</p>	<p>Offering a wide range of electives such as the Pitsco Science Lab, Art, and Music will directly address the needs of unduplicated pupils by creating an engaging and inclusive educational environment. These electives are designed to cater to diverse student interests, encouraging active participation and fostering a sense of belonging within the school community.</p> <p>By implementing these electives on an LEA-wide basis, all students, particularly socioeconomically disadvantaged students, English learners, and foster youth, will have equitable access to high-interest activities. This inclusive approach ensures that every student can benefit from the enhanced learning opportunities, promoting a positive school culture and improving school connectedness. Engaging in these electives allows students to</p>	<p>Attendance Records: Monitoring attendance data to determine if there is an improvement in student attendance correlated with participation in elective courses (Metric 3.4)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and talents beyond the core academic subjects, which can be especially meaningful for those from underserved backgrounds who may not have access to such activities outside of school. Attendance rates suggest that we should offer more enticing electives for students to participate in. All Students: 94.5%, English Learners: 94.6%, Foster Youth: 95%, Socioeconomically Disadvantaged: 94.4%.</p> <p>Data indicates that increased participation in engaging electives can improve overall student attendance, academic performance, and emotional well-being. For instance, students who participate in arts and music programs have shown higher levels of school engagement and academic achievement. Moreover, providing varied electives aligns with feedback from educational partners who have emphasized the need for activities that support the holistic development of students, especially those from disadvantaged backgrounds.</p> <p><b>Scope:</b> LEA-wide</p>	<p>develop new skills, build self-confidence, and form meaningful connections with peers and teachers, which is crucial for their overall academic and social-emotional development.</p>	
<p><b>3.11</b></p>	<p><b>Action:</b> Pupil Support Services</p> <p><b>Need:</b> Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, often</p>	<p>The implementation of comprehensive pupil support services—including nurses, additional psychologists, psychologist interns, LVNs, remote health services, health clerks, mild/moderate &amp; moderate/severe aides, and a student support program specialist—addresses the unique needs of unduplicated pupils by providing targeted and</p>	<p>Administering surveys to students, parents, and staff to gather feedback on the quality, accessibility, and effectiveness of health services will inform ongoing improvements</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>require comprehensive support services to address their diverse and multifaceted needs. Feedback from educational partners, such as parents, teachers, and community members, has highlighted the necessity of enhancing pupil support services to ensure these students receive the care and resources they need to succeed academically and personally. Chronic absenteeism rates of 29.5 for all students, 27% for English Learners, and 29.4% for socioeconomically disadvantaged indicate that there are reasons that students are not attending school regularly.</p> <p>Data indicates that these student groups often face barriers to accessing adequate healthcare, mental health support, and specialized educational assistance. For example, the high percentage of students performing below benchmarks in academic assessments suggests a need for additional support services to address both academic and non-academic barriers to learning. Moreover, feedback from stakeholders has emphasized the importance of providing wrap-around services to support the whole child, including physical health, mental health, and social-emotional well-being.</p> <p><b>Scope:</b> LEA-wide</p>	<p>accessible resources. These services ensure that all students, particularly those from disadvantaged backgrounds, receive the necessary support to thrive in school. For instance, nurses and LVNs provide essential health services, ensuring students' physical health needs are met, which is foundational for effective learning. Psychologists and psychologist interns offer mental health support, helping students cope with emotional and psychological challenges that can impede their academic performance. Remote health services and health clerks improve access to healthcare, ensuring students receive timely medical attention. Mild/moderate and moderate/severe aides provide specialized support for students with varying degrees of learning disabilities, facilitating a more inclusive and supportive learning environment. Student support program specialists coordinate these services, ensuring a holistic and cohesive approach to student well-being. Providing these services on an LEA-wide basis ensures that every student, especially those who are socioeconomically disadvantaged, English learners, and foster youth, has equitable access to the support they need. This comprehensive approach helps create a nurturing and supportive school environment that promotes academic success and overall well-being.</p>	<p>and adjustments to meet evolving needs (Metric 3.4).</p>

