LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fairfax Elementary School District
CDS Code: 15-163461
School Year: 2025-26
LEA contact information:

Lora Brown
Superintendent
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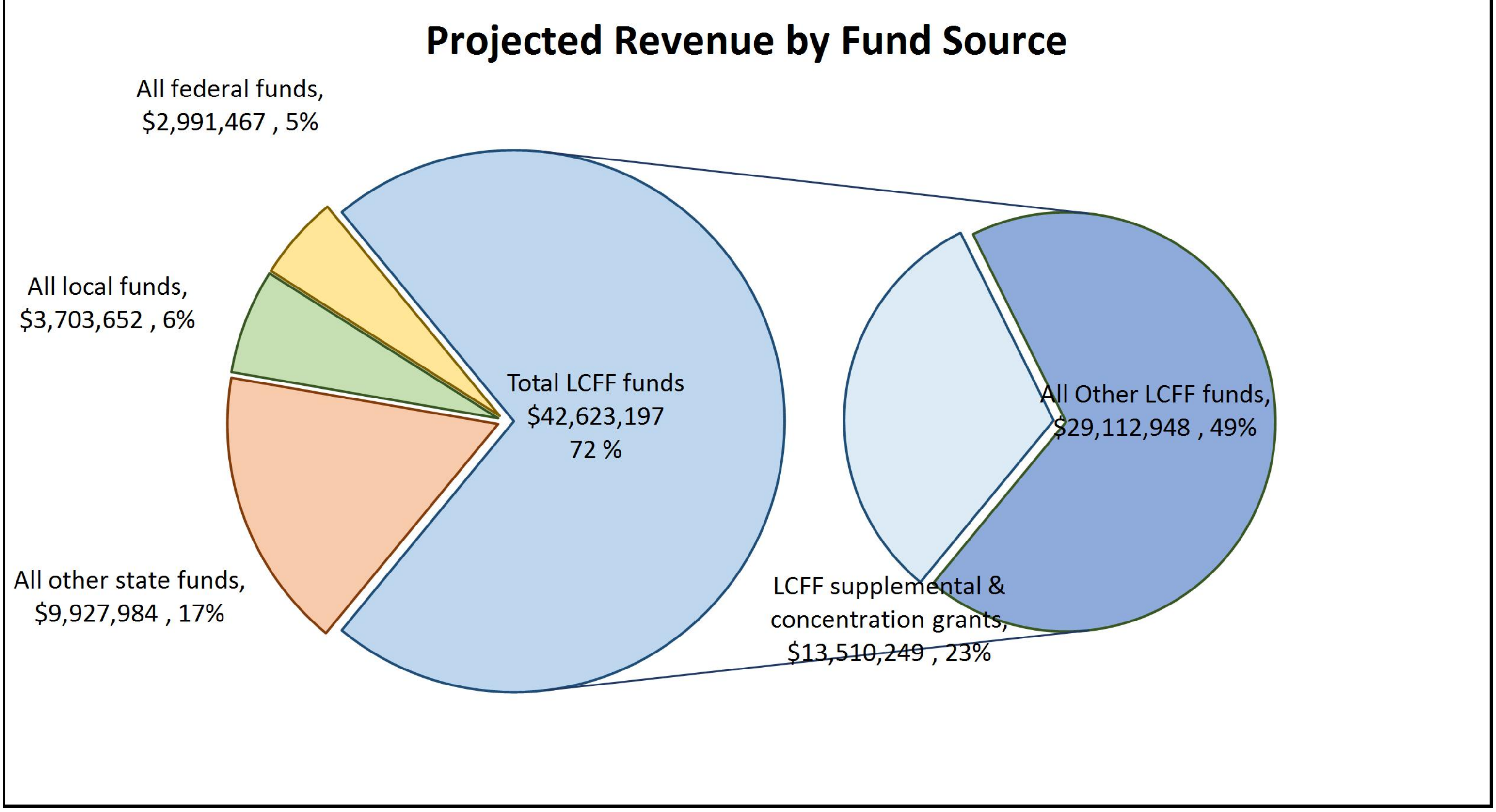
(661) 366-7221

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 2025-26 School Year

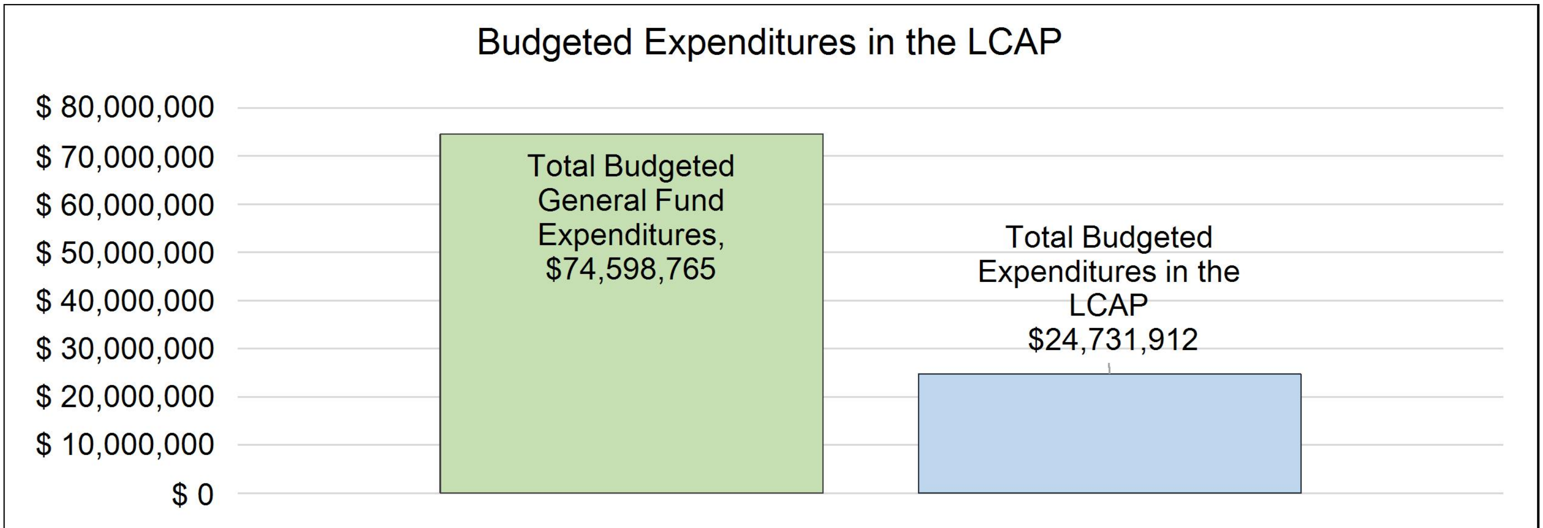


This chart shows the total general purpose revenue Fairfax Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fairfax Elementary School District is $59,246,300, of which $42,623,197 is Local Control Funding Formula (LCFF), $9,927,984 is other state funds, $3,703,652 is local funds, and $2,991,467 is federal funds. Of the $42,623,197 in LCFF Funds, $13,510,249 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fairfax Elementary School District plans to spend $74,598,765 for the 2025-26 school year. Of that amount, $24,731,912 is tied to actions/services in the LCAP and $49,866,853 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

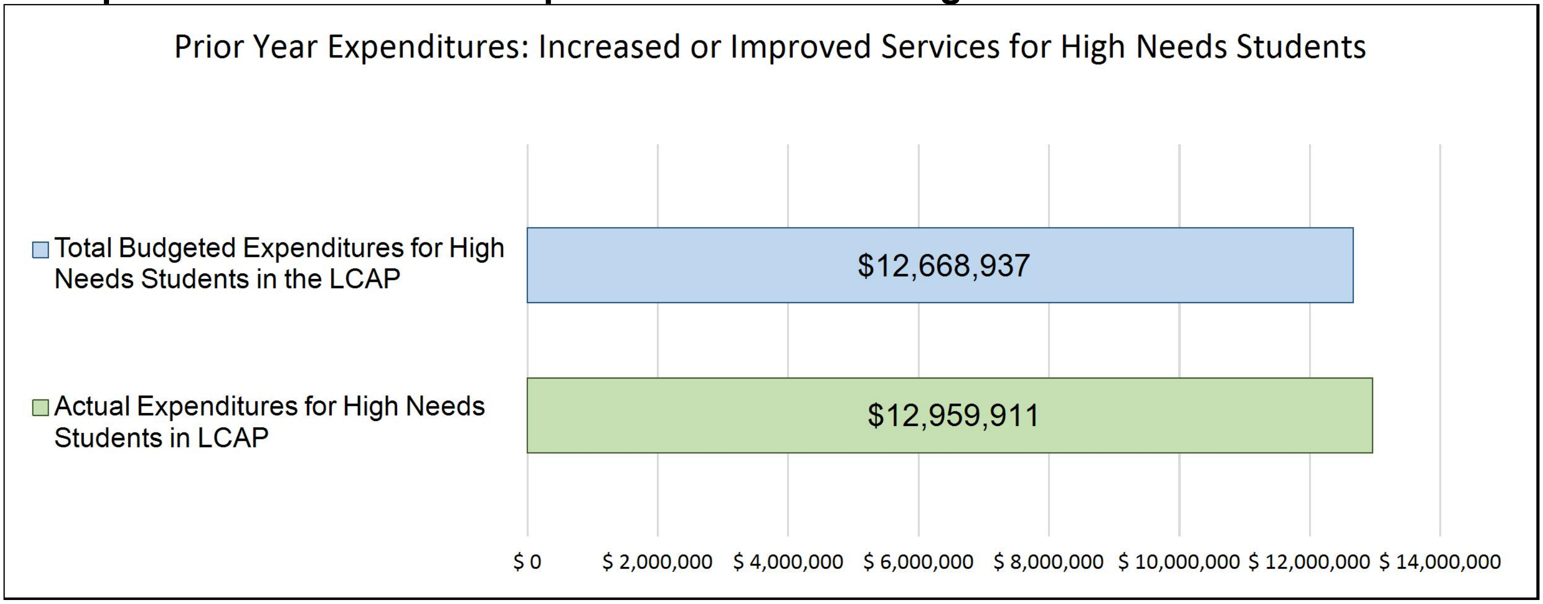
General Fund Budget expenditures not in the LCAP include operational expenditures such as staff salaries and benefits, supplies, and services required to maintain operations of the district. This also includes other state, federal, and local grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Fairfax Elementary School District is projecting it will receive $13,510,249 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 $14,033,912 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what 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 2024-25, Fairfax Elementary School District's LCAP budgeted $12,668,937 for planned actions to increase or improve services for high needs students. Fairfax Elementary School District actually spent $12,959,911 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

The Fairfax School District is dedicated to fostering a culture of learning, integrity, and community engagement among students, staff, and families. Our mission is rooted in empowering every student to succeed by instilling values such as integrity, perseverance, and lifelong learning. We prioritize high expectations, diverse opportunities, and a safe, supportive environment that nurtures students academically, socially, and emotionally.

Serving approximately 2,700 students from Pre-K through eighth grade, Fairfax encompasses three elementary schools and one junior high across four locations. Our student population includes 97% Socioeconomically Disadvantaged students, 34% English Learners, and 0.7% Foster Youth. Additionally, two of our school sites host Head Start preschool programs, and we offer Mild/Moderate and Moderate/Severe Special Education programs to meet the diverse needs of our students. To support families, we provide resources through our Parent Education Resource Center (PERC), offering parent education, direct assistance, and community referrals.

Fairfax serves a tight-knit but geographically and economically challenged community where access to public resources such as libraries and parks can be limited. Despite these challenges, our district remains committed to embracing diversity and ensuring equitable access to resources. With 97% of our students classified as unduplicated pupils, we focus on providing high-quality education and targeted support to help every student reach their full potential.

Beyond the classroom, Fairfax prides itself on a comprehensive Expanded Learning Program that includes after-school childcare through the ASES program, an active Sports Program, various student clubs, and engaging Enrichment Camps. These programs provide students with valuable opportunities to explore their interests, build leadership skills, and foster a sense of belonging.

To support the holistic development of our students, Fairfax integrates Social-Emotional Learning (SEL) into daily instruction, utilizing Positive Behavior Intervention and Support (PBIS) strategies to reinforce a positive school climate. Our dedicated counselors provide mental health support, helping students navigate personal and academic challenges while developing the emotional intelligence necessary for long-term success.

Academically, we emphasize Tier 1 instruction, ensuring that all students receive high-quality, differentiated instruction tailored to their individual needs. Our district places a strong focus on literacy, recognizing its foundational role in academic achievement. Reading and literacy integration across all subjects remains a core priority, with additional academic support provided through our Achievers after-school tutoring program, services for migrant families, and our Response to Intervention (RTI) program for Reading and Math.

