

Introduction:

LEA: Fairfield-Suisun Unified School District **Contact (Name, Title, Email, Phone Number):** Rona Portalupi, Assistant Superintendent Educational Services

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LCAP Year: 2015-2018

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Fairfield-Suisun Unified School District (FSUSD) consulted with stakeholder groups relative to the development of the Local Control and Accountability Plan (LCAP). Consultation commenced in August when the district met with stakeholders to revise the FSUSD Vision and Mission. In a succession of community meetings, facilitated by Solano County Office of Education leadership, the district gained valuable input from stakeholders relative to how the district supports student success. In October, the FSUSD Governing Board approved the new district Vision and Mission.</p> <p>Consultation with stakeholders including parents of low income students, EL students, foster youth and students with disabilities</p>	<p>The foundation for the Fairfield-Suisun Unified School District (FSUSD) Local Control and Accountability Plan (LCAP) Goals, Actions and Services is the input provided by stakeholders through consultation Stakeholder input was recorded on chart paper during the various opportunities for consultation. The recorded input was shared with Educational Services Department and Extended Cabinet. Members of the Educational Services and Pupil Services Departments collaborated to draft the 2015-2018 LCAP, and reviewed all of the information to determine if any goals, actions, or services should be revised.</p> <p>Based upon consultation with and input from stakeholder</p>

continued throughout October, November, and December 2014. The 2014-15 LCAP goals, actions, services, and data were shared at three community meetings located at each of the three comprehensive high schools. Community members representing the elementary and middle schools feeding into the comprehensive high school were invited to attend. Parents representing all significant student groups were invited to participate in the stakeholder consultation meetings; this includes parents of African American, American Indian/Native Alaskan, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, and Special Education. During stakeholder these meetings, suggestions and feedback were recorded on chart paper by participants or were charted by meeting facilitators.

Stakeholder Groups Participating in Consultation for the 2015-2018 LCAP:

- * Administrative Council: all District leaders, certificated and classified
- * California School Employees Association (CSEA): Executive Board members
- * District English Learner Advisory Committee (DELAC): English Learner representatives from each school
- * Central Office Staff: all staff that work at the District Office
- * Foster Youth Education Project: county-wide group of agency representatives
- * Parent Leaders: parent representative from each school
- * School Site Council Members: representatives from site level councils
- * Site Administrators: school site administrators, principals and assistant principals
- * Student Advisory Council: student representatives from each secondary school

groups, it was determined that the district would stay the course with the LCAP goals, actions, and services.

During May and June 2015, community feedback was gathered from two general community meetings, specific meetings with DELAC and Parent Leaders, and from a Google Doc posted on the district website upon which the public could provide comments. The feedback received from these sources indicated satisfaction with and approval of the LCAP content, and reinforced the decision to stay the course with goals, actions, and services.

<p>* Voces Unidas: Hispanic community action group</p> <p>When the draft LCAP was completed, FSUSD distributed it for stakeholder feedback. Feedback opportunities included those required by regulations with our District English Language Advisory Committee and Parent Leaders. The district also held two open community meetings, met with the Student Advisory Council, and bargaining units leadership where the draft LCAP was shared and feedback was received. Additionally, copies of the draft LCAP were posted on the FSUSD website in a Google Doc, where members of the community could comment directly on the LCAP and receive written response via the document.</p> <p>Throughout the LCAP process, the FSUSD Governing Board would receive updates in both presentation and in written forms.</p>	
<p>Annual Update:</p> <p>Fairfield-Suisun Unified School District (FSUSD) consulted with stakeholder groups relative to creating the annual update. Consultation commenced in August when the district met with stakeholders to revise the FSUSD Vision and Mission. In a succession of community meetings, facilitated by Solano County Office of Education leadership, the district gained valuable input from stakeholders relative to how the district promotes student success. In October, the FSUSD Governing Board approved the new district Vision and Mission.</p> <p>Consultation with stakeholders for the annual update continued throughout October, November, and December 2014. The 2014-15 LCAP goals, actions, services, and data were shared at three community meetings located at each of the three comprehensive high schools. Community members representing the elementary</p>	<p>Annual Update:</p> <p>The foundation for the Fairfield-Suisun Unified School District (FSUSD) Local Control and Accountability Plan (LCAP) Annual Update is the input provided by stakeholders through consultation Stakeholder input was recorded on chart paper during the various opportunities for consultation. The recorded input was shared with Educational Services Department and Extended Cabinet. Members of the Educational Services and Pupil Services Departments collaborated to complete the annual update, and reviewed all of the information to determine baseline data for the annual update.</p> <p>After completion of the annual update, and based upon consultation with and input from stakeholder groups, it was determined that the district would stay the course with the LCAP goals, actions, and services.</p>

and middle schools feeding into the comprehensive high school were invited to attend. Parents representing all significant student groups were invited to participate in the consultation meetings; this includes parents of African American, American Indian/Native Alaskan, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, Foster youth, and Special Education. During stakeholder these meetings, suggestions and feedback for the annual update were recorded on chart paper by participants or were charted by meeting facilitators.

Stakeholder Groups Participating in Consultation for the Annual Update:

- * Administrative Council: all District leaders, certificated and classified
- * California School Employees Association (CSEA): Executive Board members
- * District English Learner Advisory Committee (DELAC): English Learner representatives from each school
- * Central Office Staff: all staff that work at the District Office
- * Foster Youth Education Project: county-wide group of agency representatives
- * Parent Leaders: parent representative from each school
- * School Site Council Members: representatives from site level councils
- * Site Administrators: school site administrators, principals and assistant principals
- * Student Advisory Council: student representatives from each secondary school
- * Voces Unidas: Hispanic community action group

When the annual update was completed, FSUSD distributed it for stakeholder feedback. Feedback opportunities included with our

During May and June 2015, community feedback was gathered from two general community meetings, specific meetings with DELAC and Parent Leaders, and from a Google Doc posted on the district website upon which the public could provide comments. The feedback received from these sources indicated satisfaction with and approval of the LCAP content, and reinforced the decision to stay the course with goals, actions, and services.

<p>District English Language Advisory Committee and Parent Leaders. The district also held two open community meetings, met with the Student Advisory Council, and bargaining units leadership where the annual update was shared and feedback was received. Additionally, copies of the annual update were posted on the FSUSD website in a Google Doc, where members of the community could comment directly on the document and receive written response via the document.</p> <p>Throughout the annual update process, the FSUSD Governing Board would receive updates in both presentation and in written forms.</p>	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 X 6 X 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	There is a need to provide safe, inclusive and welcoming learning environments where students attend and are connected to their schools. The metrics used to identify this need and develop the goal included: Quarterly Williams reports, Williams Verification Visits reports, Facilities and Maintenance Department evaluation of school facilities, Anecdotal information of parent involvement, Parental education programs implemented at school sites, Parental Participation in DELAC and DAC,	

	District parent, student, and employee survey results, School attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Suspension rates, Expulsion rates, Course availability at all secondary sites, District benchmark and formative assessment results, 2012-13 and prior years, Intervention Programs, Success of alternative school programs, Feedback from Vision/Mission design committee, Feedback from stakeholder consultation meetings		
Goal Applies to:	Schools:	LEA Wide/All Schools	
	Applicable Pupil Subgroups:	Students with Disability, Economically Disadvantaged, Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (RFEP), English Learner (EL) English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.		
	In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 5: Pupil Engagement and Priority Area 6: School Climate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for co/extracurricular activities for students, such as: <ul style="list-style-type: none"> • Requesting that sites spend a minimum percentage of budget on opportunities for students • Reinstate ninth grade athletics • Provide athletic transportation 	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 01-Unrestricted Certificated stipends \$549,700 Benefits: \$612,000 Materials and supplies: \$64,200 Services and other operating expenditures \$329,400

<p>Continue to enhance the program to address student attendance and chronic absenteeism</p> <ul style="list-style-type: none"> • Maintain the eight (8) attendance liaisons who establish relationships with families having chronically absent students. • Data analysis to remediate in the areas of greatest need. • School Attendance Review Board (SARB) mediation. • Participation in county-wide attendance campaigns. • Walking school buses and other safety enhancements for getting to and from school. 	LEA Wide/ All Schools	<p>X ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted:</p> <p>Certificated salaries \$195,000</p> <p>Classified salaries \$371,000</p> <p>Benefits \$205,000</p> <p>Materials and supplies \$5,000</p> <p>Services and other operating expenditures \$6,500</p>
<p>Continue to provide more opportunities for students to access courses which align with their interests</p> <ul style="list-style-type: none"> • Targeted after school programs that target student interests such as 	LEA Wide/ All Schools	<p>X ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$437,000</p> <p>Benefits \$56,000</p> <p>Fund 01—Restricted</p>