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>2.2</b></p>	<p><b>Action:</b> Support Services: English Learners</p> <p><b>Need:</b> The action to provide support services specifically tailored for English learners addresses the identified needs of socioeconomically disadvantaged students, English learners, and foster youth within our district. Data from assessments such as the CAASPP and ELPI Indicator highlight the academic challenges faced by English learners, including lower proficiency levels in both English language arts and mathematics compared to their peers. Additionally, results from the Acadience reading scores revealed that English learners often perform below benchmark levels, indicating the need for targeted academic support. Feedback from educational partners, including teachers and administrators, underscored the importance of specialized academic support for English learners. Teachers expressed challenges in effectively meeting the diverse linguistic and academic needs of English learners, while principals emphasized the need for additional resources and personnel to support these students' language development and academic progress.</p> <p><b>Scope:</b></p>	<p>The action of providing English Learner TOSAs (Teachers on Special Assignment), Language Assessors, and Instructional Aides directly addresses the identified needs of our English learners. By deploying these specialized personnel on a schoolwide basis, we ensure equitable access to academic support for all English learners across each elementary school. This approach recognizes that English learners require tailored interventions to support their language development and academic achievement. Moreover, the inclusion of TOSAs who provide coaching and support to teachers enhances the quality of English Language Development (ELD) instruction district-wide, ensuring that all teachers have the necessary tools and strategies to effectively support English learners in their classrooms. By providing schoolwide support services, we create a cohesive and collaborative approach to meeting the diverse needs of English learners, fostering an inclusive learning environment where all students can thrive academically.</p>	<p>The effectiveness of this action will be monitored through ELPI rates (Metric 2.7) and reclassification rates (Metric 2.8). ELPI rates will provide insight into the progress of English learners in language proficiency development, with a focus on the percentage of students making significant gains in English language skills over time. Additionally, reclassification rates will measure the success of the support services in facilitating the transition of English learners to fluent English proficiency status. By tracking these metrics, we can assess the impact of specialized academic support on English learners' language development and academic progress, ensuring that they are adequately supported in achieving language proficiency and academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		success. These metrics will inform ongoing efforts to address the needs of English learners and foster their overall growth within our district.

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.

NA

### ***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 concentration grants were used to hire an additional teacher for class-sized reduction (Action 1.1), a Special Education program specialist to provide services to our unduplicated students with disabilities (Action 3.11), a STEAM teacher at each of our elementary sites (3 FTE), and a Science teacher to offer science-based electives at Fairfax Jr. High (.25 FTE). An additional day was also added to for teachers for professional development (Action 2.04). Additional hours were added for the following Classified positions: Aide II (Action 3.11), Aide III (Action 2.2), PE Aides (Action 3.8), & Campus Supervisors (Action 3.9). For Pupil Services, the following positions provide direct services to our unduplicated students: Coordinators of Student Support at each school site (4 FTE) (Action 3.01), Licensed Vocational Nurse (3 FTE) (Action 3.11), Health Clerk (Action 3.11), additional Nurse (Action 3.11), & two additional psychologists (Action 3.11).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	NA	1:14
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:16



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	27,522,512	12,566,299	45.658%	0.000%	45.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,668,937.00	\$0.00	\$0.00	\$0.00	\$12,668,937.00	\$9,329,887.00	\$3,339,050.00

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$870,000.00	\$0.00	\$870,000.00				\$870,000.00	
1	1.2	Recruiting and Retaining Highly-Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$284,600.00	\$50,000.00	\$334,600.00				\$334,600.00	
1	1.3	Education Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$651,500.00	\$1,035,000.00	\$1,686,500.00				\$1,686,500.00	
1	1.4	Equitable Facilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary TK-6	ongoing	\$238,000.00	\$1,075,000.00	\$1,313,000.00				\$1,313,000.00	
1	1.5	Library Media Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$403,600.00	\$37,000.00	\$440,600.00				\$440,600.00	
2	2.1	Support Services: Reading	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary, Shirley Lane Elementary, Zephyr Lane Elementary	ongoing	\$558,075.00	\$0.00	\$558,075.00				\$558,075.00	