At Fairfax School District, our commitment extends beyond academic success—we strive to cultivate a learning environment where every student is supported, challenged, and inspired to reach their fullest potential. By combining high-quality instruction, strong community engagement, and a focus on the whole child, we ensure that our students are prepared to thrive in school and beyond.

Reflections: Annual Performance

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

Introduction

The 2024 California School Dashboard data highlights remarkable growth across multiple performance areas in our district. This year's results reflect the dedicated efforts of our educators, students, and families in implementing targeted interventions and evidence-based strategies. Our district has seen steady improvements in English Language Arts (ELA) and Mathematics, with significant gains among key student groups, including African American students, English Learners, and socioeconomically disadvantaged students.
One of the most significant achievements this year is the dramatic reduction in the number of student groups identified in the Red category. In the 2022–23 school year, 59 student groups were classified in the Red performance band; however, for 2023–24, that number has been significantly reduced to just 17. This substantial decline demonstrates that our strategic investments in intervention supports, professional development, and student-centered learning approaches are yielding positive results.

The reduction in Red-designated student groups is evident across all school sites:

- Shirley Lane: Decreased from 7 groups to 1
- Zephyr Lane: Decreased from 6 groups to 3
- Virginia Avenue: Decreased from 17 groups to 2
- Fairfax Junior High: Decreased from 11 groups to 3

- Fairfax School District: Decreased from 18 groups to 8

These improvements highlight the success of targeted school-wide initiatives, including small-group instruction, expanded intervention programs, and strengthened community partnerships. As we reflect on this progress, we remain committed to ensuring continued academic growth, narrowing achievement gaps, and addressing areas where students still require additional support.

English Language Arts (ELA) Performance Analysis

Overall Trends in ELA Performance

The 2024 California School Dashboard data reflects steady progress in ELA performance across the district. While students remain 60.4 points below standard, the district recorded a positive gain of 3.3 points, demonstrating that targeted literacy interventions are making an impact.
District-Wide Improvements and Areas of Growth. Several student groups made notable progress, including:

- African American Students: -77.2 DFS, Increased 19.7 points

Growth reflects the impact of small-group instruction, literacy-focused professional development, and targeted instructional support programs.
LCAP Actions: 2.1, 2.4, 2.5 (Reading intervention, professional development, instructional refinements).

- English Learners: -76 DFS, Increased 6.3 points

Gains indicate the effectiveness of designated and integrated ELD instruction, along with support from EL TOSAs and instructional aides.
LCAP Actions: 2.1, 2.2, 2.4, 2.5 (ELD instruction, teacher PD, bilingual literacy strategies).

- Hispanic Students: -59.8 DFS, Increased 3.7 points

Improvements supported by structured reading interventions and differentiated instruction.
LCAP Actions: 2.1, 2.4, 2.5 (Small-group instruction, targeted literacy supports).

- Socioeconomically Disadvantaged Students: -62.7 DFS, Increased 2.9 points

Continued growth due to increased instructional aides, small-group instruction, and targeted reading supports.
LCAP Actions: 2.1, 2.4, 2.5 (Academic interventions, teacher training, and data-driven instruction).

These improvements reflect the district’s investment in reducing class sizes, expanding reading intervention programs, and strengthening professional development efforts.

Performance of Student Groups in Red (2023)

Each year, the LCAP requires a review of student groups previously identified in the Red category. Below is the 2024 performance of these groups:

District-Level Data

- English Learners: -76 DFS, Increased 6.3

LCAP Actions: 2.1, 2.2, 2.4, 2.5

- Students with Disabilities: -160.7 DFS, Maintained -1.6

LCAP Actions: 2.1, 2.4, 2.5

School-Level Data

Virginia Avenue
At Virginia Avenue, notable progress was observed across multiple student groups, particularly in ELA performance. The following student groups showed improvements:

- All Students: -70.8 DFS, Increased 5.7 (Actions 2.1, 2.4, 2.5)
- Hispanic Students: -70.8 DFS, Increased 4.6 (Actions 2.1, 2.4, 2.5)
- English Learners: -76 DFS, Increased 8.8 (Actions 2.1, 2.2, 2.4, 2.5)
- Socioeconomically Disadvantaged Students: -71.2 DFS, Increased 6.3 (Actions 2.1, 2.4, 2.5)
- Students with Disabilities: -188.9 DFS, Decreased -35.9 (Actions 2.1, 2.4, 2.5)

Shirley Lane

- Students with Disabilities: -12.6 DFS, Increased 21 (Actions 2.1, 2.4, 2.5)

Zephyr Lane

- Students with Disabilities: -174.5 DFS, Decreased -22.1 (Actions 2.1, 2.4, 2.5)

Fairfax Junior High

- English Learners: -104.2 DFS, Maintained 2.4 (Actions 2.1, 2.2, 2.4, 2.5)
- Students with Disabilities: -158 DFS, Increased 28.7 (Actions 2.1, 2.4, 2.5)

Analysis and Response to Data

Challenges Observed Across Student Groups
While many student groups showed growth, some populations require additional support to ensure continued academic progress:

- Students with Disabilities: Challenges persist in literacy development and instructional accessibility.
- Long-Term English Learners (LTELs): Expanded language development programs and increased access to bilingual resources are needed.
- Homeless Students: Instructional disruptions require one-on-one tutoring and academic stability supports.

Factors Contributing to Growth

- Smaller class sizes enable more personalized instruction.
- Increased instructional aides and reading intervention specialists have provided additional layers of support.
- ELD programs and bilingual support structures have strengthened English Learner progress.

- Professional development and teacher collaboration have allowed educators to refine their instructional strategies based on student data.

Adjustments to LCAP Actions for Continued Growth

Enhancing Professional Development to Support Small-Group Instruction (LCAP Actions 2.4, 2.5)
- Provide targeted training for teachers on best practices in small-group instruction.
- Equip educators with strategies to support Long-Term English Learners (LTELs), including language scaffolding and structured literacy techniques.
- Facilitate collaboration through Professional Learning Communities (PLCs) to allow teachers to analyze student data and refine instructional approaches.

Strengthening Data-Driven Instructional Refinements (LCAP Actions 2.1, 2.4, 2.5)
- Leverage student performance data from CAASPP, i-Ready, DIBELS, and Lexia English to guide instructional adjustments.
- Support teachers in using assessment data to tailor small-group instruction, ensuring that interventions align with student needs.

Mathematics Performance Analysis

Overview of Math Performance

The 2024 California School Dashboard data indicates steady progress in mathematics achievement across the district. While students remain 85.5 points below standard, the district recorded a positive gain of 4.3 points compared to the previous year. This growth suggests that targeted math interventions, reduced class sizes, and teacher professional development are positively impacting student achievement.
District-Wide Improvements and Areas of Growth

Several student groups showed notable progress, demonstrating the effectiveness of targeted math instruction and intervention strategies:
- African American Students: -109.6 DFS, Increased 18.5 points

Gains reflect the effectiveness of targeted small-group math instruction, increased intervention supports, and focused instructional strategies.
LCAP Actions: 2.2, 2.4, 2.5 (Math intervention, teacher coaching, and instructional refinements).
- English Learners: -98.2 DFS, Increased 5.6 points

Growth supported by designated and integrated ELD instruction, math scaffolding strategies, and bilingual instructional aides.
LCAP Actions: 2.2, 2.4, 2.5 (ELD math supports, small-group interventions, and targeted professional development).
- Homeless Students: -103.5 DFS, Increased 5.8 points

Improvements reflect the impact of individualized tutoring, after-school math support programs, and structured intervention time.
LCAP Actions: 2.2, 2.4, 2.5 (One-on-one intervention, expanded access to math resources, and small-group supports).
- Long-Term English Learners (LTELs): -165.5 DFS, Increased 3.1 points

Gains indicate continued success in math-focused ELD instruction and integrated bilingual supports.
LCAP Actions: 2.2, 2.4, 2.5 (Extended math language support, structured intervention, and teacher PD on math literacy).
- Hispanic Students: -85.9 DFS, Increased 3.7 points

Growth supported by focused math interventions, small-group instruction, and real-time feedback models.
LCAP Actions: 2.2, 2.4, 2.5 (Differentiated math instruction, targeted small-group instruction, and intervention-based coaching).

- Socioeconomically Disadvantaged Students: -87.3 DFS, Increased 4.1 points

Continued improvement due to increased instructional supports, enhanced technology integration, and personalized learning strategies.
LCAP Actions: 2.2, 2.4, 2.5 (Expanded math intervention resources, teacher coaching, and technology-based support).

- White Students: -83.5 DFS, Increased 5.7 points

Growth reflects effective small-group math interventions, technology integration, and differentiated instruction.
LCAP Actions: 2.2, 2.4, 2.5 (Personalized learning strategies, real-time formative assessments, and professional learning communities).
While these gains reflect steady progress, the district remains committed to further closing achievement gaps and ensuring all students meet grade-level standards. However, Students with Disabilities saw a decline (-13.9 points), highlighting the need for continued specialized support in mathematics instruction.

District-Wide Interventions Supporting Math Achievement

To support math instruction and intervention, the district has strategically implemented several key actions within the LCAP:

1. Academic Intervention TOSAs with a Focus on Math (LCAP Action 2.3)
    - The district has assigned Academic Intervention TOSAs with an emphasis on math instruction and intervention.
    - These TOSAs support teachers in implementing evidence-based instructional strategies, ensuring data-driven interventions for students needing additional math support.
    - Targeted small-group interventions have been expanded, particularly for students scoring well below standard.

2. Class Size Reduction to Enhance Math Instruction (LCAP Action 1.1)
    - Maintaining smaller class sizes has enabled teachers to provide more individualized instruction in math.
    - Smaller student-teacher ratios allow for increased differentiation, real-time feedback, and deeper conceptual understanding of mathematics.

3. Integration of Educational Technology to Strengthen Math Skills (LCAP Action 1.3)
The district has expanded access to math-focused educational technology to support instruction, including:
    - Interactive digital math programs that offer personalized learning pathways for students.
    - Adaptive assessments that help teachers identify skill gaps and adjust instruction accordingly.
    - Online tutoring and intervention resources to provide additional practice and reinforcement of math concepts.

4. Professional Development to Strengthen Math Instruction (LCAP Action 2.4)
The district has prioritized professional development (PD) focused on mathematics instruction to ensure teachers are equipped with effective strategies.
PD has focused on:
    - Evidence-based instructional strategies for math fluency and problem-solving.
    - Using student performance data to drive instructional decisions.
    - Best practices for integrating educational technology into math lessons.

- Professional Learning Communities (PLCs) where teachers analyze student math performance and refine instruction.

Performance of Student Groups in Red in 2023, and how they preformed in 2024:

District-Level Data
- African American Students: -109.6 DFS, Increased 18.5 points

LCAP Actions: 2.2, 2.4, 2.5
- English Learners: -98.2 DFS, Increased 5.6 points

LCAP Actions: 2.2, 2.4, 2.5

School-Level Data

Virginia Avenue
At Virginia Avenue, targeted math interventions helped multiple student groups make strong gains:
- All Students: -97.2 DFS, Increased 6 (Actions 2.2, 2.4, 2.5)
- Hispanic Students: -91.3 DFS, Increased 5 (Actions 2.2, 2.4, 2.5)
- English Learners: -94.7 DFS, Increased 8.4 (Actions 2.2, 2.4, 2.5)
- Socioeconomically Disadvantaged Students: -91.4 DFS, Increased 6.1 (Actions 2.2, 2.4, 2.5)
- Students with Disabilities: -205.4 DFS, Decreased -29.3 (Actions 2.2, 2.4, 2.5)

Shirley Lane
- Students with Disabilities: -148.5 DFS, Maintained 0.4 (Actions 2.2, 2.4, 2.5)

Fairfax Junior High
- All Students: -115.0 DFS, Decreased -5.3 (Actions 2.2, 2.4, 2.5)
- Hispanic Students: -113.8 DFS, Increased 5.6 (Actions 2.2, 2.4, 2.5)
- English Learners: -148.2 DFS, Increased 9.7 (Actions 2.2, 2.4, 2.5)
- Students with Disabilities: -199.4 DFS, Increased 3.2 (Actions 2.2, 2.4, 2.5)
- Socioeconomically Disadvantaged: -117.5 DFS, Increased 4.5 (Actions 2.2, 2.4, 2.5)

Chronic Absenteeism Performance Analysis

Overview of Chronic Absenteeism Performance

The 2024 California School Dashboard data highlights significant progress in reducing chronic absenteeism across the district. The percentage of students who were chronically absent declined by 13.9 percentage points, bringing the overall rate down to 15.6%. This marks a substantial improvement from the previous year’s 29.5% chronic absenteeism rate, demonstrating that the district’s multi-tiered interventions and proactive engagement strategies are making a strong impact.
District-Wide Reductions in Chronic Absenteeism

Several student groups demonstrated notable improvements, reflecting the success of targeted outreach efforts, school-based attendance initiatives, and increased social-emotional supports:

- African American Students: 27.9% chronically absent, Declined 14.5 percentage points
- White Students: 21.9% chronically absent, Declined 12.6 percentage points
- Asian Students: 12.5% chronically absent, Declined 20.8 percentage points
- English Learners: 14.4% chronically absent, Declined 12.6 percentage points
- Hispanic Students: 15% chronically absent, Declined 13.4 percentage points
- Homeless Students: 27.9% chronically absent, Declined 11.6 percentage points
- Long-Term English Learners (LTELs): 15.8% chronically absent, Declined 13.9 percentage points
- Two or More Races: 14.8% chronically absent, Declined 27.8 percentage points

These impressive declines reflect the success of strategic district-wide interventions, which focused on family outreach, student engagement strategies, and school-based attendance support programs.