<ul style="list-style-type: none"> robotics, dance, etc. • Provided additional opportunities for ROP • Early College High School partnership with Solano College, Fairfield 			<p>Certificated salaries \$163,200 Benefits \$4,000 Materials and supplies \$186,000 Services and other operating expenditures \$31,600</p>
<p>Continue to develop and implement a program to provide alternatives to suspension</p> <ul style="list-style-type: none"> • Investigate community service as an alternative to suspension • Positive Behavior Interventions and Support (PBIS) and restorative practices at seventeen sites; includes professional development costs • Hired a Coordinator of Positive Behavior and Intervention Support (PBIS) 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted: Certificated salaries \$90,800 Benefits \$12,600 Services and other operating expenditures \$59,500</p>
<p>Enhance the quality and variety of school options</p> <ul style="list-style-type: none"> • Support expansion of K-8 schools • Staff Matt Garcia Learning Center, Sem 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$2,346,000 Classified salaries \$600,000</p>

<p>Yeto Continuation High School and Satellite</p> <ul style="list-style-type: none"> • Monitor new program at Matt Garcia Career and College Academy and Sem Yeto High School and Satellite and provide support 			<p>Benefits \$826,000</p>
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 5: Pupil Engagement and Priority Area 6: School Climate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide opportunities for co/extracurricular activities for students, such as:</p> <ul style="list-style-type: none"> • Requesting that sites spend a minimum percentage of budget on opportunities for students • Continue supporting athletics at all grades • Provide athletic transportation 	<p>LEA Wide/ All Schools</p>	<p>X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Fund 01-Unrestricted Certificated stipends \$560,600 Benefits: \$624,000 Materials and supplies: \$65,000 Services and other operating expenditures \$336,000</p>
<p>Continue to enhance the program to address student</p>	<p>LEA Wide/ All Schools</p>	<p>__ALL</p>	<p>Fund 01—Unrestricted: Certificated salaries</p>

<p>attendance and chronic absenteeism</p> <ul style="list-style-type: none"> • Maintain the eight (8) attendance liaisons who establish relationships with families having chronically absent students. • Data analysis to remediate in the areas of greatest need. • School Attendance Review Board (SARB) mediation. • Participation in county-wide attendance campaigns. • Walking school buses and other safety enhancements for getting to and from school. 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$199,000 Classified salaries \$378,000 Benefits \$209,000 Materials and supplies \$5,100 Services and other operating expenditures \$6,600</p>
<p>Continue to provide more opportunities for students to access courses which align with their interests</p> <ul style="list-style-type: none"> • Targeted after school programs that target student interests such as robotics, dance, etc. • Provided additional opportunities for ROP • Early College High School partnership with 	<p>LEA Wide/ All Schools</p>	<p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$445,000 Benefits \$57,000</p> <p>Fund 01—Restricted Certificated salaries \$166,000 Benefits \$4,100 Materials and supplies</p>

Solano College			\$189,000 Services and other operating expenditures \$32,000
<p>Continue to develop and implement a program to provide alternatives to suspension</p> <ul style="list-style-type: none"> • Investigate community service as an alternative to suspension • Positive Behavior Interventions and Support (PBIS) and restorative practices at nineteen sites; includes professional development costs • Maintain the Coordinator of Positive Behavior and Intervention Support (PBIS) 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted: Certificated salaries \$92,600 Benefits \$12,800 Services and other operating expenditures \$66,500</p>
<p>Enhance the quality and variety of school options</p> <ul style="list-style-type: none"> • Support expansion of K-8 schools • Staff Matt Garcia Learning Center, Sem Yeto Continuation High School and Satellite • Monitor new program at Matt Garcia Career and College Academy and Sem Yeto High School 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$2,346,000 Classified salaries \$600,000 Benefits \$826,000</p>

and Satellite and provide support			
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 5: Pupil Engagement and Priority Area 6: School Climate.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for co/extracurricular activities for students, such as: <ul style="list-style-type: none"> • Requesting that sites spend a minimum percentage of budget on opportunities for students • Continue supporting athletics at all grades • Provide athletic transportation 	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 01-Unrestricted Certificated stipends \$571,800 Benefits: \$636,000 Materials and supplies: \$66,300 Services and other operating expenditures \$342,700
Continue to enhance the program to address student attendance and chronic absenteeism <ul style="list-style-type: none"> • Maintain the eight (8) attendance liaisons who 	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 01—Unrestricted: Certificated salaries \$203,000 Classified salaries \$385,500 Benefits \$213,000

<p>establish relationships with families having chronically absent students.</p> <ul style="list-style-type: none"> • Data analysis to remediate in the areas of greatest need. • School Attendance Review Board (SARB) mediation. • Participation in county-wide attendance campaigns. • Walking school buses and other safety enhancements for getting to and from school. 			<p>Materials and supplies \$5,200 Services and other operating expenditures \$6,700</p>
<p>Continue to provide more opportunities for students to access courses which align with their interests</p> <ul style="list-style-type: none"> • Targeted after school programs that target student interests such as robotics, dance, etc. • Provided additional opportunities for ROP • Early College High School partnership with Solano College 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$453,900 Benefits \$58,000</p> <p>Fund 01—Restricted Certificated salaries \$169,000 Benefits \$4,200 Materials and supplies \$192,700 Services and other operating expenditures \$32,600</p>

<p>Continue to develop and implement a program to provide alternatives to suspension</p> <ul style="list-style-type: none"> • Investigate community service as an alternative to suspension • Positive Behavior Interventions and Support (PBIS) and restorative practices at twenty-two sites (twelve in program); includes professional development costs • Maintain the Coordinator of Positive Behavior and Intervention Support (PBIS) 	<p>LEA Wide/ All Schools</p>	<p>X ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted: Certificated salaries \$94,400 Benefits \$13,000 Services and other operating expenditures \$42,500</p>
<p>Enhance the quality and variety of school options</p> <ul style="list-style-type: none"> • Support expansion of K-8 schools • Staff Matt Garcia Learning Center, Sem Yeto Continuation High School and Satellite • Monitor new program at Matt Garcia Career and College Academy and Sem Yeto High School and Satellite and provide support 	<p>LEA Wide/ All Schools</p>	<p>X ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$2,393,000 Classified salaries \$612,000 Benefits \$842,500</p>

GOAL:	2. Engage parents and community partners through education, communication, and collaboration to promote student success	Related State and/or Local Priorities: 1__ 2__ 3 X 4 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Identified Need :	<p>There is a need to engage parents and community partners through education, communication, and collaboration to promote student success.</p> <p>The metrics used to develop this goal included: Anecdotal information on parent involvement, Parental education programs implemented at school sites, Parental participation in DELAC and DAC, District parent survey results, CST results, API scores, including statewide and similar schools ranks, UC/CSU eligibility rates, CTE Pathway completion rates, CELDT results, English Learner Reclassification rates, Advanced Placement (AP) test results, Early Assessment Program (EAP) results, District benchmark and formative assessment results, 2012-13 and prior years, Feedback from stakeholder input meetings</p>			
Goal Applies to:	Schools: Applicable Pupil Subgroups:	LEA Wide/All Schools Students with Disability, Economically Disadvantaged, Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (RFEP), English Learner (EL) English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth , API scores, including statewide and similar schools ranks, UC/CSU eligibility rates, CTE Pathway completion rates, CELDT results, English Learner Reclassification rates, Advanced Placement (AP) test results, Early Assessment Program (EAP) results, District benchmark and formative assessment results, 2012-13 and prior years, Feedback from stakeholder input meetings		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority area: Priority Area 3: Parental Involvement. The intent of our efforts is to seek parent input for the purpose of making decision for the district and the school sites.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope	Budgeted	

		of service	Expenditures
<p>Continue to develop and implement a plan to improve community and parent engagement</p> <ul style="list-style-type: none"> • Expand services at Sullivan Interagency Youth Center • Maintain an Executive Director of Administrative Services and Community Engagement • Conduct surveys of community and stakeholder groups 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$230,500</p> <p>Classified salaries \$14,300</p> <p>Benefits \$28,000</p> <p>Materials and supplies \$72,000</p> <p>Services and other operating expenditures \$80,500</p> <p>Fund 01—Restricted</p> <p>Certificated salaries \$6,700</p> <p>Classified salaries \$115,000</p> <p>Benefits \$18,600</p> <p>Materials and supplies \$12,200</p> <p>Services and other operating expenditures \$36,700</p>
<p>Continue to develop and implement a plan for increased parent and community communication</p> <ul style="list-style-type: none"> • Maintain an Executive Director of Administrative Services and Community 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01-- Unrestricted</p> <p>Certificated salaries \$157,000</p> <p>Classified salaries \$153,000</p> <p>Benefits \$84,600</p>