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
							ry Kindergarten - Grade 3									
2	2.2	Support Services: English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$569,000.00	\$0.00	\$569,000.00				\$569,000.00	
2	2.3	Support Services: Academic Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary, Shirley Lane Elementary, Zephyr Lane Elementary Grades 3-6	ongoing	\$665,000.00	\$0.00	\$665,000.00				\$665,000.00	
2	2.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,046,800.00	\$0.00	\$1,046,800.00				\$1,046,800.00	
2	2.5	Supplemental Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$404,450.00	\$404,450.00				\$404,450.00	
3	3.1	Support Services: Coordinators of Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$338,133.00	\$0.00	\$338,133.00				\$338,133.00	
3	3.2	Support Services: Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$353,000.00	\$0.00	\$353,000.00				\$353,000.00	
3	3.3	Increased School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$225,000.00	\$225,000.00				\$225,000.00	

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
3	3.4	Positive Behavior Intervention & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$26,700.00	\$26,700.00				\$26,700.00	
3	3.5	Community Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$263,426.00	\$36,000.00	\$299,426.00				\$299,426.00	
3	3.6	Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$371,153.00	\$30,000.00	\$401,153.00				\$401,153.00	
3	3.7	Increased Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$45,000.00	\$173,900.00	\$218,900.00				\$218,900.00	
3	3.8	Physical Education Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fairfax Junior High	ongoing	\$72,000.00	\$0.00	\$72,000.00				\$72,000.00	
3	3.9	Increased Safety Operations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$133,000.00	\$126,000.00	\$259,000.00				\$259,000.00	
3	3.10	Increased Student Electives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$269,000.00	\$80,000.00	\$349,000.00				\$349,000.00	
3	3.11	Pupil Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,198,600.00	\$40,000.00	\$2,238,600.00				\$2,238,600.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
27,522,512	12,566,299	45.658%	0.000%	45.658%	\$12,668,937.00	0.000%	46.031 %	<b>Total:</b>	\$12,668,937.00
								<b>LEA-wide Total:</b>	\$9,491,862.00
								<b>Limited Total:</b>	\$569,000.00
								<b>Schoolwide Total:</b>	\$2,608,075.00

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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$870,000.00	
1	1.2	Recruiting and Retaining Highly-Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,600.00	
1	1.3	Education Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,686,500.00	
1	1.4	Equitable Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary TK-6	\$1,313,000.00	
1	1.5	Library Media Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$440,600.00	
2	2.1	Support Services: Reading	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary, Shirley Lane	\$558,075.00	



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 (%)
						Elementary, Zephyr Lane Elementary Kindergarten - Grade 3		
2	2.2	Support Services: English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$569,000.00	
2	2.3	Support Services: Academic Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary, Shirley Lane Elementary, Zephyr Lane Elementary Grades 3-6	\$665,000.00	
2	2.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,046,800.00	
2	2.5	Supplemental Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$404,450.00	
3	3.1	Support Services: Coordinators of Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$338,133.00	
3	3.2	Support Services: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,000.00	
3	3.3	Increased School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
3	3.4	Positive Behavior Intervention & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,700.00	
3	3.5	Community Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$299,426.00	
3	3.6	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$401,153.00	

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 (%)
3	3.7	Increased Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,900.00	
3	3.8	Physical Education Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairfax Junior High	\$72,000.00	
3	3.9	Increased Safety Operations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$259,000.00	
3	3.10	Increased Student Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349,000.00	
3	3.11	Pupil Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,238,600.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$16,937,283.00	\$18,014,889.00

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	State adopted instructional materials	No	\$300,000.00	\$300,000
1	1.2	Supplemental Instructional Services	Yes	\$2,506,545.00	\$3,419,734
1	1.3	Educational Technology	Yes	\$1,598,100.00	\$1,961,500
1	1.4	Increased Intervention Opportunities	Yes	\$243,913.00	\$0
1	1.5	Library Media Services	Yes	\$394,500.00	\$427,000
1	1.6	Professional Development	Yes	\$135,000.00	\$108,455
1	1.7	Recruiting and Retaining Highly-Qualified Teachers	Yes	\$200,160.00	\$100,000
1	1.8	Special Education Support	No	\$3,118,200.00	\$3,100,000
1	1.9	Physical Education Aide (2)	Yes	\$72,500.00	\$82,000
1	1.10	Class size reduction	Yes	\$827,300.00	\$837,000
1	1.11	Teacher on Special Assignment - Intervention	Yes	\$446,700.00	\$445,000