District-Wide Interventions Supporting Chronic Absenteeism Reduction

To reduce chronic absenteeism and promote regular school attendance, the district has implemented a multi-faceted approach, utilizing key LCAP actions to support students and families.

1. Strengthening Family and Community Engagement (LCAP Actions 3.1, 3.3, 3.4)
   - Expanded outreach to families through community liaisons and bilingual support staff to improve parent engagement in attendance efforts.
   - Implementation of family education programs to highlight the importance of attendance and connect families with resources to remove barriers to consistent school participation.
   - Increased home-school communication, including personalized phone calls, text messaging, and home visits, to support students at risk of chronic absenteeism.

2. Enhancing Positive School Climate and Social-Emotional Supports (LCAP Actions 3.5, 3.6, 3.7)
   - Increased access to mental health services and counseling, ensuring students have the social-emotional supports they need to attend school consistently.
   - Expansion of social-emotional learning (SEL) programs to help students build connections with peers and teachers, fostering a stronger sense of belonging.
   - Implementation of mentorship programs and peer support initiatives to provide students with positive role models and accountability partners.

3. Implementing School-Based Attendance Interventions (LCAP Actions 1.2, 1.4, 3.2)
   - Utilization of early warning systems to identify students who may be at risk of chronic absenteeism and provide early intervention before attendance issues escalate.
   - Creation of site-based attendance teams, which collaborate with teachers, counselors, and administrators to develop individualized attendance plans for students needing additional support.

- Implementation of incentive programs, including recognition events, attendance challenges, and reward-based initiatives, to encourage consistent school attendance.

These comprehensive strategies have led to measurable progress in reducing chronic absenteeism across multiple student groups and school sites.

Performance of Student Groups in Red (2023)

The following section outlines how the 2023 Red student groups in Chronic Absenteeism performed in 2024, highlighting significant reductions in chronic absenteeism and the actions being implemented to sustain this progress.

District-Level Data

The district saw substantial decreases in chronic absenteeism across multiple student groups, demonstrating the effectiveness of targeted attendance interventions, family engagement efforts, and school-based supports:

All Students: 15.6% chronically absent, Declined 13.9 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Asian Students: 12.5% chronically absent, Declined 20.8 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- English Learners: 14.4% chronically absent, Declined 12.6 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Hispanic Students: 15% chronically absent, Declined 13.4 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Homeless Students: 27.9% chronically absent, Declined 11.6 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Two or More Races: 14.8% chronically absent, Declined 27.8 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Socioeconomically Disadvantaged Students: 15.8% chronically absent, Declined 13.6 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- Students with Disabilities: 23.4% chronically absent, Declined 19.1 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

- White Students: 21.9% chronically absent, Declined 12.6 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 3.11

School-Level Data

At the school level, the district’s attendance interventions significantly reduced chronic absenteeism:

Virginia Avenue

- All Students: 25.2% chronically absent, Declined 12.3 percentage points
- Students with Disabilities: 34% chronically absent, Declined 26 percentage points

- English Learners: 22.5% chronically absent, Declined 11 percentage points
- Hispanic: 24% chronically absent, Declined 12.1 percentage points
- Socioeconomically Disadvantaged Students: 25.2% chronically absent, Declined 11.8 percentage points

Shirley Lane

- All Students: 10.4% chronically absent, Declined 17.1 percentage points
- Students with Disabilities: 15.2% chronically absent, Declined 22.6 percentage points
- English Learners: 10.1% chronically absent, Declined 14.4 percentage points
- Hispanic: 10.5% chronically absent, Declined 17.2 percentage points
- Socioeconomically Disadvantaged Students: 10.5% chronically absent, Declined 16.9 percentage points
- White: 13.3% chronically absent, Declined 13.9 percentage points

Zephyr Lane

- All Students: 11.4% chronically absent, Declined 13.9 percentage points
- Students with Disabilities: 20.9% chronically absent, Declined 16.1 percentage points
- English Learners: 10.1% chronically absent, Declined 14.4 percentage points
- Hispanic: 10.2% chronically absent, Declined 12.9 percentage points
- Socioeconomically Disadvantaged Students: 11.8% chronically absent, Declined 13.8 percentage points
- White: 24.3% chronically absent, Declined 15.7 percentage points

Fairfax Junior High

- All Students: 15.9% chronically absent, Declined 11.4 percentage points
- Students with Disabilities: 25% chronically absent, Declined 9.5 percentage points
- Hispanic: 15.4% chronically absent, Declined 10.8 percentage points

Suspension Rate Performance Analysis

Overview of Suspension Rate Performance

The 2024 California School Dashboard data indicates positive progress in reducing suspension rates across the district. The percentage of students suspended at least once declined by 1.7 percentage points, bringing the overall suspension rate to 4.3%. This decline reflects the district’s investment in Positive Behavior Interventions and Supports (PBIS), restorative practices, and social-emotional learning (SEL) initiatives.

District-Wide Reductions in Suspension Rates

Several student groups demonstrated notable improvements, reflecting the success of proactive behavior interventions, expanded counseling services, and increased family engagement efforts:

- African American Students: 8.1% suspended, Declined 10.8 percentage points

- English Learners: 3.9% suspended, Declined 1.2 percentage points
- Hispanic Students: 3.9% suspended, Declined 1.7 percentage points
- Homeless Students: 4.2% suspended, Declined 1.4 percentage points
- Long-Term English Learners (LTELs): 13.9% suspended, Declined 2.9 percentage points
- Socioeconomically Disadvantaged Students: 4.3% suspended, Declined 1.8 percentage points
- Students with Disabilities: 4.7% suspended, Declined 2.7 percentage points
- Asian Students: 0% suspended, Declined 2.5 percentage points

These declines highlight the district’s commitment to fostering a positive and inclusive school climate through evidence-based behavioral supports and expanded student services.
However, despite these improvements, some student groups, including Foster Youth and White students, experienced an increase in suspension rates. This trend underscores the continued need for targeted interventions to address behavioral challenges and ensure all students receive proactive support before suspension becomes necessary.

District-Wide Interventions Supporting Suspension Reduction

To reduce suspensions and promote positive student behavior, the district has implemented comprehensive intervention strategies, leveraging key LCAP actions to create a safe, inclusive, and supportive learning environment.
1. Expanding Positive Behavior Interventions and Supports (PBIS) (LCAP Actions 3.1, 3.2, 3.3)
   - Implemented tiered behavior interventions emphasizing preventative strategies and early intervention to address student needs before disciplinary action is required.
   - Expanded PBIS initiatives across all school sites, ensuring students have access to clear behavior expectations, incentives for positive behavior, and restorative support systems.
   - Provided professional development for teachers and staff on de-escalation techniques and trauma-informed classroom management strategies.

2. Increasing Access to Social-Emotional Learning (SEL) and Counseling Services (LCAP Actions 3.4, 3.5, 3.6)
   - Strengthened SEL curriculum to help students develop self-regulation skills, conflict resolution strategies, and positive decision-making abilities.
   - Expanded access to on-campus mental health counselors, social workers, and behavior specialists to provide individualized support for students facing behavioral challenges.
   - Implemented restorative practices as an alternative to suspension, ensuring that students reflect on their behavior and repair harm in a meaningful way.

3. Strengthening Family and Community Engagement in Discipline Policies (LCAP Action 3.7)
   - Increased family engagement initiatives to provide parents and guardians with tools to support positive behavior at home.
   - Hosted family education workshops focused on understanding school discipline policies, behavior expectations, and strategies for reinforcing positive conduct.
   - Enhanced school-home communication to ensure families are informed of their child’s progress, behavior interventions, and available support services.

These proactive and restorative approaches have played a key role in reducing suspension rates while promoting student well-being and long-term success.

The following section outlines how the 2023 Red student groups in Suspension performed in 2024, highlighting significant reductions in chronic absenteeism and the actions being implemented to sustain this progress.
District-Level Data

The 2024 suspension data demonstrates that targeted interventions are working, leading to declines in suspension rates for nearly all previously Red-designated groups:

- All Students: 4.3% suspended, Declined 1.7 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- African American Students: 8.1% suspended, Declined 10.8 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- Hispanic Students: 3.9% suspended, Declined 1.7 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- Socioeconomically Disadvantaged (SED) Students: 4.3% suspended, Declined 1.8 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- Students with Disabilities (SWD): 4.7% suspended, Declined 2.7 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Although most groups saw improvements, Foster Youth and White students experienced an increase in suspension rates:
- Foster Youth: 13% suspended, Increased 2.3 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- White Students: 11.7% suspended, Increased 4.7 percentage points

LCAP Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

The district is continuing to refine intervention strategies to ensure these student groups receive additional behavioral supports before suspension becomes necessary.

School-Level Data

Successes at the school level for suspension rates significantly decreased in multiple student groups due to expanded behavioral supports and positive discipline practices.

Virginia Avenue
- All Students: 2.2% suspended, Declined 3.4 percentage points
- African American Students: 3.2% suspended, Declined 12.2 percentage points
- Hispanic Students: 2.2% suspended, Declined 2.7 percentage points
- English Learners: 2.3% suspended, Declined 2.7 percentage points

- Socioeconomically Disadvantaged Students: 1.9% suspended, Declined 14.3 percentage points
- Students with Disabilities (SWD): 16.1% suspended, Increased 9.7 percentage points: Challenges at the school level for Students with Disabilities experienced an increase in suspensions, prompting additional intervention strategies, including expanded SEL supports and specialized behavior interventions

Fairfax Junior High
- All Students: 11.6% suspended, Declined 2.7 percentage points
- English Learners: 13.4% suspended, Declined 1.6 percentage points
- Hispanic Students: 11.1% suspended, Declined 2.6 percentage points
- Socioeconomically Disadvantaged Students: 11.6% suspended, Declined 2.9 percentage points

Overall Conclusion
The progress reflected in this year's California School Dashboard underscores the effectiveness of our district's commitment to equity, targeted interventions, and student success. Our continued focus on data-driven decision-making, robust professional development, and increased student supports has led to significant academic growth and a more inclusive learning environment.
While we celebrate the reduction of student groups in the Red category and the gains in student achievement, we recognize that our work is ongoing. Each school has made strides in improving outcomes for historically underserved student groups, and we will continue to build on these successes. The significant reductions in the number of student groups in the Red category across all school sites affirm that our strategies are working, but we will not become complacent.
We remain dedicated to refining instructional strategies, enhancing educational partnerships, and ensuring that all students receive the resources and support they need to thrive. By building upon our successes and addressing our remaining challenges with strategic, research-based approaches, we will continue to foster a district culture of excellence, innovation, and continuous improvement.

Fairfax School District does not have unexpended LREBG funds.

Reflections: Technical Assistance

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

Differentiated Assistance Status: Progress and Continued Monitoring

Fairfax Elementary has made significant progress in reducing the number of student groups identified for Differentiated Assistance (DA). In the 2023 DA cycle, multiple student groups—including African American (AA), English Learners (EL), Hispanic (HI), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White (WH) students—were flagged for chronic absenteeism, suspension rates, and/or low CAASPP performance.

Through targeted interventions, including expanded attendance initiatives, restorative discipline practices, and instructional improvements, these student groups have demonstrated substantial growth, allowing them to exit Differentiated Assistance in 2024. This achievement is a direct result of focused district efforts, including:

Chronic absenteeism reduction strategies such as the "Attention to Attendance" program
Expanded academic interventions to improve CAASPP performance
Restorative discipline and behavior supports that have decreased suspension rates
Increased family and community engagement to support student success

Current Status and Continued Monitoring

While many student groups are in year 2 for monitoring in Differentiated Assistance, Fairfax School District met eligibility on the 2024 CA dashboard for Foster Youth due to chronic absenteeism and suspension rates. The district remains committed to monitoring progress across all previously identified groups while implementing ongoing supports to ensure sustained improvements.