<p>Engagement</p> <ul style="list-style-type: none"> Maintain district translator and translators for Special Education Services 			
<p>Continue to develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district</p> <ul style="list-style-type: none"> Maintain an Executive Director of Administrative Services and Community Engagement Administer a District-wide Effectiveness Survey 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries \$157,000 Benefits \$24,000</p>
<p>Continue to develop a plan to provide Spanish bilingual support staff at school sites with high concentration of Spanish speaking parents and students, English Learners, and/or Reclassified Fluent English Proficient to increase the level of stakeholder satisfaction with services provided across the district</p> <ul style="list-style-type: none"> Maintain Community Outreach Liaisons for Armijo High School and for Grange Middle School Expand Language Line interpreting services including interpreting via 	LEA Wide/ All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Classified salaries \$53,000 Benefits \$24,000</p> <p>Fund 01—Restricted Classified salaries \$23,000 Benefits \$8,900</p>

iPad App			
<p>Continue to promote parental and community participation in programs for English Learners</p> <ul style="list-style-type: none"> • District English Learner Advisory Committee (DELAC) program input opportunities • Site English Learner Advisory Committee (ELAC) • Voces Unidas Hispanic Community group • English as a Second Language (ESL) for parents through Adult School and at designated sites • General Educational Development (GED) course for parents at sites 	LEA Wide/ All Schools	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Fund 01--Unrestricted</p> <p>Cert salaries \$ 2,500</p> <p>Classified salaries \$6,800</p> <p>Benefits \$1,900</p> <p>Materials and supplies \$59,000</p> <p>Services and other operating expenditures \$34,600</p> <p>Fund 01—Restricted</p> <p>Certificated salaries \$6,900</p> <p>Classified salaries \$8,900</p> <p>Benefits \$2,400</p> <p>Materials and supplies \$12,200</p> <p>Services and other operating expenditures \$36,700</p>
<p>Develop a collaborative process with stakeholder groups specific to Foster Youth</p> <ul style="list-style-type: none"> • Members of Student Services attend the bi-monthly District Educational Liaison (DEL) meetings with County 	LEA Wide/ All Schools	<p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$120,000</p> <p>\$32,600</p>

<p>Foster Youth Services and neighboring districts.</p> <ul style="list-style-type: none"> Members of Student Services serve on the quarterly Foster Youth Educational Planning (FYEP) meetings Research additional ways to support Foster Youth 			
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority area: Priority Area 3: Parental Involvement.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to develop and implement a plan to improve community and parent engagement</p> <ul style="list-style-type: none"> Expand services at Sullivan Interagency Youth Center Maintain an Executive Director of Administrative Services and Community Engagement Conduct surveys of community and stakeholder groups 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted:</p> <p>Certificated salaries \$235,000</p> <p>Classified salaries \$14,500</p> <p>Benefits \$28,500</p> <p>Materials and supplies \$73,000</p> <p>Services and other operating expenditures \$81,500</p> <p>Fund 01—Restricted</p>

			Certificated salaries \$6,800 Classified salaries \$117,000 Benefits \$18,900 Materials and supplies \$12,400 Services and other operating expenditures \$37,000
2) Continue to develop and implement a plan for increased parent and community communication	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$348,500 Special Education Resources: \$150,800
3) Continue to develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$192,000
4) Continue to develop a plan to provide Spanish bilingual support staff at school sites with high concentration of Spanish speaking parents and students, English Learners, and/or Reclassified Fluent English Proficient to increase the level	LEA Wide/ All Schools	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$72,800

of stakeholder satisfaction with services provided across the district			
5) Continue to promote parental and community participation in programs for English Learners	LEA Wide/ All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$124,800 Title I: \$41,800 Title III: \$5,200 Title III LEP (4203)
6) Develop a collaborative process with stakeholder groups specific to Foster Youth	LEA Wide/ All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$5,200
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes. In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority area: Priority Area 3: Parental Involvement.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop and implement a plan to improve community and parent engagement	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Fund 01—Unrestricted: Certificated salaries \$239,700 Classified salaries

<ul style="list-style-type: none"> • Expand services at Sullivan Interagency Youth Center • Maintain an Executive Director of Administrative Services and Community Engagement • Conduct surveys of community and stakeholder groups 		Subgroups:(Specify) _____ 	\$14,700 Benefits \$29,000 Materials and supplies \$74,400 Services and other operating expenditures \$83,100 Fund 01—Restricted Certificated salaries \$6,900 Classified salaries \$119,000 Benefits \$19,200 Materials and supplies \$12,600 Services and other operating expenditures \$37,700
2) Continue to develop and implement a plan for increased parent and community communication	LEA Wide/ All Schools	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	LCFF: \$348,500 Special Education Resources: \$150,800
3) Continue to develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district	LEA Wide/ All Schools	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	LCFF: \$195,800

		Subgroups:(Specify) _____	
4) Continue to develop a plan to provide Spanish bilingual support staff at school sites with high concentration of Spanish speaking parents and students, English Learners, and/or Reclassified Fluent English Proficient to increase the level of stakeholder satisfaction with services provided across the district	LEA Wide/ All Schools	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF: \$72,800
5) Continue to promote parental and community participation in programs for English Learners	LEA Wide/ All Schools	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF: \$127,200 Title I: \$42,600 Title III: \$5,300
6) Develop a collaborative process with stakeholder groups specific to Foster Youth	LEA Wide/ All Schools	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF: \$5,100

GOAL:	3. Refine and expand targeted intervention and supports for	Related State and/or Local Priorities:
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	students' academic, health, and social-emotional development	1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<p>There is a need to refine and expand targeted interventions and supports for students' academic, health, and social-emotional development.</p> <p>The metrics used to identify this need and develop the goal included: Quarterly Williams reports, Williams Verification Visits reports, Facilities and Maintenance Department evaluation of school facilities, Data for Teach for Success Sweeps, Anecdotal data on implementation of Common Core State Standards, Professional development provided to support implementation of common Core State Standards, CST results, API scores including statewide and similar schools ranks, UC/CSU eligibility rates, CTE Pathway completion, CELDT results, English Learner reclassification rates, Advanced Placement (AP) test results, Early Assessment Program results (EAP), School attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Suspension rates, Expulsion rates, Effectiveness survey results, Course availability at all secondary sites, District benchmark and formative assessment results, 2012-13 and prior years, Intervention Programs, Success of alternative school programs, Feedback from Vision/Mission design committee, Feedback from stakeholder consultation meetings</p>		
Goal Applies to:	<p>Schools: LEA Wide/All Schools</p> <p>Applicable Pupil Subgroups: Students with Disability, Economically Disadvantaged, Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (RFEP), English Learner (EL) English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 4: Pupil Achievement and Priority Area 8: Other Pupil Outcomes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Develop a systematic plan to address students' health & social-emotional needs</p> <ul style="list-style-type: none"> • Ten (10) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) • Provided professional development to support students' social emotional needs • Children's Nurturing Project (CNP) Counselors at schools • Title I funded counselor at Grange Middle School • Funded a bilingual psychologist • Funded 8 nurses district wide to support students' health needs • Funded 7 healthcare specialists district wide to support students' health needs • Professional development in Restorative Justice practices 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$372,000</p> <p>Classified salaries \$368,000</p> <p>Benefits \$299,800</p> <p>Services and other operating expenditures \$209,500</p> <p>Fund 01—Restricted</p> <p>Certificated salaries \$126,000</p> <p>Benefits \$35,700</p>
<p>Continue to increase and adjust counseling services to address graduation needs</p> <ul style="list-style-type: none"> • Maintain at least 15 FTE 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$1,234,000</p> <p>Classified salaries</p>

<p>counselors at all high schools</p> <ul style="list-style-type: none"> • Added counselors for grades 6—8 • Provide 5.25 FTE College and Career Technicians • Maintain additional counselor at Grange Middle School • Provided professional development for high school counselors 		<p>proficient __Other Subgroups:(Specify)_____</p>	<p>\$208,000 Benefits \$323,000</p> <p>Fund 01—Restricted Certificated salaries \$102,000 Benefits \$34,700</p>
<p>Develop a systematic Response to Instruction and Intervention (RtI2) program</p> <ul style="list-style-type: none"> • Provide intervention services such as Extended School Year • Seventeen (17) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) • Maintain bilingual psychologist • Increase access to Plato, Shmoop, and Edge curriculum 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR-AND:: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted Certificated salaries: \$47,000 Classified salaries \$1,700 Benefits \$28,800 Materials and supplies \$8,200 Services and other operating expenditures \$113,500</p> <p>Fund 01—Restricted Certificated salaries \$83,000 Benefits \$23,900 Services and other operating expenditures \$203,000</p>

<p>Continue to develop a Positive Behavioral Intervention and Support (PBIS) system</p> <ul style="list-style-type: none"> • Seventeen (17) schools participate in professional development on Positive Behavioral Intervention and Support (PBIS) • Hired a Coordinator for PBIS • Schools participating in PBIS are implementing School-Wide Information System (SWIS) • Maintain bilingual psychologist • Schools participating in PBIS receive services from a Child Nurturing Project (CNP) counselor • Professional development in Restorative Justice practices 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR-AND:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries: \$47,000</p> <p>Classified salaries \$55,000</p> <p>Benefits \$35,800</p> <p>Services and other operating expenditures \$59,000</p> <p>Fund 01—Restricted</p> <p>Services and other operating expenditures \$5,600</p>
<p>Develop and implement a comprehensive system to address the needs of Long Term English Learners (LTEL)</p> <ul style="list-style-type: none"> • English Mastery Academy for LTELs grades 4-8 • Site CELDT boot camps • Fast ForWord online reading and language intervention at two sites 	<p>LEA Wide/ All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$52,000</p> <p>Benefits \$6,600</p> <p>Fund 01—Restricted</p> <p>Services and other operating expenditures \$239,000</p>