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	1.12	Equitable Facilities	Yes	\$400,000.00	\$400,000
2	2.1	English Language Learner instructional support	Yes	\$785,500.00	\$841,000
2	2.2	Professional Development	Yes	\$5,000.00	\$5,000
2	2.3	ELD curriculum	Yes	\$35,000.00	\$35,000
2	2.4	Early Childhood Instructional Aide Language Support	Yes	\$371,000.00	\$365,000
3	3.1	Supplemental Pupil Services	Yes	\$1,943,000.00	\$2,030,300
3	3.2	Increased Parent Engagement	Yes	\$215,260.00	\$296,000
3	3.3	Social Emotional Support	Yes	\$35,000.00	\$35,000
3	3.4	Increased student support and services	Yes	\$358,230.00	\$358,000
3	3.5	Opportunity class	Yes	\$210,000.00	\$210,000
3	3.6	After-school sports and clubs	Yes	\$54,275.00	\$70,000
3	3.7	Positive Behavior Intervention and Supports	Yes	\$130,300.00	\$165,700
3	3.8	Safety support services (ACTION ELIMINATED)	No	\$0.00	\$0.00

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)
3	3.9	Field trips	Yes	\$192,800.00	\$173,000
3	3.10	Music Teachers (2)	Yes	\$289,000.00	\$155,000
3	3.11	Crossing guards	Yes	\$110,000.00	\$120,200
3	3.12	Increased student activities	Yes	\$100,000.00	\$115,000
3	3.13	Equitable Facilities	Yes	\$1,860,000.00	\$1,860,000

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,101,108	\$13,519,083.00	\$14,614,889.00	(\$1,095,806.00)	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	1.2	Supplemental Instructional Services	Yes	\$2,506,545.00	\$3,419,734		
1	1.3	Educational Technology	Yes	\$1,598,100.00	\$1,961,500		
1	1.4	Increased Intervention Opportunities	Yes	\$243,913.00	\$0		
1	1.5	Library Media Services	Yes	\$394,500.00	\$427,000		
1	1.6	Professional Development	Yes	\$135,000.00	\$108,455		
1	1.7	Recruiting and Retaining Highly-Qualified Teachers	Yes	\$200,160.00	\$100,000		
1	1.9	Physical Education Aide (2)	Yes	\$72,500.00	\$82,000		
1	1.10	Class size reduction	Yes	\$827,300.00	\$837,000		
1	1.11	Teacher on Special Assignment - Intervention	Yes	\$446,700.00	\$445,000		
1	1.12	Equitable Facilities	Yes	\$400,000.00	\$400,000		
2	2.1	English Language Learner instructional support	Yes	\$785,500.00	\$841,000		
2	2.2	Professional Development	Yes	\$5,000.00	\$5,000		
2	2.3	ELD curriculum	Yes	\$35,000.00	\$35,000		

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)
2	2.4	Early Childhood Instructional Aide Language Support	Yes	\$371,000.00	\$365,000		
3	3.1	Supplemental Pupil Services	Yes	\$1,943,000.00	\$2,030,300		
3	3.2	Increased Parent Engagement	Yes	\$215,260.00	\$296,000		
3	3.3	Social Emotional Support	Yes	\$35,000.00	\$35,000		
3	3.4	Increased student support and services	Yes	\$358,230.00	\$358,000		
3	3.5	Opportunity class	Yes	\$210,000.00	\$210,000		
3	3.6	After-school sports and clubs	Yes	\$54,275.00	\$70,000		
3	3.7	Positive Behavior Intervention and Supports	Yes	\$130,300.00	\$165,700		
3	3.9	Field trips	Yes	\$192,800.00	\$173,000		
3	3.10	Music Teachers (2)	Yes	\$289,000.00	\$155,000		
3	3.11	Crossing guards	Yes	\$110,000.00	\$120,200		
3	3.12	Increased student activities	Yes	\$100,000.00	\$115,000		
3	3.13	Equitable Facilities	Yes	\$1,860,000.00	\$1,860,000		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$27,299,158	12,101,108	6.77	51.098%	\$14,614,889.00	0.000%	53.536%	\$0.00	0.000%



# 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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

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

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

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

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

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

## Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

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



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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as



a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).