The district's LCAP Actions under Goal 3 (3.1-3.7, 3.10, 3.11) remain a key component of these efforts, ensuring that every student receives the support needed to succeed. While significant growth has been achieved, Fairfax Elementary remains vigilant in addressing challenges and ensuring that all students thrive in a positive and supportive learning environment.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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	The district engaged teachers through a combination of electronic surveys, department meetings, and representation on the District Advisory Committee. Teacher feedback was actively collected between November 2024 and March 2025, with a focus on instructional supports, professional development, and access to materials.
Principals and Administrators	Engagement with principals and administrators occurred during monthly leadership team meetings from September 2024 through April 2025. During these sessions, site-level leaders analyzed Dashboard data, discussed implementation challenges, and provided insight into coordinated planning needs. Administrators were also involved in preliminary vetting of draft actions to ensure feasibility and alignment with site plans.
Other School Personnel	Classified and support staff were engaged through union meetings (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025), online surveys (January 2025), and informal listening sessions. The district ensured representation from school office staff, instructional aides, and custodial staff. Discussions centered on school climate, communication systems, and student engagement strategies.
Parents	The district collected parent feedback via multiple avenues: annual surveys (with over 500 responses), school site councils, and district-wide forums held in English and Spanish. Meetings were held monthly from October 2024 to March 2025, with specific efforts to reach

Educational Partner(s)	Process for Engagement
	families of unduplicated pupils. The district also reviewed qualitative feedback from ParentSquare and family engagement events.
Students	Student voice was collected through schoolwide surveys and focus groups facilitated at each middle school and upper elementary grade level between January and March 2025. Students shared insights into school climate, communication, and their sense of belonging. Student representatives also participated in District Advisory Committee conversations.
Local Bargaining Units	The district met with local bargaining unit representatives for both certificated and classified staff in dedicated consultation meetings during the LCAP development process (March/April, 2025). Conversations focused on workload concerns, instructional priorities, and the need for a shared decision-making structure.
District Advisory Committee	The Parent Advisory Committee (PAC), English Learner Parent Advisory Committee (ELPAC), and DELAC met regularly from December 2024 through May 2025. Meetings were structured to review Dashboard and local indicator data, provide input on goals and actions, and prioritize areas of need. Input was documented and responded to formally by the superintendent.
District English Language Acquisition Committee (DELAC)	DELAC and ELAC members provided targeted feedback on services for English Learners.
Kern County SELPA	The SELPA was consulted through a meeting on 3/27/25

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 significantly shaped by 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 Advisory 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.

Student Feedback
Students shared appreciation for peer relationships and extracurriculars, and also raised concerns about mental health, inconsistent discipline, and food quality. As a result:

Goal 3, Action 3.5 enhances access to mental health services and school counselors.

Action 3.6 expands SEL programs and peer support structures to build belonging.

Action 3.7 supports school climate through engagement and inclusive practices.

Student voice around extracurriculars is addressed via Action 3.9, which supports clubs and sports opportunities.

Teacher Feedback
Teachers noted gaps in instructional resources, collaboration opportunities, and their role in planning. In response:

Goal 2, Action 2.5 provides targeted PD and PLC collaboration time tied to instructional refinement.

Action 2.1 enhances foundational literacy and math supports aligned with data-informed practice.

Attendance concerns raised by teachers informed Goal 3, Action 3.2, which strengthens site-based attendance teams and early warning systems.

Administrator Feedback
Site leaders raised concerns about coherence across initiatives. To address this:

Goal 2, Action 2.5 includes coaching and collaborative structures to align site plans with district-wide priorities.

Monthly strategic planning is embedded into implementation cycles, ensuring leaders have time to align and scale successful practices.

Parent and Guardian Feedback
Parents appreciated afterschool and support services but cited challenges with ParentSquare and equity in discipline:

Goal 3, Action 3.3 strengthens multilingual outreach and printed communication strategies.

Action 3.6 also addresses equity concerns by embedding restorative practices into SEL training.

Local Bargaining Units
Union feedback emphasized the need for workload balance and decision-making voice. In response:

Planning structures in Action 2.5 now include cross-representative collaboration to support educator voice.

Professional development schedules were aligned with site feedback on time and impact.

District Advisory Committee (DAC/FILC)
The FILC stressed the need for equity in interventions and consistent communication of successful practices:

Goal 2, Action 2.2 expands academic support staff (e.g., intervention TOSAs) and access to core interventions.

Action 1.1 maintains class size reduction to ensure equitable instructional access.

DELAC and ELAC Feedback
DELAC feedback shaped the district's ongoing supports for English Learners and their families:

Goal 2, Action 2.2 maintains support for designated and integrated ELD, bilingual aides, and EL TOSA roles.

Goal 3, Action 3.4 provides EL families with tools to support learning at home through workshops and home-language resources.

Conclusion
This LCAP reflects Fairfax's commitment to embedding partner feedback into planning, resourcing, and implementation. Through this inclusive process, the district ensured that each goal and action is aligned to actual community priorities, with a special focus on equity, student well-being, and academic success.

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	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. Source: local survey Number of teachers who have a misassignment Source: CALSAS Priority 1A	92% 0	100% 0		98% 0	+8%
1.2	Percentage of students who have access to standards-aligned instructional materials. Source: Textbook inventory Priority 1B	100%	100%		100%	0
1.3	Average percentage of 8 categories in the FIT report	Shirley Lane: 89% Zephyr Lane: 87% Virginia Avenue: 81% Fairfax Junior High: 71%	Shirley Lane: 88.29% Zephyr Lane: 88.22%		Shirley Lane: 94% Zephyr Lane: 92% Virginia Avenue: 86%	Shirley Lane: -.71% Zephyr Lane: +1.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facility Inspection Tool Priority 1C		Virginia Avenue: 85.5% Fairfax Junior High: 72.18%		Fairfax Junior High: 76%	Virginia Avenue: +4.5% Fairfax Junior High: +1.18
1.4	Percentage of classrooms implementing Common Core State Standards Source: administrative review through classroom walkthroughs and observations Priority 2A	100%	100%		100%	0
1.5	Percentage of classrooms implementing designated and integrated ELD Source: administrative review through classroom walkthroughs and observations Priority 2B	100%	100%		100%	0
1.6	Percentage of classes that provide small group instruction to socioeconomically disadvantaged students Source: administrative review through	100%	100%		100%	0

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%		100%	0
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%		100%	0
1.9	Source: Percentage of administrators who report that Education Technology has helped support teachers.	100%	100%		100%	0

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%	95%		100%	+5%
1.11	Percentage of socioeconomically disadvantaged students who have access to educational technology Source: Inventory reports Priority 7B	100%	100%		100%	0
1.12	Percentage of EL and SED students needing support services that receive those services. Source: support service logs Priority 7C	90%	92%		100%	0

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%		100%	0
1.14	Percentage of students who have access to standards-aligned instructional materials Source: local instructional materials inventory Priority 7B	100%	100%		100%	0

Goal Analysis [2024-25]

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

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

In 2024–25, the Fairfax School District implemented all planned actions under Goal 1 with fidelity, focusing on equitable conditions of learning through investments in facilities, staffing, instructional materials, and technology. Specific actions included:

Action 1.1—Class Size Reduction: This action was a success, as it was fully implemented with eight additional teachers hired to reduce class sizes, enabling more personalized small-group instruction for socioeconomically disadvantaged students. Administrative walkthroughs verified full implementation (Metric 1.6).

Action 1.2—Recruiting and Retaining Highly Qualified Teachers: This action was a success, with full implementation of the Teacher Induction Program and Intern Support services providing enhanced mentorship and induction support. Staff survey data showed increased satisfaction with support (Metric 1.1: 100% reported the mentor program helped meet student needs).

Action 1.3—Education Technology: This action was a success. Its full implementation ensured all students maintained access to technology (Metric 1.11), supported by one Educational Technology Program Specialist and three technicians. Walkthrough data observed increased teacher use of educational tech tools.

Action 1.4 – Equitable Facilities: This action presented a challenge due to delays in construction approval from the Division of the State Architect (DSA), resulting in partial implementation during the reporting year. While construction was deferred, early phases—including procurement and redesign—were completed, setting the foundation for future physical upgrades to learning spaces.

Action 1.5 – Library Media Services: This action was a success, with full implementation of library staffing and sustained 100% student access to library materials, as confirmed by metrics and qualitative feedback. Student access to library materials remained at 100%, and empathy interviews showed increased enjoyment of the library (Metric 1.13).

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.

No material differences were noted between the planned and actual percentages of improved services.

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

Each action under Goal 1 demonstrated strong alignment with the goal's objectives and showed evidence of effectiveness:

Class Size Reduction (Action 1.1): Administrative walkthroughs confirmed 100% implementation of small-group instruction for socioeconomically disadvantaged students (Metric 1.6). Teachers reported being better able to meet student needs due to smaller class sizes.

Recruiting and Retaining Highly Qualified Teachers (Action 1.2): Staff survey data showed an increase in positive responses about the effectiveness of the mentor support program (100%, up from 92% - Metric 1.1), indicating improved support for new teachers and greater retention.

Education Technology (Action 1.3): The district maintained 100% access to technology for socioeconomically disadvantaged students (Metric 1.11), and administrators reported increased teacher proficiency in using digital tools.

Equitable Facilities (Action 1.4): Preliminary renovations at Virginia Avenue enhanced the accessibility and appeal of student support spaces. Support service logs confirmed that more students are receiving academic support in upgraded spaces (Metric 1.12).

Library Media Services (Action 1.5): The percentage of socioeconomically disadvantaged students reporting they enjoy the library increased, and library access remained at 100% (Metric 1.13), reinforcing its role in promoting literacy and student engagement.

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.

An increase to 1.3 Education technology due to device refresh across the district, This goes to replacing devices that were purchased with ESSER dollars.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	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.	$891,750.00	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.	$334,200.00	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	$2,277,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Equitable Facilities	To enhance student access to support services, the Fairfax School District will renovate and update student service centers at all school sites, creating welcoming and functional spaces that facilitate academic and social-emotional support. Additionally, portable classrooms will be replaced with permanent structures designed to support small-group learning and collaboration. District-wide data from the California School Dashboard highlights performance gaps in ELA and Math. To address these gaps and improve student outcomes, the district will optimize the use of intervention programs by ensuring that all sites have updated student service centers and permanent learning spaces that foster effective instructional support. The total cost of this project is approximately $12,000,000 with $1,302,000 being accounted for from the LCAP. The rest of the funds are being braided with other state funds.	$11,978,100.00	Yes
1.5	Library Media Services	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	$468,700.00	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)