<ul style="list-style-type: none"> English 3-D language program for LTEL at high school ELD/Literacy and ELA/ELD Framework professional development and coaching for teachers through WestED ELA/ELD Framework professional development for site administrators and coaches through WestED Stanford ELL Leadership Network 			
<p>6) Implement services to support Special Education Long Term English Learner (LTEL)</p> <ul style="list-style-type: none"> Implement plan to revise secondary special education courses to include elements of ELD Continue to refine initial EL identification during preschool to kindergarten transition Expand options for early learning to include RTI to prevent LTELs 	LEA Wide/ All Schools	<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils X English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) Special Education</p>	Fund 01—Restricted Services and other operating expenditures \$239,000
<p>Develop a system for identifying and tracking Foster Youth</p> <ul style="list-style-type: none"> Collaboration with county 	LEA Wide/ All Schools	<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>X Foster Youth __Redesignated fluent English</p>	Fund 01—Unrestricted Certificated salaries \$118,000 Benefits

<p>social services and FSUSD Student Services including use of California Department of Education (CDE) database, and internal FSUSD flagging and tracking in the district database.</p> <ul style="list-style-type: none"> • Training on use of Aeries student database 		<p>proficient __Other Subgroups:(Specify)_____</p>	<p>\$32,000 Services and other operating expenditures \$5,000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 4: Pupil Achievement and Priority Area 8: Other Pupil Outcomes.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) Develop a systematic plan to address students' health & social-emotional needs</p>	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>LCFF: \$582,400 Title III: \$75,800 IDEA: \$431,700 First Five Grant: \$80,000</p>
<p>2) Increase and adjust counseling services to address graduation needs</p>	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English</p>	<p>LCFF: \$1,560,600 Title I: \$69,600</p>

		proficient __Other Subgroups:(Specify)_____	
Develop a systematic Response to Instruction and Intervention (RtI2) program <ul style="list-style-type: none"> • Provide intervention services such as Extended School Year • Nineteen (19) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) • Maintain bilingual psychologist • Increase access to Plato, Shmoop, and Edge curriculum 	LEA Wide/ All Schools	X ALL ----- OR-AND:: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF: \$1,219,900 Title I: \$456,900 Title III: \$62,200 IDEA: \$4,993,900
4) Continue to develop a Positive Behavioral Intervention and Support (PBIS) system	LEA Wide/ All Schools	X ALL ----- OR-AND: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I: \$65,400 Title III: \$75,800
5) Develop and implement a comprehensive system to address the needs of Long Term English Learners (LTEL)	LEA Wide/ All Schools	__ALL ----- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF: \$457,700 Title I: \$124,800

6) Implement services to support Special Education LTEL	LEA Wide/ All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Special Education	LCFF: \$150,800 Title I: \$31,200 IDEA: \$208,000
7) Develop a system for identifying and tracking Foster Youth	LEA Wide/ All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$5,200
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 4: Pupil Achievement and Priority Area 8: Other Pupil Outcomes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Develop a systematic plan to address students' health & social-emotional needs	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$594,000 Title III: \$77,300 IDEA: \$440,300 First Five Grant: \$80,000
2) Increase and adjust	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL	LCFF: \$1,591,800

counseling services to address graduation needs		OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$70,700
Develop a systematic Response to Instruction and Intervention (RtI2) program <ul style="list-style-type: none"> • Provide intervention services such as Extended School Year • Twenty-two (22) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) • Maintain bilingual psychologist • Increase access to Plato, Shmoop, and Edge curriculum 	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL OR-AND:: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$1,244,000 Title I: \$466,000 Title III: \$63,400 IDEA: \$5,093,700
4) Continue to develop a Positive Behavioral Intervention and Support (PBIS) system	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL OR-AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$66,700 Title III: \$77,300
5) Develop and implement a comprehensive system to	LEA Wide/ All Schools	<input type="checkbox"/> ALL	LCFF: \$466,800

address the needs of Long Term English Learners (LTEL)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$127,000
6) Implement services to support Special Education LTEL	LEA Wide/ All Schools	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Special Education	LCFF: \$153,800 Title I: \$31,800 IDEA: \$212,000
7) Develop a system for identifying and tracking Foster Youth	LEA Wide/ All Schools	__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$5,300

GOAL:	4. Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready	Related State and/or Local Priorities:
		1 __ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready. The metrics used to identify this need and develop the goal included: Quarterly Williams reports, Williams Verification Visits reports, Facilities and Maintenance Department evaluation of school facilities, Data for Teach for Success Sweeps, Anecdotal data on implementation of Common Core State Standards, Professional development	

	provided to support implementation of common Core State Standards, CST results, API scores including statewide and similar schools ranks, UC/CSU eligibility rates, CTE Pathway completion, CELDT results, English Learner reclassification rates, Advanced Placement (AP) test results, Early Assessment Program results (EAP), School attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Course availability at all secondary sites, District benchmark and formative assessment results, 2012-13 and prior years, Intervention Programs, Success of alternative school programs, Effectiveness survey results, Feedback from Vision/Mission design committee, Feedback from stakeholder consultation meetings		
Goal Applies to:	Schools:	LEA Wide/All Schools	
	Applicable Pupil Subgroups:	Students with Disability, Economically Disadvantaged, Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (RFEP), English Learner (EL) English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 2: Implementation of State Standards, Priority Area 7: Course Access, and Priority Area 8: Other Pupil Outcomes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve practices, procedures, and programs to attract, maintain, and retain high quality teachers District sponsored career fairs <ul style="list-style-type: none"> Participate in local and out-of-state teacher job fairs Hired a Human Resources Assistant Director of Recruitment and Retention for the 2015-16 school year 	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 01—Unrestricted Certificated salaries \$1,453,00 teacher \$381,000 administration Benefits 313,000 teacher \$66,000 administration Services and other operating expenditures \$60,000

<ul style="list-style-type: none"> • Teacher Support Center focused on new teacher development via Beginning Teacher Support and Assessment Induction, and professional development for all employees (via Consulting Teachers (CTs), Curriculum, Assessment, and Instruction Specialists (CAIS), and Educational Technology Specialists (ETS)). • Continue to work with community partners and stakeholders to provide support for retaining quality employees. 			
<p>Implement the Common Core State Standards in ELA/ELD and Mathematics</p> <ul style="list-style-type: none"> • Revise Common Core Units of Instruction for mathematics and English Language Arts in grades K-12 • Maintain online teacher support center • Host district-wide Units of Instruction Support Saturdays • Continue to provide professional development 	<p>LEA Wide/ All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$295,800</p> <p>Benefits \$66,000</p> <p>Services and other operating expenditures \$120,700</p>

and coaching support via Curriculum, Assessment, and Instruction Specialists (CAIS)			
<p>Continue planning for implementation of the Next Generation Science Standards in 2016-17</p> <ul style="list-style-type: none"> Participate in the implementation of the PRISM Grant Attend conferences on roll-out of Next Generation Science Standards 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Fund 01—Restricted Services and other operating expenditures \$11,000
<p>Develop an aligned system of assessment and data analysis to improve teaching and learning</p> <ul style="list-style-type: none"> Continue to develop district benchmarks, grades 1-11, aligned to Common Core State Standards Implement a District Writing Assessment, grades K-8 Conduct Teach for Success (T4S) sweeps two times per year 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Fund 01—Unrestricted Services and other operating expenditures \$228,000
<p>Develop a district-wide early learning program for students Developed plan for increasing early learning opportunities.</p> <ul style="list-style-type: none"> Continue discussion regarding expansion of inclusive preschool 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Fund 25—Unrestricted Services and other operating expenditures \$830,000

<p>placements for students receiving special education services through California State Preschool Program and Special Education.</p>			
<p>6) Provide a comprehensive professional development program for teachers, paraeducators, and administrators to improve instruction and assessment for all students including our low income pupils, English Learners, Foster Youth, and Special Education students</p> <ul style="list-style-type: none"> • Comprehensive district-wide PD offerings throughout the year to support the improvement of teaching and learning. • Teacher Support Center focused on new teacher development via Beginning Teacher Support and Assessment Induction, and professional development for all employees (via Consulting Teachers (CTs), Curriculum, Assessment, and Instruction Specialists (CAIS), and Educational Technology Specialists (ETS)). • Site-specific PD offerings to address specific needs at 	<p>LEA Wide/ All Schools</p>	<p>X ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: AND: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) Special Education</p>	<p>Fund 01—Unrestricted \$1,540,000 teacher \$262,000 administration Benefits 330,000 teacher \$51,000 administration Services and other operating expenditures \$738,000</p>

<p>each individual site.</p> <ul style="list-style-type: none"> • Teach for Success (T4S), Plan/Observe/Debrief (PODs) sessions, and Coach for Success (C4S) • Work with WestEd to provide specific support for ELD integration in the Units of Study 			
<p>Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language Development</p> <ul style="list-style-type: none"> • Work with WestEd to provide specific support for ELD integration in the Units of Study • Electronic documentation of ELD placement and services • ELD/Literacy and ELA/ELD Framework professional development and coaching for teachers through WestEd • ELA/ELD Framework professional development for site administrators and coaches through WestEd 	<p>LEA Wide/ All Schools</p>	<p>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Fund 01-Restricted Services and other operating expenditures \$239,000</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p>		