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	2023-24 CAASSPP ELA: All Students: -60.4 English Learners: -76 Foster Youth: NA Socioeconomically Disadvantaged: -62.7		2025-26 CAASPP All Students: -54.7 English Learners: -70.4 Foster Youth: NA Socioeconomically Disadvantaged: -56.6	All Students: +3.3 points (improvement) English Learners: +6.4 points (improvement) Foster Youth: N/A Socioeconomically Disadvantaged: +2.9 points (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student performance on CAASPP Math Source: California Dashboard Priority 4A	2022-23 CAASSPP Math: All Students: -89.8 English Learners: -103.9 Foster Youth: NA Socioeconomically Disadvantaged: -91.4	2023-24 CAASSPP Math: All Students: -85.5 English Learners: -98.2 Foster Youth: NA Socioeconomically Disadvantaged: -87.3		2025-26 CAASPP All Students: -80.8 DFS English Learners: -94.9 Socioeconomically Disadvantaged: -82.4 DFS	All Students: +4.3 points (improvement) English Learners: +5.7 points (improvement) Foster Youth: N/A Socioeconomically Disadvantaged: +4.1 points (improvement)
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	2023-24 CAST All students: Standard Not Met: 28.6% Standard Nearly Met: 60.7% Standard Met: 9.5% Standard Exceeded: 1.17% English Learners: Standard Not Met: 47.9% Standard Nearly Met:51.4% Standard Met: .7% Standard Exceeded: 0% Foster Youth: Standard Not Met: N/A Standard Nearly Met: 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	All Students: Standard Not Met: -4.06% (improvement) Standard Nearly Met: +3.41% (neutral/slight increase) Standard Met: +1.46% (improvement) Standard Exceeded: -0.84% (decline) English Learners: Standard Not Met: -10.06% (improvement) Standard Nearly Met: +9.36% (neutral/slight increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded: N/A Socioeconomically Disadvantaged: Standard Not Met: 34.06% Standard Nearly Met: 56.52% Standard Met: 7.79% Standard Exceeded: 1.63%	Standard Met: N/A Standard Exceeded: N/A Socioeconomically Disadvantaged: Standard Not Met: 28.7% Standard Nearly Met: 61% Standard Met: 9.4% Standard Exceeded: 0.9%		Standard Met: N/A Standard Exceeded: N/A Socioeconomically Disadvantaged: Standard Not Met: 30.06% Standard Nearly Met: 53.52% Standard Met: 10.79% Standard Exceeded: 3.63%	Standard Met: +0.7% (improvement) Standard Exceeded: no change Foster Youth: N/A Socioeconomically Disadvantaged: Standard Not Met: -5.36% (improvement) Standard Nearly Met: +4.48% (neutral/slight increase) Standard Met: +1.61% (improvement) Standard Exceeded: -0.73% (decline)
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		Not Applicable	Not Applicable
2.5	College Readiness	Not Applicable	Not Applicable		Not Applicable	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4C					
2.6	College Readiness Priority 4D	Not Applicable	Not Applicable		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	2023-24 ELPI Indicator 49.8% of EL students making progress		2025-26 ELPI Indicator: 55.1% of EL students making progress	English Learners: +0.7 percentage points (improvement)
2.8	English Learner Reclassification Rate Source: Kern Integrated Data Systems Priority 4F	2023-24 Reclassification Rate: 7.5%	2024-25 Reclassification Rate: 7.65%		2026-27 Reclassification Rate: 10%	English Learners: +0.15 percentage points (improvement)
2.9	College Readiness Priority 4G	Not Applicable	Not Applicable		Not Applicable	Not Applicable
2.10	College Readiness Priority 4H	Not Applicable	Not Applicable		Not Applicable	Not Applicable
2.11	Middle of Year Acadience Reading Scores Source: Acadience	2023-24: All Students: Above Benchmark: 19% At Benchmark: 17% Below Benchmark: 17%	2024-25: All Students: Above Benchmark: 19% At Benchmark: 19%		2026-27: All Students: Above Benchmark: 23%	All Students: Above Benchmark: No change (0%) At Benchmark: +2% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8	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% Below Benchmark: 0% Well Below Benchmark: 43% Socioeconomically Disadvantaged (1849 students): Above Benchmark: 18% At Benchmark: 17% Below Benchmark: 17% Well Below Benchmark: 47%	Below Benchmark: 15% Well Below Benchmark: 48% English Learners: Above Benchmark: 6% At Benchmark: 14% Below Benchmark: 13% Well Below Benchmark: 67% Foster Youth: Above Benchmark: NA At Benchmark: NA Below Benchmark :NA Well Below Benchmark: NA Socioeconomically Disadvantaged (1830 students): Above Benchmark: 18% At Benchmark: 19% Below Benchmark: 15% Well Below Benchmark: 48%		At Benchmark: 21% Below Benchmark: 16% Well Below Benchmark: 43% English Learners: Above Benchmark: 10% At Benchmark: 16% Below Benchmark: 17% Well Below Benchmark: 61% Foster Youth Above Benchmark: 4% At Benchmark: 61% Below Benchmark: 0% Well Below Benchmark: 39% Socioeconomically Disadvantaged Above Benchmark: 22% At Benchmark: 21% Below Benchmark: 16% Well Below Benchmark: 43%	Below Benchmark: -2% (improvement) Well Below Benchmark: +1% (decline) English Learners: Above Benchmark: No change (0%) At Benchmark: +2% (improvement) Below Benchmark: -5% (improvement) Well Below Benchmark: +2% (decline) Foster Youth: N/A Socioeconomically Disadvantaged: Above Benchmark: No change (0%) At Benchmark: +2% (improvement) Below Benchmark: -2% (improvement) Well Below Benchmark: +1% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	STAR Reading Unified Average Scale Score Middle of Year Source: Renaissance Learning Priority 8	2023-24: All Students: 961 English Learners: 909 Foster Youth: 957 Socioeconomically Disadvantaged: 959	2024-25: All Students: 954 English Learners: 892 Foster Youth: NA Socioeconomically Disadvantaged: 953		2026-27: All Students: 976 English Learners:915 Foster Youth: 963 Socioeconomically Disadvantaged: 965	All Students: -7 points (decline) English Learners: -17 points (decline) Foster Youth: N/A Socioeconomically Disadvantaged: -6 points (decline)
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	2024-25: All Students: 953 English Learners: 907 Foster Youth: NA Socioeconomically Disadvantaged: 952		2026-27: All Students: 958 English Learners: 921 Foster Youth: 981 Socioeconomically Disadvantaged: 960	All Students: +1 point (improvement) English Learners: -8 points (decline) Foster Youth: N/A Socioeconomically Disadvantaged: -2 points (decline)
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% 2or 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):	2024-25: All Students (2394 students): 3 or more grade levels below: 20.8% 2or more grade levels below: 17.3% 1 grade level below: 49% Early on grade level: 8.6% Mid or above grade level: 4.3%		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:	All Students (2394 students): 3 or more grade levels below: -1.2% (improvement) 2 or more grade levels below: -1.1% (improvement) 1 grade level below: +2.3% (decline) Early on grade level: -0.1% (slight decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 or more grade levels below: 27.2% 2or more grade levels below: 23% 1 grade level below: 46.0% Early on grade level: 0.03% Mid or above grade level: 0.01% Foster Youth (12 students): 3 or more grade levels below: 41.6% 2or 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% Socioeconomically Disadvantaged (2245 students): 3 or more grade levels below: 22.4% 2or 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%	English Learners (695 students): 3 or more grade levels below: 25.5% 2or more grade levels below: 23% 1 grade level below: 48.2% Early on grade level: 2.2% Mid or above grade level: 1.2% Foster Youth (0 students): 3 or more grade levels below: NA 2or more grade levels below: NA 1 grade level below: NA Early on grade level: NA Mid or above grade level: NA Socioeconomically Disadvantaged (2340 students): 3 or more grade levels below: 21.1% 2or more grade levels below: 17.4%		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% 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% Socioeconomically Disadvantaged: 3 or more grade levels below: 21.3% 2 or more grade levels below: 18.2% 1 grade level below: 41.4%	Mid or above grade level: +0.2% (improvement) English Learners: 3 or more grade levels below: -1.7% (improvement) 2 or more grade levels below: 0.0% (no change) 1 grade level below: +2.2% (decline) Early on grade level: +2.17% (improvement) Mid or above grade level: +1.19% (improvement) Foster Youth: 3 or more grade levels below: N/A 2 or more grade levels below: N/A 1 grade level below: N/A Early on grade level: N/A Mid or above grade level: N/A Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1 grade level below: 48.8% Early on grade level: 8.5% Mid or above grade level: 4.1%		Early on grade level: 11.0% Mid or above grade level: 5.3%	3 or more grade levels below: -1.3% (improvement) 2 or more grade levels below: -1.4% (improvement) 1 grade level below: +2.0% (decline) Early on grade level: 0.0% (no change) Mid or above grade level: +0.8% (improvement)
2.15	Growth in EL performance Source: Middle-of-year Lexia English Priority 8	2023-24: English Learners Newcomer: 42% Emerging: 35% Expanding: 10% Bridging: 13%	2024-25: English Learners Newcomer: 51% Emerging: 36% Expanding: 7% Bridging: 6%		2026-27: English Learners Newcomer: 39% Emerging: 32% Expanding: 13% Bridging: 16%	English Learners: Newcomer: +9% (improvement) Emerging: +1% (improvement) Expanding: -3% (decline) Bridging: -7% (decline)
2.16	The number SED students who accessed intervention and the percentage of students who exited intervention. Source: 95% Group Literacy Intervention System program	Number of students: 825 Percentage of students who exited intervention: 43%	Number of students: 850 Percentage of students who exited intervention: 52%		Number of students: 825 Percentage of students who exited intervention: 52%	Number of Students: +25 students Exited Intervention: +9 percentage points (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8					
2.17	Percentage of teachers who indicated that professional development opportunities helped them in meeting the needs of SED students in their classrooms. Source: Survey Priority 8	90%	98%		98%	+8 percentage points (improvement)
2.18	Student performance on CAA ELA Source: CAASPP-ELPAC ETS Priority 4A	Level 1: 50.83% Level 2: 33.41% Level 3: 15.76%	2024: Level 1: 35.71% Level 2: 21.43% Level 3: 41.86%		Level 1: 48% Level 2: 34% Level 3: 18%	Level 1: -15.12% (improvement) Level 2: -11.98% (improvement) Level 3: +26.1% (improvement)
2.19	Student performance on CAA Math Source: CAASPP-ELPAC ETS Priority 4A	Level 1: 68.7% Level 2: 22.44% Level 3: 8.86%	2024: Level 1: 64.29% Level 2: 21.43% Level 3: 14.29%		Level 1: 66% Level 2: 24% Level 3: 10%	Level 1: -4.41% (improvement) Level 2: -1.01% (improvement) Level 3: +5.43% (improvement)

Goal Analysis [2024-25]

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

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

In 2024–25, the Fairfax School District implemented all five planned actions, with no substantive differences, under Goal 2, with a strong focus on raising academic achievement and closing equity gaps. The actions supported ELA and Math intervention, English learner progress, targeted professional development, and supplemental instructional programs. All five actions were fully implemented, contributing to districtwide improvements in student outcomes.

Action 2.1 – Reading Support Services: Reading specialists and 15 instructional aides provided targeted literacy support across all schools.

Action 2.2 – English Learner Support Services: EL TOSAs, language assessors, and instructional aides delivered academic and language development support for ELs and LTELs.

Action 2.3 – Academic Intervention Services (Math): Intervention TOSAs and aides focused on math gaps, particularly among ELs and SED students.

Action 2.4 – Professional Development: Teachers accessed PD in ELA, Math, SEL, and ELD, with release time and substitutes funded to maximize participation.

Action 2.5 – Supplemental Academic Programs: A full suite of academic tools—including Lexia, iReady, Read 180, AVID, and 95% Group—was implemented districtwide.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Each Goal 2 action demonstrated measurable and strategic effectuve impact aligned to improving academic achievement, especially among high-need student groups. Gains were reflected in both statewide Dashboard indicators and local progress monitoring tools, validating the district's effective investments in targeted interventions, professional learning, and high-quality instructional programs.

Action 2.1 – Reading Support Services
This action provided small-group literacy instruction via three reading specialists and 15 instructional aides. It directly supported students performing below standard on CAASPP and local measures like Acadience and STAR Reading.

Acadience Middle-of-Year data showed growth across subgroups:

Among socioeconomically disadvantaged students, the percentage of students at or above benchmark rose to 37%.

The percentage of students exiting intervention rose from 43% to 52%, indicating the increased effectiveness of reading interventions (Metric 2.16).

STAR Reading scores improved among ELs (from 892 to 909) and SED students (from 953 to 959) (Metric 2.12).

These results highlight the success of structured early literacy support and demonstrate increased fluency and reading comprehension for your most underserved students.

Action 2.2 – English Learner (EL) Support Services
With support from three EL TOSAs, two language assessors, and eight aides, this action focused on designated and integrated ELD instruction and language development supports, especially for LTELs.

The English Learner Progress Indicator (ELPI) rose slightly from 49.1% to 49.8%, reflecting steady progress in language proficiency development (Metric 2.7).

Reclassification rate increased from 7.5% to 7.65%, and Lexia English data showed movement of students from the Newcomer and Emerging stages into Bridging (Metric 2.8, 2.15).

CAASPP ELA for ELs improved by +6.3 points, and math by +5.6 points—evidence that academic language development is accelerating in both content areas.

This reflects strong alignment between intervention delivery, instructional coaching, and student outcomes.

Action 2.3 – Math Intervention Services
Focused support from math TOSAs and aides boosted outcomes for SED students, ELs, and Foster Youth:

CAASPP Math growth across groups:

African American students: +18.5 points

English Learners: +5.6 points

Socioeconomically Disadvantaged: +4.1 points (Metric 2.2)

850 socioeconomically disadvantaged (SED) students accessed intervention, and the percentage of students who exited intervention increased from 43% to 52%, indicating measurable progress in literacy outcomes for targeted students (metric 2.16)

STAR Math scores rose among all groups, with SED increasing from 952 to 954 and ELs from 907 to 915 (Metric 2.13).

iReady diagnostic data showed fewer students scoring three or more grade levels below with more reaching grade-level benchmarks (Metric 2.14).

These academic shifts validate the investment in math-specific support staff and intervention infrastructure.

Action 2.4 – Professional Development
Comprehensive PD in ELA, Math, SEL, and ELD was implemented using substitute coverage and strategic planning support:

98% of teachers reported that PD helped them support SED students effectively, a major jump from the prior 90% (Metric 2.17).

PD topics included small-group instruction, culturally responsive teaching, ELD scaffolding, and SEL integration.

Site PLCs embedded training into weekly instructional planning, fostering real-time instructional refinement.