In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 2: Implementation of State Standards, Priority Area 7: Course Access, and Priority Area 8: Other Pupil Outcomes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Improve practices, procedures, and programs to attract, maintain, and retain high quality teachers	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF: \$42,600</p> <p>Title I: \$31,200 Title II: \$374,000 IDEA: \$233,500</p>
2) Implement the Common Core State Standards in ELA/ELD and Mathematics	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF: \$652,800</p>
3) Plan for implementation of the Next Generation Science Standards in 2016-17	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF: \$10,400</p>
4) Develop an aligned system of assessment and data analysis to	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p>	<p>LCFF: \$213,000</p>

improve teaching and learning		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$36,400
5) Develop a district-wide early learning program for students	LEA Wide/ All Schools	X ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$20,800 Title I: \$171,000 IDEA: \$452,500 Child Development (California State Part-time Preschool): \$452,500
6) Provide a comprehensive professional development program for teachers, paraeducators, and administrators to improve instruction and assessment for all students including our low income pupils, English Learners, Foster Youth, and Special Education students	LEA Wide/ All Schools	X ALL ----- OR: AND: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) Special Education	LCFF: \$572,200 Title I: \$696,000 Title II: \$104,000 Title III: \$127,000
7) Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language Development	LEA Wide/ All Schools	ALL ----- OR: <input type="checkbox"/> Low Income pupils X English Learners <input type="checkbox"/> Foster Youth X Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 2: Implementation of State Standards, Priority Area 7: Course Access, and Priority Area 8: Other Pupil Outcomes.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Improve practices, procedures, and programs to attract, maintain, and retain high quality teachers	LEA Wide/ All Schools	X ALL	LCFF: \$43,400 Title I: \$31,800 Title II: \$381,000 IDEA: \$238,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2) Implement the Common Core State Standards in ELA/ELD and Mathematics	LEA Wide/ All Schools	X ALL	LCFF: \$665,800
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3) Plan for implementation of the Next Generation Science Standards	LEA Wide/ All Schools	X ALL	LCFF: \$10,600

in 2016-17		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4) Develop an aligned system of assessment and data analysis to improve teaching and learning	LEA Wide/ All Schools	X ALL	LCFF: \$217,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$37,000
5) Develop a district-wide early learning program for students	LEA Wide/ All Schools	X ALL	LCFF: \$21,200
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I: \$174,000 IDEA: \$461,500 Child Development (California State Part-time Preschool): \$461,500
6) Provide a comprehensive professional development program for teachers, paraeducators, and administrators to improve instruction and assessment for all students including our low income pupils, English Learners, Foster Youth, and Special Education	LEA Wide/ All Schools	X ALL	LCFF: \$583,600
		OR: AND: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Special Education	Title I: \$709,900 Title II: \$106,000 Title III: \$129,000

students			
7) Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language Development	LEA Wide/ All Schools	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$

GOAL:	5. Maintain and develop technologically progressive schools	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>There is a need to maintain and develop technologically progressive schools in order the meet the needs of the 21st Century learning.</p> <p>The metrics used to identify this need and develop the goal included: Quarterly Williams reports, Williams Verification Visits reports, Facilities and Maintenance Department evaluation of school facilities, Data for Teach for Success Sweeps, Anecdotal data on Implementation of Common Core State Standards, Professional development provided to support implementation of Common Core State Standards, CST results, API scores including similar schools ranks, UC/CSU eligibility rates, CTE Pathway completion rates, CELDT results, English Learner reclassification rates, Advanced Placement (AP) test results, Early Assessment Program (EAP) results, School attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Suspension rates, Expulsion rates, District benchmark and formative assessment results, 2012-13 and prior years, Intervention Programs, BriteBytes survey data, District developed technology readiness for SBAC survey, Feedback from Vision/Mission design committee, District parent, student, and employee effectiveness survey results, Feedback from stakeholder consultation meetings</p>	
Goal Applies to:	Schools: LEA Wide/All Schools <hr/> Applicable Students with Disability, Economically Disadvantaged, Fluent-English Proficient and English Only	

	Pupil Subgroups:	Reclassified-Fluent English Proficient (RFEP), English Learner (EL) English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 1: Basic Services, and Priority Area 7: Course Access.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<p>Continue to address deferred maintenance and critical needs to maintain physical plant integrity</p> <ul style="list-style-type: none"> Continue to maintain and repair district school sites and buildings including re-paving and sealing various asphalt areas (including playgrounds) Staffing restricted and routine maintenance at 56.25 	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 14—Unrestricted Materials and supplies \$121,000 Services and other operating expenditures \$880,000 Capital outlay \$1,100,000</p> <p>Fund 01—Restricted Classified salaries \$3,159,000 Benefits \$1,160,000 Materials and supplies \$644,600 Services and other operating expenditures \$473,000</p>	

Develop and implement a comprehensive plan to support the integration of technology in the classroom	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$413,000</p> <p>Benefits \$84,000</p> <p>Classified salaries \$1,943,000</p> <p>Benefits \$667,000</p> <p>Materials and supplies \$712,000</p> <p>Services and other operating expenditures \$427,000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 1: Basic Services, and Priority Area 7: Course Access.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Continue to address deferred maintenance and critical needs to maintain physical plant integrity	LEA Wide/ All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>LCFF: \$6,254,000</p> <p>LCFF Basic (0000)</p> <p>LCFF Supplemental (0000)</p> <p>LCFF Concentration</p>

			(0000)
2) Develop and implement a comprehensive plan to support the integration of technology in the classroom	LEA Wide/ All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$1,186,000 Title II: \$31,200 LCFF Basic (0000) LCFF Supplemental (0000) LCFF Concentration (0000) Title II Teacher Quality (4035)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>Inclusive of metrics aligned with state priorities, FSUSD expects annual measurable outcomes as noted on Appendix A: Fairfield-Suisun Unified School District (FSUSD) 2015-2018 Local Control and Accountability Plan (LCAP) Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes.</p> <p>In an effort to maintain continuous reflection, adaptation and growth--with an additional focus on improved academic achievement for low income, foster youth, and English Learner students--FSUSD will continue to examine data relative to the following state priority areas: Priority Area 1: Basic Services, and Priority Area 7: Course Access.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to address deferred maintenance and critical needs to maintain physical plant integrity Continued to maintain and repair district school sites and buildings including re-paving and sealing various asphalt	LEA Wide/ All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF: \$6,793,900 LCFF Basic (0000) LCFF Supplemental (0000)

<p>areas (including playgrounds), and completing a major roofing project at one middle school site</p> <p>1) Staffing restricted and routine maintenance at 52.25 FTE (56.25 for 15/16)</p>			<p>LCFF Concentration (0000)</p>
<p>2) Develop and implement a comprehensive plan to support the integration of technology in the classroom</p>	<p>LEA Wide/ All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>LCFF: \$1,209,700</p> <p>Title II: \$31,800</p> <p>LCFF Basic (0000)</p> <p>LCFF Supplemental (0000)</p> <p>LCFF Concentration (0000)</p> <p>Title II Teacher Quality (4035)</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	1. Create safe, inclusive and welcoming learning environments where students attend and are connected to their schools.		Related State and/or Local Priorities: 1 X 2__ 3 X 4__ 5 X 6 X 7 X 8 X	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	LEA Wide/All Schools		
	Applicable Pupil Subgroups:	Students with Disabilities, Economically Disadvantaged*, Fluent- English Proficient and English Only, Reclassified-Fluent English Proficient (R-FEP), English Learner (EL)*, English Only Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth*		
Expected Annual Measurable Outcomes:	School environments will be safer, more inclusive and more welcoming. There will be	Actual Annual Measurable Outcomes:	The Fairfield-Suisun Unified School District determined baseline data as a component of the annual update for this LCAP. Please see Appendix	

increased attendance rates and decreased chronic absenteeism rates. There will be improved results on the district's student survey During the 2014-15 school year, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."		A for this information.	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide opportunities for co/extracurricular activities for students	LCFF: \$756,000	<p>Sites received identified minimum percentage of budget to be spent on opportunities for students</p> <p>Several site partnered with nonprofit agencies (including the cities of Fairfield and Suisun) to provide enrichment opportunities both during and after school.</p> <p>Sports programs were reinstated at middle schools</p>	<p>Fund 01—Unrestricted:</p> <p>Certificated stipends \$369,000</p> <p>Classified stipends \$170,000</p> <p>Benefits \$63,000</p> <p>Materials and supplies \$63,000</p> <p>Services and other operating expenditures \$26,000</p>
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Enhance the program to address student attendance and chronic absenteeism.		LCFF: \$300,000	Attendance Initiatives including the hiring of eight (8) attendance liaisons to establish relationships with families having chronically absent students. Data analysis to remediate in the areas of greatest need. School Attendance Review Board (SARB) mediation. Participation in county-wide attendance campaigns. Walking school buses and other safety enhancements for getting to and from school.		Fund 01—Unrestricted: Certificated salaries \$154,000 Classified salaries \$334,000 Benefits \$188,000 Materials and supplies \$2,200 Services and other operating expenditures \$6,900
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		LCFF:	Targeted after school programs that target		Fund 01—Restricted