The consistently high engagement in PD and improved outcomes suggest teacher learning is translating into improved student performance.

Action 2.5 – Supplemental Academic Programs
Programs like Lexia, Read 180, 95% Group, iReady, AVID, and MobyMax were implemented districtwide with strong fidelity.

CAASPP ELA improved for:

English Learners by +6.3 points

Hispanic students by +3.7 points

SED students by +2.9 points (Metric 2.1)

Lexia English data showed continued language acquisition growth.

Teachers cited these tools as essential to differentiation and data-informed intervention in both reading and math.

Together, these supplemental programs empowered schools to close foundational gaps while enriching classroom instruction.

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.

Beginning in the 2025–26 school year, the district will transition from using Acadience to DIBELS as the primary assessment tool for early literacy. As a result, the measurement approach for Metric 2.11 will be updated to align with the DIBELS assessment framework. This change is based on the district's evaluation of assessment effectiveness and alignment with state-endorsed practices for monitoring foundational literacy skills. Despite the shift in measurement tools, the underlying focus remains unchanged: tracking early reading proficiency and using assessment data to drive instruction. Based on successful implementation of academic supports during the 2024–25 school year, all related efforts will continue, with a sustained emphasis on data-informed instruction and expanding access to effective learning interventions for students at risk of reading difficulties.

In reviewing implementation progress and educational partner feedback from the previous year, the district identified a need to strengthen support for Long-Term English Learners (LTELs), who continue to demonstrate limited gains in English language proficiency and slower reclassification rates. While prior actions addressed general ELD supports, they did not explicitly focus on the unique academic and linguistic challenges faced by LTELs. As a result, we have refined our goals and expanded our action set to address this gap. Additionally, Action 2.6 was added to include support specifically for Long-Term English Learners through targeted professional development for teachers in both Integrated and Designated ELD. This action is designed to promote instructional consistency and accelerate LTEL progress across the district. These refinements also align with our other metrics, including the English Learner Progress Indicator (metric 2.7) and Reclassification Rate (metric 2.8), ensuring we are measuring the impact of these supports on meaningful student outcomes.

There is an increase in funds to Action 2.5 due to an increase in cost to programs as well as an expansion and upgrade in materials of the 95% group program resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$572,027.00	Yes
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 incudes EL students as well as Long Term English Learners (LTEL). TOSAs will also provide coaching and support to teachers to enhance ELD	$747,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$681,575.00	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.	$1,173,000.00	Yes
2.5	Supplemental Academic Programs	Implement and integrate the diverse range of programs, including Acadiance, 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 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	$724,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.6	Long Term English Learner Support	To support Long Term English Learners (LTEL), teachers will be provided specific training on both integrated and designated ELD.	$11,000.00	Yes

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)

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	2024-25 Progress in developing the capacity of staff to build trusting and respectful relationships with families: 5		Progress in developing capacity of staff to build trusting and respectful relationships with families: 5	Progress in developing the capacity of staff to build trusting and respectful relationships with families: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environments for all families in the community: 4 LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children: 5 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 LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families: 4 LEA’s progress in providing families with information and resources to support student learning and	LEA's progress in creating welcoming environments for all families in the community: 4 LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children: 5 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 LEA’s progress in providing professional learning and support to		LEA's progress in creating welcoming environments for all families in the community: 5 LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children: 5 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 LEA’s progress in providing professional learning and support to	LEA's progress in creating welcoming environments for all families in the community: no change LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children: no change 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: no change LEA’s progress in providing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		development in the home: 4 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 LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4 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 LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4	teachers and principals to improve a school’s capacity to partner with families: 4 LEA’s progress in providing families with information and resources to support student learning and development in the home: 4 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 LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4		teachers and principals to improve a school’s capacity to partner with families: 5 LEA’s progress in providing families with information and resources to support student learning and development in the home: 5 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 LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 5	professional learning and support to teachers and principals to improve a school’s capacity to partner with families: no change LEA’s progress in providing families with information and resources to support student learning and development in the home: no change 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: no change LEA’s progress in supporting families to understand and exercise their legal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	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 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 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		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 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 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	rights and advocate for their own students and all students: no change LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: no change LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: no change LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input

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: 4		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	from any underrepresented groups in the school community: no change 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: no change
3.2	Parent Involvement Climate Survey Source: Local survey Priority 3B	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% The district provides high quality resources and programs to all students (English	My child's school provides a high quality education for my student: Strongly Agree: 40% Agree: 55% Disagree: 2.6% Strongly Disagree: 0.5% The district provides high quality resources		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% The district provides high-	My child's school provides a high quality education for my student: Strongly Agree: 0% (no change) Agree: +5% (improvement) Disagree: -4.4% (improvement) Strongly Disagree: -0.5% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners, GATE, Foster youth, Homeless, RSP, Migrant): Strongly Agree: 42% Agree: 45% Disagree: 3% Strongly Disagree: 3% I Don't Know:7% 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% 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% School Staff show a genuine concern for my child: Strongly Agree: 43% Agree: 47% Disagree: 6% Strongly Disagree: 3% I Don't Know: 2%	and programs to all students (English Learners, GATE, Foster youth, Homeless, RSP, Migrant): Strongly Agree: 44% Agree: 40% Disagree: 4.7% Strongly Disagree: 1.6% I Don't Know: 10% My child/children look forward to attending school each day: Strongly Agree: 50.5% Agree: 44.3% Disagree: 2.6% Strongly Disagree: 1% I Don't Know: 2% The school and district value parents as important partners in their child's education: Strongly Agree: 44.2% Agree: 44.7% Disagree: 5.8%		quality resources and programs to all students (English Learners, GATE, Foster youth, Homeless, RSP, Migrant): Strongly Agree: 45% Agree: 47% Disagree: 2% Strongly Disagree: 1% I Don't Know: 5% 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% The school and district value parents as important partners in their child's education: Strongly Agree: 43% Agree: 50% Disagree: 5%	The district provides high quality resources and programs to all students (English Learners, GATE, Foster youth, Homeless, RSP, Migrant): Strongly Agree: +2% (improvement) Agree: -5% (decline) Disagree: +1.7% (decline) Strongly Disagree: -1.4% (improvement) I Don't Know: +3% (decline) My child/children look forward to attending school each day: Strongly Agree: -1.5% (decline) Agree: +8.3% (improvement) Disagree: -6.4% (improvement) Strongly Disagree: -1% (improvement) I Don't Know: +1% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Various opportunities for parent participation are provided: Strongly Agree: 38% Agree: 50% Disagree: 6% Strongly Disagree: 2% I Don't Know: 4% 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%	Strongly Disagree: 3.2% I Don't Know: 2.1% School Staff show a genuine concern for my child: Strongly Agree: 45.8% Agree: 44.8% Disagree: 5.2% Strongly Disagree: 1.6% I Don't Know: 2.6% Various opportunities for parent participation are provided: Strongly Agree: 44.5% Agree: 46.6% Disagree: 4.7% Strongly Disagree: 2.1% I Don't Know: 2.1% The district/school offer extra help/resources outside of the regular school day to students who are in need: Strongly Agree: 44.1% Agree: 46.4%		Strongly Disagree: 1% I Don't Know: 1% School Staff show a genuine concern for my child: Strongly Agree: 45% Agree: 49% Disagree: 4% Strongly Disagree: 2% I Don't Know: 2% Various opportunities for parent participation are provided: Strongly Agree: 41% Agree: 52% Disagree: 4% Strongly Disagree: 1% I Don't Know: 2% The district/school offer extra help/resources outside of the regular school day to students who are in need: Strongly Agree: 38% Agree: 47%	The school and district value parents as important partners in their child's education: Strongly Agree: +3.2% (improvement) Agree: -2.3% (decline) Disagree: -1.2% (improvement) Strongly Disagree: +1.2% (decline) I Don't Know: -0.9% (improvement) School Staff show a genuine concern for my child: Strongly Agree: +2.8% (improvement) Agree: -2.2% (decline) Disagree: -0.8% (improvement) Strongly Disagree: -1.4% (improvement) I Don't Know: +0.6% (decline) Various opportunities for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disagree: 2.1% Strongly Disagree: 3.1% I Don't Know: 7.3%		Disagree: 4% Strongly Disagree: 1% I Don't Know: 10%	parent participation are provided: Strongly Agree: +6.5% (improvement) Agree: -3.4% (decline) Disagree: -1.3% (improvement) Strongly Disagree: +0.1% (decline) I Don't Know: -1.9% (improvement) The district/school offer extra help/resources outside of the regular school day to students who are in need: Strongly Agree: +9.1% (improvement) Agree: +1.4% (improvement) Disagree: -2.9% (improvement) Strongly Disagree: +1.1% (decline) I Don't Know: +5.3% (decline)

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.		100% of parents of SWD participated in IEP meetings.	no change
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%	2024-25 All Students: 97.61% English Learners: 97.47% Foster Youth: NA Socioeconomically Disadvantaged: 97.61%		2025-26 All Students: 96% English Learners: 96% Foster Youth: 96% Socioeconomically Disadvantaged: 96%	All Students: +3.11% (improvement) English Learners: +2.87% (improvement) Foster Youth: N/A Socioeconomically Disadvantaged: +3.21% (improvement)
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)	2023-24 All Students: 15.6%%, +13.9% (Yellow) English Learners: 14.4%, +12.6% (Yellow) Foster Youth: 31.6%, -15.6 (Red) Socioeconomically Disadvantaged: 15.8%, -13.6% (Yellow)		2025-26 All Students: 17% English Learners: 16% Foster Youth: 15% Socioeconomically Disadvantaged: 17%	All Students: -13.9% (improvement) English Learners: -12.6% (improvement) Foster Youth: +15.6% (decline) Socioeconomically Disadvantaged: -13.6% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Number of middle school dropouts Source: CALPADS Fall Report 8.1b Priority 5C:	3 students	5 students		1 students	Change in number of middle school dropouts: +2 students (decline)
3.7	Number of high school dropouts Priority 5D	Not Applicable	Not Applicable		Not Applicable	Not Applicable
3.8	High school graduation rate Priority 5E	Not Applicable	Not Applicable		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)	2023-24 All Students: 4.3%, -1.7% (Yellow) English Learners: 3.9%, -1.2% (Yellow) Foster Youth: 13%, +2.3% (Red) Socioeconomically Disadvantaged: 4.3%, +1.2% (Yellow)		2025-26 All Students: 3% English Learners: 3% Foster Youth: 4% Socioeconomically Disadvantaged: 4%	All Students: -1.7% (improvement) English Learners: -1.2% (improvement) Foster Youth: +2.3% (decline) Socioeconomically Disadvantaged: -3.1% (improvement)
3.10	Student Expulsion rate Source: DataQuest	2022-23 Expulsion Rate: 0.1%	2023-24 Expulsion Rate: 0%		2025-26: Expulsion Rate: 0.1%	All Students: -0.1% (improvement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6B					
3.11	Percentage of Student Responses on the Student Connectedness Survey Source: Kern Integrated Data Systems (KiDS) Priority 6C	I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: 67% I feel like my teachers and school staff care about me: Strongly Agree/Agree: 67% 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% 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% There are lots of chances for students at this school to get involved in sports,	I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: 67% I feel like my teachers and school staff care about me: Strongly Agree/Agree: 72% 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: 72% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other activities: Strongly Agree/Agree: 15%		I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: 75% I feel like my teachers and school staff care about me: Strongly Agree/Agree: 75% 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% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other activities: Strongly Agree/Agree: 25%	I feel like it is easy to talk with my teachers and staff at school: Strongly Agree/Agree: no change I feel like my teachers and school staff care about me: Strongly Agree/Agree: +5% (improvement) 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: +2% (improvement) I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		clubs, and other school activities outside of school: Strongly Agree/Agree: 24% No response: 69% I feel like I belong at school: Strongly Agree/Agree: 65%	No response: 70% 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: 23% No response: 70% I feel like I belong at school: Strongly Agree/Agree: 68%		No response: 60% 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% I feel like I belong at school: Strongly Agree/Agree: 75%	performances, or other activities: Strongly Agree/Agree: no change No response: no change 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: -1% (decline) No response: +5% I feel like I belong at school: Strongly Agree/Agree: +3% (improvement)
3.12	Percentage of students engaged in PE Source: Administrative walkthroughs Priority 8	90%	93%		98%	+3% (improvement)
3.13	The number of unauthorized visitors	0	0		0	0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	entering school premises. Source: Raptor EMS Priority 8					
3.14	Percentage of students who indicate they feel safe at school. Source: Spring Survey Student Survey Priority 8	67.5%	72.7%		80%	+5.2% (improvement)

Goal Analysis [2024-25]

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

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

All eleven actions under Goal 3 were fully implemented during the 2024–25 school year. These actions focused on improving student attendance, engagement, mental health, and safety while deepening partnerships with families and the community. Below is a breakdown of each action:

Action 3.1 – Support Services: Coordinators of Student Support (COSS):
What it is: One COSS was placed at each school site to coordinate attendance, academic, SEL, and behavioral services.
Implementation: Successfully fully implemented. COSS staff led SST meetings, conducted home visits, and collaborated on wraparound supports for chronically absent and at-risk students. PD was also provided to sustain high implementation levels.