<p>3. Provide more opportunities for students to access courses which align with their interests</p>	<p>\$5,000 Perkins: \$130,000 ROP: \$478,000 Partnership Academies: \$70,000</p>	<p>student interests such as robotics, dance, etc.</p> <p>Provided additional opportunities for ROP</p> <p>Early College High School partnership with Solano College, Fairfield</p>	<p>Certificated salaries \$407,000 Benefits \$100,000 Materials and supplies \$110,000 Services and other operating expenditures \$31,000</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p style="background-color: #cccccc;"></p>
<p>X ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>X ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		
<p>4. Develop and implement a program to provide alternatives to suspension</p>	<p>LCFF: \$10,000</p>	<p>Piloted community service as an alternative to suspension at two sites</p> <p>Positive Behavior Interventions and Support (PBIS) and restorative practices piloted at ten sites; includes professional development costs</p>	<p>Fund 01—Unrestricted: Certificated salaries \$10,600 Benefits \$1,400 Services and other operating expenditures \$34,350</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p style="background-color: #cccccc;"></p>
<p>X ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated</p>		<p>X ALL</p> <p>-----</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other</p>		

fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Subgroups:(Specify)_____	
5. Enhance the quality and variety of school options	LCFF: \$6,080,000	Supported expansion of K-8 schools Staffed Matt Garcia Learning Center, Sem Yeto Continuation High School and Satellite Researched revising the Matt Garcia Learning Center Researched revising the Sem Yeto Continuation High School format from one satellite campus to one	Fund 01—Unrestricted Certificated salaries \$2,300,000 Classified salaries \$500,000 Benefits \$810,000
Scope of service:	<input checked="" type="checkbox"/> LEA Wide/ <input type="checkbox"/> All Schools	Scope of service:	<input checked="" type="checkbox"/> LEA Wide/ <input type="checkbox"/> All Schools
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Fairfield-Suisun Unified School District (FSUSD) will stay the course with Goal 1: <i>Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.</i> The District is also committed to continuing the Actions/Services identified above, and will include the following: <ol style="list-style-type: none"> 1. Reinstate a ninth grade sports program at high schools 2. Update the Matt Garcia Learning Center program to include community internships related to the Hospitality field and rename it as the Matt Garcia Career and College Academy 3. Add seven (7) schools for Positive Behavior Interventions and Support (PBIS) professional development with Solano County of Education (SCOE). 		

	Additionally, FSUSD will closely examine its five goals and determine if they should be revised, combined, and/or updated in any way, and combine some of the actions/services within those goals.
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Original GOAL from prior year LCAP:	2. Engage parents and community partners through education, communication, and collaboration to promote student success		Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify_____
Goal Applies to:	Schools:	LEA Wide/All Schools	
	Applicable Pupil Subgroups:	Students with Disabilities, Economically Disadvantaged*, Fluent- English Proficient and English Only, Reclassified-Fluent English Proficient (R-FEP), English Learner (EL)*, English Only Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth*	
Expected Annual Measurable Outcomes:	The number of parents and community members participating in education programs, communication, and collaboration opportunities to promote student success will increase. During the 2014-15 school year, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."	Actual Annual Measurable Outcomes:	The Fairfield-Suisun Unified School District determined baseline data as a component of the annual update for this LCAP. Please see Appendix A for this information.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditur		Estimated Actual Annual Expenditures

		es			
1. Develop and implement a plan to improve community and parent engagement		LCFF: \$200,000 Title I: \$115,000 McKinney-Vento: \$15,000 Health & Social Services: \$46,000	Expanded services at Sullivan Interagency Youth Center District Mission and Vision revision community meetings and work Hired an Executive Director of Administrative Services and Community Engagement	Fund 01—Unrestricted: Certificated salaries \$226,00 Classified salaries \$14,100 Benefits \$27,600 Materials and supplies \$71,000 Services and other operating expenditures \$79,000 Fund 01—Restricted Certificated salaries \$6,600 Classified salaries \$112,900 Benefits \$18,300 Materials and supplies \$12,000 Services and other operating expenditures \$36,000	
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools	
X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Develop and implement a		LCFF: \$245,000	Hired an Executive Director of Administrative Services and Community	Fund 01—Unrestricted Certificated salaries	

plan for increased parent and community communication		IDEA: \$69,000	Engagement Hired district translator and translators for Special Education Services	\$154,000 Classified salaries \$154,000 Benefits \$83,000
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district		LCFF: \$20,000	Hired an Executive Director of Administrative Services and Community Engagement Administered a District-wide Effectiveness Survey	Fund 01—Unrestricted Certificated salaries \$154,000 Benefits \$18,000
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4. Develop a plan to provide Spanish bilingual support staff		LCFF: \$85,000 Title III:	Hired Community Outreach Liaisons for AHS and for Grange MS (late in the year)	Fund 01—Unrestricted Class salaries \$25,000

<p>at school site with high concentration of Spanish speaking parents and students, English Learners and/or Reclassified Fluent English proficient</p>	<p>\$20,000</p>	<p>Expanded Language Line interpreting services including interpreting via iPad App</p> <p>Purchased a dedicated iPad for each site and central office departments for access to interpreting</p>	<p>Benefits \$10,000</p> <p>Fund 01—Restricted Classified salaries \$23,000</p> <p>Benefits \$8,900</p> <p>Materials and supplies \$7,500</p>
<p>Scope of service: LEA Wide/All Schools</p> <p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils X English Learners</p> <p>__Foster Youth X Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)_____</p>		<p>Scope of service: LEA Wide/All Schools</p> <p>__ All</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils X English Learners</p> <p>__Foster Youth X Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	
<p>5. Promote parental and community participation in programs for English Learners</p>	<p>LCFF: \$120,000</p> <p>Title I: \$45,000</p> <p>Title III: \$5,000</p>	<p>Parent Institute for Quality Education (PIQE) at sites</p> <p>No Excuses University (NEU) - some parents attended with staff</p> <p>District English Learner Advisory Committee (DELAC) program input opportunities</p> <p>Site English Learner Advisory Committee (ELAC)</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$ 2,400</p> <p>Classified salaries \$6,700</p> <p>Benefits \$1,800</p> <p>Materials and supplies \$58,000</p> <p>Services and other operating expenditures \$34,000</p>

		<p>Voces Unidas Hispanic Community group</p> <p>English as a Second Language (ESL) for parents through Adult School and at designated sites</p> <p>General Educational Development (GED) course for parents at one site</p>	<p>01 Fund—Restricted</p> <p>Certificated salaries \$6,600</p> <p>Classified salaries \$8,900</p> <p>Benefits \$2,300</p> <p>Materials and supplies \$12,000</p> <p>Services and other operating expenditures \$36,000</p>
<p>Scope of service:</p> <p>LEA Wide/All Schools</p> <p>__ ALL</p> <p>OR:</p> <p>__ Low Income pupils X English Learners</p> <p>__ Foster Youth X Redesignated fluent English proficient</p> <p>__ Other</p> <p>Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p>__ All</p> <p>OR:</p> <p>__ Low Income pupils X English Learners</p> <p>__ Foster Youth X Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	
<p>6. Develop a collaborative process with stakeholder groups specific to Foster Youth</p>	<p>LCFF:</p> <p>\$5,000</p>	<p>Members of Student Services attend the bi-monthly District Educational Liaison (DEL) meetings with County Foster Youth Services and neighboring districts.</p> <p>Members of Student Services serve on the quarterly Foster Youth Educational Planning (FYEP) meetings</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$118,000</p> <p>Benefits \$32,000</p>
<p>Scope of service:</p> <p>LEA Wide/All Schools</p>		<p>Scope of service:</p>	

<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Fairfield-Suisun Unified School District will stay the course with Goal 2: <i>Engage parents and community partners through education, communication, and collaboration to promote student success</i>. The District is also committed to continuing the Actions/Services identified above, and will include the following:</p> <ol style="list-style-type: none"> 1. Determine more effective ways to gather parent and community input 2. Analyze data from District-wide Effectiveness survey to inform next steps 3. Increase the scope of collaboration with stakeholder groups for Foster Youth <p>Additionally, FSUSD will closely examine its five goals and determine if they should be revised, combined, and/or updated in any way, and combine some of the actions/services within those goals.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>3. Refine and expand targeted interventions and supports for students' academic, health, and social emotional development.</p>		<p>Related State and/or Local Priorities:</p> <p>1X 2X 3__ 4X 5X 6X 7X 8X</p> <p>COE only: 9__ 10__</p> <p>Local : Specify_____</p>
<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>LEA Wide/All Schools</p> <hr/> <p>Students with Disabilities, Economically Disadvantaged*, Fluent- English Proficient and English Only, Reclassified-Fluent English Proficient (R-FEP), English Learner (EL)*, English Only Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth*</p>	
<p>Expected</p>	<p>Targeted interventions and</p>	<p>Actual Annual</p>	<p>The Fairfield-Suisun Unified School District</p>

Annual Measurable Outcomes:	supports for student's academic, health, and social emotional development will improve. During the 2014-15 school year, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."	Measurable Outcomes:	determined baseline data as a component of the annual update for this LCAP. Please see Appendix A for this information.
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LCAP Year: 2014-15