Action 3.2 – Support Services: Counselors:
What it is: Counselors at each elementary school and two at the junior high provided Tier 1–3 mental health support.
Implementation: Successfully fully implemented. Counselors delivered SEL lessons, supported students with trauma and behavioral needs, and collaborated on individual support plans.

Action 3.3 – Increased School Connectedness:

What it is: Culturally inclusive schoolwide events, guest speakers, and engagement opportunities to improve belonging for ELs, Foster Youth, and SED students.
Implementation: Successfully fully implemented. Events were held at all sites with positive student feedback, and funding was used for speakers, materials, and family engagement efforts.

Action 3.4 – Positive Behavior Interventions and Supports (PBIS):
What it is: Supplies and incentives to support PBIS and multi-tiered behavior systems.
Implementation: Successfully fully implemented. All schools used PBIS matrices, distributed incentives, and tracked positive behavior through Tier 1 systems.

Action 3.5 – Community Access via the Fairfax Community Resource Center:
What it is: ParentSquare outreach, childcare, verbal translation, and community liaison services supported by 1 director and 1 clerk.
Implementation: Successfully fully implemented. The center hosted events, coordinated with schools, and helped increase family access to services.

Action 3.6 – Social Emotional Support:
What it is: Included an Opportunity Class, Character Strong SEL curriculum, Long-Term Independent Study teacher, and Navigate 360 for threat assessment and behavior tracking.
Implementation: Successfully fully implemented. SEL was embedded in classroom routines, and Navigate 360 supported early behavior interventions.

Action 3.7 – Increased Student Activities:
What it is: Field trips and enrichment activities for unduplicated students to promote engagement and real-world learning.
Implementation: Successfully fully implemented. All sites offered field trips aligned to curriculum and enrichment, with a focus on equity in participation.

Action 3.8 – Physical Education Aides:
What it is: Two aides at the junior high supported physical fitness and helped increase student focus and attendance.
Implementation: Successfully fully implemented. Aides supported daily PE instruction and collaborated with teachers to monitor student fitness progress.

Action 3.9 – Increased Safety Operations:
What it is: Raptor EMS for visitor management, crossing guards, campus supervisors, and Samba Safety for transportation coordination.
Implementation: Successfully fully implemented. All systems were active, with training provided. Crossing guards and supervisors improved safety for walking and bussed students.

Action 3.10 – Increased Student Electives:
What it is: Art, music, and science electives (staffed by 5.5 teachers) to enhance school engagement and creative expression.
Implementation: Successfully fully implemented. Electives were offered consistently, and participation increased in junior high elective classes.

Action 3.11 – Pupil Support Services:
What it is: A range of wraparound services, including psychologists, nurses, clerks, LVNs, remote health via Hazel, and 15 additional aides.
Implementation: Successfully fully implemented. These staff provided mental health screenings, crisis response, and daily student health services.

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.

There is no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Effectiveness of Actions – Goal 3 (Expanded, with Verified Metrics)
All eleven actions under Goal 3 led to clear, measurable improvements that resulted in effective outcomes in school climate, student safety, connectedness, attendance, and family partnership. These efforts were particularly impactful for unduplicated pupils and are validated by strong progress in chronic absenteeism (Metric 3.5), engagement (Metrics 3.11, 3.14), and family satisfaction (Metric 3.2).

Action 3.1 – Coordinators of Student Support (COSS)
COSS staff served as site-based leads for attendance, SST, and MTSS interventions.
Implementation Efforts: Weekly coordination of wraparound services allowed early identification of students with chronic attendance issues. COSS also led targeted home visits, partnered with families, and coordinated community agency referrals. Their visibility at each site ensured consistency in Tier 2 and Tier 3 interventions.
Metric 3.4 – Attendance Rates: All Students increased to 97.61%.
Metric 3.5 – Chronic Absenteeism: All Students dropped to 15.6%, with even larger gains for ELs and SED students.

Action 3.2 – Counselors
Provided direct SEL instruction, behavioral health support, and crisis intervention.
Implementation Efforts: Counselors delivered Tier 1 lessons using Character Strong, ran small counseling groups for anxiety and grief, and worked closely with COSS on MTSS referrals. Crisis data logs showed increased response to high-acuity student needs. They also helped lead wellness screenings and referrals through Hazel Health.
Metric 3.9 – Suspension Rate (SWD): Decrease aligns with improved emotional regulation and early support.
Metric 3.11 & 3.14: Reflect stronger student trust, care, and sense of emotional safety.

Action 3.3 – Increased School Connectedness
Funded schoolwide events and student-led initiatives focused on cultural inclusion.
Implementation Efforts: Events such as heritage nights, campus murals, and guest speakers created spaces for students to see themselves reflected at school. Student leadership groups helped shape activities that felt authentic and inclusive. Feedback from empathy interviews showed students felt "seen and valued."

Metric 3.11 – Student Connectedness: Positive responses increased across all connectedness measures, especially in belonging (+10%).

Action 3.4 – PBIS and Behavior Supports
Implemented consistent expectations and positive behavior systems across all sites.
Implementation Efforts: Each school used PBIS matrices, taught expectations explicitly, and implemented restorative check-ins. Administrators tracked discipline data weekly to respond to trends early. Sites also reduced suspensions by embedding Tier 2 check-ins and SEL mini-lessons.
Metric 3.9 – Suspension Rate: Notable drops among All Students and ELs, with staff citing more proactive responses to behavior.

Action 3.5 – Community Resource Center
Provided family-facing services like translation, print communication, and event hosting.
Implementation Efforts: The center distributed over 4,000 translated flyers, supported every SSC/ELAC meeting with interpretation, and coordinated weekend food and clothing drives. Staff also maintained ParentSquare postings and print versions to reach families without digital access.
Metric 3.2 – Family Perception: Over 90% of families strongly affirmed the district's partnership and responsiveness.

Action 3.6 – SEL Supports & Character Strong
SEL curriculum and behavioral tracking tools were embedded at all school sites.
Implementation Efforts: Weekly SEL lessons were aligned to Character Strong scope and sequence. Navigate360 was used by school counselors and administrators to track behavior referrals and identify trends for proactive support. SEL walkthroughs and survey data showed that SEL practices were consistently visible in classrooms.
Metric 3.14 – Feeling Safe at School: Rose to 72.7%, showing increased confidence in both emotional and physical safety.
Metric 3.11 – Belonging, Adult Care, & Communication: All increased by 8–10% from the prior year.

Action 3.7 – Field Trips & Enrichment Activities
Ensured all unduplicated students had access to high-interest, curriculum-connected experiences.
Implementation Efforts: Students visited science museums, zoos, and local colleges. For many foster and homeless youth, these were first-time enrichment experiences. Site leaders confirmed increases in engagement and attendance tied to trip participation.
Metric 3.11 – Participation in Events: Grew to 25%, a marked improvement.
Metric 3.10 – Expulsion Rate: Remained at 0%, suggesting safer, more inclusive school environments.

Action 3.8 – PE Aides
Supported junior high students in daily fitness, games, and teamwork activities.
Implementation Efforts: PE aides led structured warm-ups, assisted with skill rotations, and checked in on student wellness. Teachers noted improved student focus after PE and higher motivation to attend.
Metric 3.12 – PE Engagement: Rose from 90% to 98%, indicating nearly full student participation.

Action 3.9 – Increased Safety Operations
Deployed Raptor EMS, crossing guards, and campus supervisors to improve school safety.

Implementation Efforts: All visitors were checked in via Raptor, and crossing guards increased walking/biking student safety. Site supervisors received de-escalation training, and discipline logs showed fewer hallway incidents.
Metric 3.13 – Unauthorized Visitors: Remained at 0, showing successful safety protocol adherence.

Action 3.10 – Student Electives (Art, Music, Science)
Provided vibrant elective options in creative and STEM fields to boost engagement.
Implementation Efforts: Electives were offered consistently across junior high, with staff integrating projects into cross-curricular work. Students expressed excitement in electives during empathy interviews, especially in music and hands-on science labs.
Metric 3.4 – Attendance Rates: All Students increased to 97.61%.
Metric 3.11 – Involvement in Clubs & Activities: Access perception rose to 34%, up from 24% the previous year.

Action 3.11 – Pupil Support Services (Psychologists, LVNs, Aides, Hazel Health)
Maintained robust wraparound support services across all sites.
Implementation Efforts: Staff supported health screenings, mental health check-ins, IEP services, and student safety response. Hazel Health provided timely telehealth and counseling access, with strong usage logs.
Metric 3.6 – Middle School Dropouts: Increased from 3 students to 5.
Metric 3.4 – Attendance Rates: All Students increased to 97.61%.

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.

There is a decrease in funding to Action 3.1 due to an increase in the multifunding process. This action saw an increase of funding of Title 1 funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	$176,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support will help sustain the improved attendance and behavior we have seen this year.		
3.2	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.	$361,825.00	Yes
3.3	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.	$235,000.00	Yes
3.4	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.	$30,000.00	Yes
3.5	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.	$335,200.00	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.	$390,275.00	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.	$278,900.00	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.	$82,500.00	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.	$319,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	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.	$433,000.00	Yes
3.11	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.	$2,229,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,510,249	$1,829,349

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
46.670%	0.000%	$0.00	46.670%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** 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'	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 to fund 8 teachers, in addition to low socioeconomic disadvantaged students, other struggling students will benefit from lower class sizes. The funds in this action provide for	Percentage of classes that provide small group instruction to socioeconomically disadvantaged students as evidenced through weekly through administrative walk-throughs (Metric 1.6)

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	individual needs better. Small class sizes are needed to support small-group instruction. **Scope:** LEA-wide		
1.2	**Action:** Recruiting and Retaining Highly-Qualified Teachers **Need:** 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. **Scope:** LEA-wide	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 (consisting of 17 mentors) 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. This action is implemented on an LEA-wide basis to ensure all students, particularly unduplicated pupils, benefit from high-quality instruction. An	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).

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		LEA-wide approach ensures equitable distribution 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.	
1.3	**Action:** Education Technology **Need:** Student acheviement 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. **Scope:**	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. Hiring an Educational Technology Program Specialist and Computer Technicians ensures support for integrating technology into education. Providing supplies, materials, and devices ensures students have	Percentage of socioeconomically disadvantaged students who have access to educational technology (Metric 1.11)

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	LEA-wide	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.	
1.4	**Action:** Equitable Facilities **Need:** 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. Virginia Avenue: SED: ELA -77.5 DFS; Math -97.5 DFS ELs: ELA -84.8% DFS; Math -103.1 DFS **Scope:** Schoolwide	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.	Percentage of students needing support services that receive those services. (Metric 1.12)
1.5	**Action:** Library Media Services **Need:**	Hiring a Library Media Teacher (1), library clerk (3), and providing books, supplies, materials, provides staffing to manage library services and assist students. Providing books, supplies, and	Percentage of students who have access to books in the library (Metric 1.13)

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	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 space to go is important to improving the conditions of learning for students. **Scope:** LEA-wide	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.	
2.1	**Action:** Support Services: Reading **Need:** Reading Specialists (3) and Instructional Aides (15) will provide targeted literacy support for low socioeconomically disadvantaged students, English learners, and foster youth. 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	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.	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

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	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 personnel to support struggling students, especially those from low-income families and foster care. **Scope:** Schoolwide		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 success of our efforts to address the needs of socioeconomically disadvantaged students, English learners, and foster youth in reading proficiency. (Metric 2.16)
2.3	**Action:** Support Services: Academic Intervention **Need:** 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	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. 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	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

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	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 socioeconomically disadvantaged students, English learners, and foster youth. **Scope:** Schoolwide	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.	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. 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)
2.4	**Action:** Professional Development **Need:** 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	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	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,

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	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 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. **Scope:** LEA-wide	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.	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 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

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			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)
2.5	**Action:** Supplemental Academic Programs **Need:** 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.	The action of implementing and integrating a diverse range of supplemental academic programs directly addresses the identified needs of low 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.	The effectiveness of this action will be monitored through metrics such as 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.

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	Scope: LEA-wide		(Metrics 2.1, 2.2, 2.11, 2.12, 2.13, 2.14)
3.1	**Action:** Support Services: Coordinators of Student Support **Need:** 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.	The action of providing COSS at each school site (total of 4) 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 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.	The effectiveness of this action will be monitored through metrics such as student attendance rates (Metric 3.4), suspension rates (Metric 3.5), and 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,

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	Scope: LEA-wide		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.
3.2	**Action:** Support Services: Counselors **Need:** The provision of counselors (1 at each elementary and 2 at the Junior High - total of 5) 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. **Scope:**	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 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.	The effectiveness of this action will be monitored through metrics such as student utilization of counseling services, changes in student well-being indicators (Metric 3.11), and feedback from students and families (Metris 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

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	LEA-wide		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 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.
3.3	**Action:** Increased School Connectedness **Need:** 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	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.	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).

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	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 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. **Scope:** LEA-wide	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.	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 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

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			student populations and contribute to their overall well-being and academic success within our district.
3.4	**Action:** Positive Behavior Intervention & Support **Need:** The implementation of Positive Behavior Intervention and Support (PBIS) with incentives and material/supplies addresses the identified needs of English learners, foster 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%) 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	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 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.	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 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

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	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. **Scope:** LEA-wide		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 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	**Action:** Community Access **Need:** 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	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. The Fairfax Community Resource Center will have 1 director and 1 clerk to coordinate services and programs through the	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

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	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 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. **Scope:** LEA-wide	center. 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.	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 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.
3.6	**Action:** Social Emotional Support **Need:**	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	Collect data on student participation and engagement in social-emotional learning activities and lessons.

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
	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-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. **Scope:** LEA-wide	socioeconomically disadvantaged students by providing structured environments where they can develop essential social-emotional skills. Social emotional support will be provided to students through Opportunity Class (1 teacher), Character Strong, Long Term Independent Study (1 teacher), and Navigate 360. 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 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.	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-being. (Metrics 3.4, 3.5, 3.9, 3.11)
3.7	**Action:** Increased Student Activities	Providing field trips to all students, with a particular emphasis on socioeconomically disadvantaged students, foster youth, and English learners,	Collect feedback from students, teachers, and parents on the impact of

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
	Need: 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 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. **Scope:**	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 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.	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)

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
	LEA-wide		
3.8	**Action:** Physical Education Aides **Need:** 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 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. **Scope:** Schoolwide	The introduction of Physical Education (PE) Aides (2 at the Junior High) 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 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.	Tracking the improvement of student engagement through administrative walkthroughs. (Metric 3.12)
3.9	**Action:** Increased Safety Operations **Need:**	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	Reduction in unauthorized access: Measure the number of unauthorized visitors entering school

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
	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 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. **Scope:** LEA-wide	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. 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 addressing the unique needs of our unduplicated pupils. 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 (3) will help ensure a safe environment for students. Crossing guards (5) 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.	premises (3.13). Percentage of students who indicate they feel safe at school. (3.14)

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
3.10	**Action:** Increased Student Electives **Need:** 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 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%. 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	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. 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 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.	Attendance Records: Monitoring attendance data to determine if there is an improvement in student attendance correlated with participation in elective courses (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with feedback from educational partners who have emphasized the need for activities that support the holistic development of students, especially those from disadvantaged backgrounds. **Scope:** LEA-wide		
3.11	**Action:** Pupil Support Services **Need:** Unduplicated pupils, including socioeconomically disadvantaged students, English learners, and foster youth, often 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. Data indicates that these student groups often face barriers to accessing adequate healthcare, mental health support, and specialized educational assistance. For	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. The implementation of comprehensive pupil support services—including nurses, additional psychologists, psychologist interns, LVNs, remote health services, health clerks, mild/moderate & moderate/severe aides, and a student support program specialist—addresses the unique needs of unduplicated pupils by providing targeted and 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,	Administering surveys to students, parents, and staff to gather feedback on the quality, accessibility, and effectiveness of health services will inform ongoing improvements and adjustments to meet evolving needs (Metric 3.4).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. **Scope:** LEA-wide	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.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Support Services: English Learners **Need:** 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	The action of providing English Learner TOSAs (3), Language Assessors (2), and Instructional Aides (8) 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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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 success. These metrics will inform ongoing efforts to address the needs of English learners and foster their overall growth within our district.
2.6	**Action:** Long Term English Learner Support **Need:** Long-Term English Learners (LTELs), a subgroup within the English Learner population, have shown limited progress in achieving English language proficiency. The	This action supports the unique needs of LTELs by building teacher capacity in both Integrated and Designated ELD strategies. By equipping all teachers with the tools to support language development across content areas, the district ensures LTELs and other English Learners have increased access to high-quality instruction that promotes language proficiency and academic	The effectiveness of this action will be monitored using two key metrics that reflect progress in English language acquisition and long-term student outcomes for English Learners, including LTELs.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023–24 English Learner Progress Indicator (ELPI) shows that only 49.8% of English Learners are making progress toward proficiency. Additionally, the 2023–24 reclassification rate is low at 7.65%, highlighting the need for targeted supports. These trends reflect a systemic need for more effective and consistent ELD instruction. **Scope:** Limited to Unduplicated Student Group(s)	achievement. Since LTELs are present at all school sites, delivering this action LEA-wide is necessary to ensure equity and systemwide coherence, particularly in schools with high concentrations of English Learners.	The first is the English Learner Progress Indicator (ELPI) from the California School Dashboard, which measures the percentage of English Learners making progress toward English language proficiency (metric 2.7). The second is the English Learner Reclassification Rate, as reported through the Kern Integrated Data System, which captures the percentage of English Learners who achieve proficiency and exit EL status (metric 2.8). Together, these metrics provide a comprehensive view of how well the training is translating into improved instructional practices and increased language proficiency for LTELs.

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).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:14
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:16

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,948,634	13,510,249	46.670%	0.000%	46.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,033,912.00	$2,198,000.00	$8,500,000.00	$0.00	$24,731,912.00	$9,487,112.00	$15,244,800.00

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	$891,750.00	$0.00	$891,750.00				$891,750.00	
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	$279,200.00	$55,000.00	$334,200.00				$334,200.00	
1	1.3	Education Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$667,800.00	$1,610,000.00	$2,277,800.00				$2,277,800.00	
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	$216,100.00	$11,762,000.00	$1,280,100.00	$2,198,000.00	$8,500,000.00		$11,978,100.00	
1	1.5	Library Media Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$413,700.00	$55,000.00	$468,700.00				$468,700.00	
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 Elementa	ongoing	$572,027.00	$0.00	$572,027.00				$572,027.00	

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	$747,535.00	$0.00	$747,535.00				$747,535.00	
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	$681,575.00	$0.00	$681,575.00				$681,575.00	
2	2.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,073,000.00	$100,000.00	$1,173,000.00				$1,173,000.00	
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	$724,400.00	$724,400.00				$724,400.00	
2	2.6	Long Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0.00	$11,000.00	$11,000.00				$11,000.00	
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	$176,525.00	$0.00	$176,525.00				$176,525.00	
3	3.2	Support Services: Counselors	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$361,825.00	$0.00	$361,825.00				$361,825.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
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	$235,000.00	$235,000.00				$235,000.00	
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	$30,000.00	$30,000.00				$30,000.00	
3	3.5	Community Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$284,200.00	$51,000.00	$335,200.00				$335,200.00	
3	3.6	Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$360,275.00	$30,000.00	$390,275.00				$390,275.00	
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	$233,900.00	$278,900.00				$278,900.00	
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	$82,500.00	$0.00	$82,500.00				$82,500.00	
3	3.9	Increased Safety Operations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$181,800.00	$137,500.00	$319,300.00				$319,300.00	
3	3.10	Increased Student Electives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$308,000.00	$125,000.00	$433,000.00				$433,000.00	
3	3.11	Pupil Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,144,300.00	$85,000.00	$2,229,300.00				$2,229,300.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,948,634	13,510,249	46.670%	0.000%	46.670%	$14,033,912.00	0.000%	48.479 %	**Total:**	$14,033,912.00
								LEA-wide Total:	$10,659,175.00
								Limited Total:	$758,535.00
								Schoolwide Total:	$2,616,202.00

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	$891,750.00	
1	**1.2**	Recruiting and Retaining Highly-Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,200.00	
1	**1.3**	Education Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,277,800.00	
1	**1.4**	Equitable Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary TK-6	$1,280,100.00	
1	**1.5**	Library Media Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$468,700.00	
2	**2.1**	Support Services: Reading	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virginia Avenue Elementary, Shirley Lane	$572,027.00	

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	$747,535.00	
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	$681,575.00	
2	2.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,173,000.00	
2	2.5	Supplemental Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$724,400.00	
2	2.6	Long Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,000.00	
3	3.1	Support Services: Coordinators of Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,525.00	
3	3.2	Support Services: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,825.00	
3	3.3	Increased School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	
3	3.4	Positive Behavior Intervention & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.5	Community Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,200.00	

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	**3.6**	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,275.00	
3	**3.7**	Increased Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,900.00	
3	**3.8**	Physical Education Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairfax Junior High	$82,500.00	
3	**3.9**	Increased Safety Operations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,300.00	
3	**3.10**	Increased Student Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$433,000.00	
3	**3.11**	Pupil Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,229,300.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,668,937.00	$12,959,911.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class Size Reduction	Yes	$870,000.00	$881,924
1	**1.2**	Recruiting and Retaining Highly-Qualified Teachers	Yes	$334,600.00	$334,213
1	**1.3**	Education Technology	Yes	$1,686,500.00	$1,745,022
1	**1.4**	Equitable Facilities	Yes	$1,313,000	$1,310,790
1	**1.5**	Library Media Services	Yes	$440,600.00	$450,696
2	**2.1**	Support Services: Reading	Yes	$558,075.00	$558,075
2	**2.2**	Support Services: English Learners	Yes	$569,000.00	$569,000
2	**2.3**	Support Services: Academic Intervention	Yes	$665,000.00	$661,072
2	**2.4**	Professional Development	Yes	$1,046,800.00	$1,105,887
2	**2.5**	Supplemental Academic Programs	Yes	$404,450.00	$427,578
3	**3.1**	Support Services: Coordinators of Student Support	Yes	$338,133.00	$338,133

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	**3.2**	Support Services: Counselors	Yes	$353,000.00	$400,862
3	**3.3**	Increased School Connectedness	Yes	$225,000.00	$225,000
3	**3.4**	Positive Behavior Intervention & Support	Yes	$26,700.00	$26,700
3	**3.5**	Community Access	Yes	$299,426.00	$304,031
3	**3.6**	Social Emotional Support	Yes	$401,153.00	$407,558
3	**3.7**	Increased Student Activities	Yes	$218,900.00	$218,900
3	**3.8**	Physical Education Aides	Yes	$72,000.00	$72,000
3	**3.9**	Increased Safety Operations	Yes	$259,000.00	$297,132
3	**3.10**	Increased Student Electives	Yes	$349,000.00	$352,929
3	**3.11**	Pupil Support Services	Yes	$2,238,600.00	$2,272,409

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,959,315	$12,668,937.00	$12,959,911.00	($290,974.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Class Size Reduction	Yes	$870,000.00	$881,924		
1	**1.2**	Recruiting and Retaining Highly-Qualified Teachers	Yes	$334,600.00	$334,213		
1	**1.3**	Education Technology	Yes	$1,686,500.00	$1,745,022		
1	**1.4**	Equitable Facilities	Yes	$1,313,000.00	$1,310,790		
1	**1.5**	Library Media Services	Yes	$440,600.00	$450,696		
2	**2.1**	Support Services: Reading	Yes	$558,075.00	$558,075		
2	**2.2**	Support Services: English Learners	Yes	$569,000.00	$569,000		
2	**2.3**	Support Services: Academic Intervention	Yes	$665,000.00	$661,072		
2	**2.4**	Professional Development	Yes	$1,046,800.00	$1,105,887		
2	**2.5**	Supplemental Academic Programs	Yes	$404,450.00	$427,578		
3	**3.1**	Support Services: Coordinators of Student Support	Yes	$338,133.00	$338,133		
3	**3.2**	Support Services: Counselors	Yes	$353,000.00	$400,862		
3	**3.3**	Increased School Connectedness	Yes	$225,000.00	$225,000		

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)
3	3.4	Positive Behavior Intervention & Support	Yes	$26,700.00	$26,700		
3	3.5	Community Access	Yes	$299,426.00	$304,031		
3	3.6	Social Emotional Support	Yes	$401,153.00	$407,558		
3	3.7	Increased Student Activities	Yes	$218,900.00	$218,900		
3	3.8	Physical Education Aides	Yes	$72,000.00	$72,000		
3	3.9	Increased Safety Operations	Yes	$259,000.00	$297,132		
3	3.10	Increased Student Electives	Yes	$349,000.00	$352,929		
3	3.11	Pupil Support Services	Yes	$2,238,600.00	$2,272,409		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28,297,313	12,959,315	0	45.797%	$12,959,911.00	0.000%	45.799%	$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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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