Planned Actions/Services		Actions/Services	
	Expenditures		Estimated Actual Annual Expenditures
1. Develop a systemic plan to address students' health and social emotional needs	LCFF: \$560,000 Title III: \$73,000 IDEA: \$415,000 First Five Grant: \$80,000	Ten (10) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) Provided professional development to support students' social emotional needs Children's Nurturing Project (CNP) Counselors at schools Title I funded counselor at Grange Middle School Funded a bilingual psychologist Funded 8 nurses district wide to support students' health needs	Fund 01—Unrestricted Certificated salaries \$365,000 Classified salaries \$361,000 Benefits \$294,000 Services and other operating expenditures \$205,400 Fund 01—Restricted Certificated salaries \$124,000 Benefits \$35,000

		Funded 7 healthcare specialists district wide to support students' health needs	
		Professional development in Restorative Justice practices	
Scope of service:	LEA Wide/All Schools	Scope of service:	LEA Wide/All Schools
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Increase and adjust counseling services to address graduation needs	LCFF: 1,500,000 Title I: \$67,000	Provided 15 FTE counselors at all high schools Provided 5.25 FTE College and Career Technicians Added counselor at Grange Middle School Provided professional development for high school counselors	Fund 01—Unrestricted Certificated salaries \$792,000 Classified salaries \$204,000 Benefits \$264,000 Fund 01—Restricted Certificated salaries \$100,000 Benefits \$34,000
Scope of service:	LEA Wide/All Schools	Scope of service:	LEA Wide/All Schools
X ALL		X ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Develop a systemic Response to Instruction and Intervention (RtI2) program such as Shmoop, Plato, and Edge	LCFF: \$405,000 Title I: \$440,000 Title III: \$60,000 IDEA: \$4,800,000	Provided intervention services such as Extended School Year Ten (10) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS) Added bilingual psychologist Increased access to Plato, Shmoop, and Edge curriculum	Fund 01—Unrestricted Certificated salaries: \$202,000 Classified salaries \$1,600 Benefits \$28,300 Materials and supplies \$8,000 Services and other operating expenditures \$111,500 Fund 01—Restricted Certificated salaries \$11,000 Benefits \$2,800 Services and other operating expenditures \$199,000
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	

fluent English proficient __Other Subgroups:(Specify)_____			Subgroups:(Specify)_____		
4. Develop a systemic Positive Behavioral Intervention and Support system (PBIS)		Title I: \$63,000 Title III: \$73,000	<p>Ten (10) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS)</p> <p>Schools participating in PBIS are implementing School-Wide Information System (SWIS)</p> <p>Added bilingual psychologist</p> <p>Schools participating in PBIS receive services from a CNP counselor</p> <p>Professional development in Restorative Justice practices</p>		<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$46,000 Benefits \$9,300 Services and other operating expenditures \$37,800</p> <p>Fund 01—Restricted Certificated salaries \$11,000 Benefits \$2,800</p>
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools	
X ALL			X ALL		
OR: __ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5. Develop a plan to address the health and social emotional needs		LCFF: \$560,000 Title III: \$73,000	Ten (10) schools participated in professional development on Positive Behavioral Intervention and Support (PBIS)		Fund 01—Unrestricted Certificated salaries: \$202,000 Classified salaries

<p>of low income pupils</p>	<p>IDEA: \$415,000 First Five Grant: \$80,000</p>	<p>Children’s Nurturing Project (CNP) Counselors at schools</p> <p>Title I funded counselor at Grange Middle School</p> <p>Funded a bilingual psychologist</p> <p>Professional development in Restorative Justice practices</p>	<p>\$1,600 Benefits \$28,300 Materials and supplies \$8,000 Services and other operating expenditures \$111,500</p> <p>Fund 01—Restricted Certificated salaries \$78,000 Benefits \$9,800 Services and other expenditures \$199,000</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	
<p>__ ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>__ ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>Fund 01—Unrestricted Certificated salaries \$792,000 Classified salaries \$204,000 Benefits \$264,000</p>
<p>6. Develop a plan to increase and adjust counseling services to address graduation needs low income pupils</p>	<p>LCFF: \$900,000 Title I: \$67,000</p>	<p>Provided 15 FTE counselors at all high schools</p> <p>Added counselor at Grange Middle School</p> <p>Provided professional development for high school counselors</p>		

			Fund 01—Restricted Certificated salaries \$100,000 Benefits \$34,000
Scope of service:	LEA Wide/ All Schools		
__ ALL		Scope of service:	LEA Wide/ All Schools
----- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ ALL	
		OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
7. Monitor and adjust the intervention system for low income pupils	LCFF: \$440,000 Title I: \$120,000	Extended School Year (ESY) including before and after school day, and summer opportunities Provided Supplemental Educational Services for students in need of academic support Piloted “Fast ForWord” online reading intervention at Title sites Piloted “Front Row” differentiated math instruction Piloted “Read Live” web-based intervention	Fund 01—Unrestricted Certificated salaries \$156,000 Classified salaries \$1,600 Benefits \$19,000 Materials and supplies \$8,000 Fund 01—Restricted Services and other operating expenses \$205,000
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools

<p>__ ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>__ ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>8. Develop and implement a comprehensive system to address the needs of Long Term English Learners (LTEL)</p>	<p>LCFF: \$440,000 Title I: \$120,000</p>	<p>Refined the FSUSD Long-Term English Learner (LTEL) Prevention & Intervention Plan, including:</p> <ul style="list-style-type: none"> • English Mastery Academy for LTELs grades 4-8 • Site CELDT boot camps • Pilot of Fast ForWord online reading and language intervention at two sites • Pilot of English 3-D language program for LTEL at high school • ELD/Literacy and ELA/ELD Framework professional development and coaching for teachers through WestED • ELA/ELD Framework professional development for site administrators and coaches through WestED • Stanford ELL Leadership Network 	<p>Fund 01—Unrestricted Certificated salaries \$51,000 Benefits \$6,500</p> <p>Fund 01—Restricted Services and other operating expenditures \$136,600</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>
<p>__ ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>__ ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>9. Implement services to support Special Education Long Term English Learners (LTEL)</p>	<p>LCFF: \$145,000 Title I: \$30,000 IDEA: \$200,000</p>	<p>Outlined a plan to revise secondary special education courses to include elements of ELD</p> <p>Refined initial EL identification during preschool to kindergarten transition</p> <p>Began process to expand options for early learning to include RTI to prevent LTELs</p>	<p>Minimal expenses</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>10. Develop a system for identifying and tracking Foster Youth</p>	<p>LCFF: \$5,000</p>	<p>Collaboration with county social services and FSUSD Student Services including use of California Department of Education (CDE) database, and internal FSUSD flagging and tracking in the district database.</p>	<p>Minimal expenses</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>
<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

11. Explore options to address the health and social-emotional needs of Foster Youth		LCFF: \$40,000 Title I: \$7,000 Title III: \$7,000	Members of FSUSD Student Services work with Foster Youth to ensure they are afforded the rights under the McKinney- Vento Act and AB 490.	Minimal expenses
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
12. Develop a plan to increase and adjust counseling services to address graduation needs of Foster Youth		LCFF: \$10,000 Title I: \$5,000	Some professional development with high school counselors Work with Foster Youth to ensure they receive allowances afforded them regarding graduation requirements under AB 167	Minimal expenses
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
13. Explore options for an Intervention system for		LCFF: \$25,000 Title I:	Sites participating in PBIS are using School-wide Information System (SWIS) with allows sites to support Foster Youth	Fund 01—Unrestricted Services and other operating expenditures

Foster Youth		\$10,000	with targeted interventions and another vehicle to measure progress.	\$3,500
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
14. Develop an intervention system for Reclassified Fluent English Proficient pupils		LCFF: \$25,000 Title I: \$10,000 Title III: \$5,000	Pilot of ELLevation software platform designed for EL educators that includes individual learning plan option and monitoring for reclassified and exited students Professional development on integrated English Language Development	Fund 01—Restricted Services and other operating expenditures \$142,000
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		The Fairfield-Suisun Unified School District will stay the course with Goal 3: <i>Refine and expand targeted interventions and supports for students' academic, health, and social emotional development.</i> The District is also committed to continuing the Actions/Services identified above, and will include the following:		

and/or changes to goals?	<ol style="list-style-type: none"> 1. Add 6 counselors to support middle grade counseling 2. Add seven (7) schools for Positive Behavior Interventions and Support (PBIS) professional development with Solano County of Education (SCOE) 3. Hire a PBIS Coordinator to support and monitor the seventeen (17) PBIS sites <p>Additionally, FSUSD will closely examine its five goals and determine if they should be revised, combined, and/or updated in any way, and combine some of the actions/services within those goals.</p>
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Original GOAL from prior year LCAP:	4. Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready		Related State and/or Local Priorities:	
			1X 2 X 3__ 4 X 5 X 6__ 7 X 8 X	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	LEA Wide/All Schools		
	Applicable Pupil Subgroups:	Students with Disabilities, Economically Disadvantaged*, Fluent- English Proficient and English Only, Reclassified-Fluent English Proficient (R-FEP), English Learner (EL)*, English Only Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth*		
Expected Annual Measurable Outcomes:	High quality instructional programs and educational options to ensure every student graduates college and career ready will improve. During the 2014-15, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."		Actual Annual Measurable Outcomes:	The Fairfield-Suisun Unified School District determined baseline data as a component of the annual update for this LCAP. Please see Appendix A for this information.
	LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Improve practices, procedures, and programs to attract, maintain, and retain high quality teachers	LCFF: \$41,000 Title I: \$30,000 Title II: \$360,000 IDEA: \$225,000	<p>District sponsored career fairs</p> <p>Participated local and out-of-state teacher job fairs</p> <p>Approved a Human Resources Assistant Director of Recruitment and Retention for the 2015-16 school year</p> <p>Teacher Support Center focused on new teacher development via Beginning Teacher Support and Assessment Induction, and professional development for all employees (via Consulting Teachers (CTs), Curriculum, Assessment, and Instruction Specialists (CAIS), and Educational Technology Specialists (ETS).</p> <p>District Welcoming Kit to provide new teachers with connections to local businesses and opportunities from community members.</p> <p>Developed a partnership with The Pointe Apartment Complex to offer a discount on deposit for district employees</p>	<p>Fund 01--Unrestricted</p> <p>Certificated salaries \$750,000 teacher \$135,000 administration Benefits 158,000 teacher \$31,000 administration Services and other operating expenditures \$60,000</p> <p>Fund 01 Restricted</p> <p>Certificated salaries \$675,000 teacher \$122,000 administration Benefits \$149,000 teacher \$19,000 administration</p>
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Implement the Common Core State Standards in ELA/ELD and Mathematics		Common Core Implementation Fund (CCSS): \$2,100,000	Purchased Common Core aligned instructional materials for 9-12 grade ELA/ELD and for 6-12 grade Mathematics Developed and revised Common Core Units of Study for mathematics and English Language Arts in grades K-12 Established online teacher support center Hosted district-wide lesson planning days Provided professional development and coaching support via Curriculum, Assessment, and Instruction Specialists (CAIS)	Fund 01—Restricted Certificated salaries \$290,00 Benefits \$65,000 Materials and supplies \$507,600 Services and other operating expenditures \$118,350	
Scope of service:	LEA Wide/ All Schools		Scope of service:	LEA Wide/ All Schools	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Plan for implementation of the Next Generation Science		LCFF: \$10,000	Began planning and implementation of the PRISM Grant	Fund 01—Restricted Services and other operating expenditures	

Standards in 2016-17		Educators attended conferences on roll-out of Next Generation Science Standards	\$10,850
Scope of service: LEA Wide/ All Schools		Scope of service: LEA Wide/ All Schools	
X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Develop an aligned system of assessment and data analysis to improve teaching and learning	LCFF: \$205,000 Title I: \$35,000	Developed district benchmarks, grades 1-11, aligned to Common Core State Standards Implemented a District Writing Assessment, grades K-8 Teach for Success (T4S) sweeps two times per year	Fund 01—Unrestricted Services and other operating expenditures \$223,800
Scope of service: LEA Wide/ All Schools		Scope of service: LEA Wide/ All Schools	
X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Develop a district-wide early learning program for students	LCFF: \$20,000 Title I: \$165,000	Developed plan for increasing early learning opportunities. Began discussion regarding expansion of	Fund 25—Unrestricted Services and other operating expenditures \$70,000

	IDEA: \$435,000 Child Development (California State Part-time Preschool): \$435,000	inclusive preschool placements for students receiving special education services through California State Preschool Program and Special Education.	
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Provide a comprehensive professional development program to improve teaching and learning	LCFF: \$550,000 Title I: \$670,000 Title II: \$100,000 Title III: \$123,000 Common Core Implementatio n Fund: \$500,000	Comprehensive district-wide PD offerings throughout the year to support the improvement of teaching and learning. Teacher Support Center focused on new teacher development via Beginning Teacher Support and Assessment Induction, and professional development for all employees (via Consulting Teachers (CTs), Curriculum, Assessment, and Instruction Specialists (CAIS), and Educational Technology Specialists (ETS). Site-specific PD offerings to address specific needs at each individual site.	Fund 01—Unrestricted \$835,000 teacher \$135,000 administration Benefits 175,000 teacher \$31,000 administration Services and other operating expenditures \$311,650 Fund 01—Restricted Certificated Salaries Certificated salaries \$675,000 teacher \$122,000 administration Benefits

		<p>Teach for Success (T4S), Plan/Observe/Debrief (PODs) sessions, and Coach for Success (C4S)</p> <p>Work with WestEd to provide specific support for ELD integration in the Units of Study</p>	<p>\$149,000 teacher \$19,000 administration Services and other operating expenditures \$412,000</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p>	<p>Scope of serve:</p>	<p>LEA Wide/ All Schools</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7. Provide professional development for teachers administrators designed to improve the instruction and assessment of English Learners</p>	<p>LCFF: \$ Title III: \$</p>	<p>Comprehensive district-wide PD offerings throughout the year to support the improvement of teaching and learning.</p> <p>Site-specific PD offerings to address specific needs at each individual site.</p> <p>Work with WestEd to provide specific support for ELD integration in the Units of Study</p> <p>Teach for Success and Coach for Success ELD/Literacy and ELA/ELD Framework professional development and coaching for teachers through WestEd</p>	<p>Fund 01—Restricted Services and other operating expenditures \$109,600</p>

		ELA/ELD Framework professional development for site administrators and coaches through WestEd	
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
8. Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language development	LCFF: \$	Work with WestEd to provide specific support for ELD integration in the Units of Study Electronic documentation of ELD placement and services ELD/Literacy and ELA/ELD Framework professional development and coaching for teachers through WestEd ELA/ELD Framework professional development for site administrators and coaches through WestEd	Fund 01—Restricted Services and other operating expenditures \$109,600
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	

English proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The Fairfield-Suisun Unified School District will stay the course with Goal 4: <i>Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.</i> The District is also committed to continuing the Actions/Services identified above, and will include the following:</p> <ol style="list-style-type: none"> 1. Revise current Common Core Units of Instruction for Mathematics and English Language Arts with additional focus on meeting the needs of our English Learners <p>Additionally, FSUSD will closely examine its five goals and determine if they should be revised, combined, and/or updated in any way, and combine some of the actions/services within those goals.</p>		

Original GOAL from prior year LCAP:	5. Maintain and develop technologically progressive schools	Related State and/or Local Priorities:
		1 X 2X 3__ 4X 5X 6X 7__ 8__
		COE only: 9__ 10__
		Local : Specify_____
Goal Applies to:	<p>Schools: ; LEA Wide/All Schools</p> <p>Applicable Pupil Subgroups: Students with Disabilities, Economically Disadvantaged*, Fluent- English Proficient and English Only, Reclassified-Fluent English Proficient (R-FEP), English Learner (EL)*, English Only Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth*</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be increased 1:1 district-wide access to technology. School sites will be updated and maintained to support technologically progressive schools. During the 2014-15 school year, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The Fairfield-Suisun Unified School District determined baseline data as a component of the annual update for this LCAP. Please see Appendix A for this information.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>1. Continue to address deferred maintenance and critical needs to maintain physical plant integrity</p>	<p>LCFF: \$5,700,000</p>	<p>Continued to maintain and repair district school sites and buildings including re-paving and sealing various asphalt areas (including playgrounds), and completing a major roofing project at one middle school site</p> <p>Staffing restricted and routine maintenance at 52.25 FTE</p>	<p>Fund 14—Unrestricted Materials and supplies \$119,000 Services and other operating expenditures \$863,000 Capital outlay \$67,000</p> <p>Fund 01—Restricted Classified salaries \$2,900,000 Benefits \$1,100,000 Materials and supplies \$632,000</p>

			Services and other operating expenditures \$464,000
Scope of service:	LEA Wide/ All Schools		Scope of service:
			LEA Wide/ All Schools
X ALL			X ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
2. Develop and implement a comprehensive plan to support the integration of technology in the classroom	LCFF: \$700,000 Title II: \$30,000 Common Core Implementation Fund: \$700,000	<p>Purchased technology to support SmarterBalanced assessment and technology integration into common core lessons and instruction</p> <p>Hired seven (7) Educational Technology Specialists to support professional development, coaching, and technology integration.</p> <p>Began implementation of the PRISM Grant to support teachers in grades 5-12 to develop curriculum and teaching strategies to support the integration of computers and robotics in math and science classes.</p> <p>Included technology as a minimum set-aside in the Single Plan for Student Achievement (SPSA).</p>	<p>Fund 01—Unrestricted</p> <p>Certificated salaries \$405,000</p> <p>Benefits \$82,000</p> <p>Classified salaries \$1,670,000</p> <p>Benefits \$569,000</p> <p>Materials and supplies \$211,000</p> <p>Services and other operating expenditures \$22,000</p> <p>Fund 01—Restricted</p> <p>Classified salaries \$235,000</p> <p>Benefits \$85,000</p> <p>Materials and supplies</p>

		Met individually with new principals to discuss technology opportunities available for implementation.	\$487,000 Services and other operating expenditures \$397,000
Scope of service:	LEA Wide/ All Schools	Scope of service:	LEA Wide/ All Schools
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The Fairfield-Suisun Unified School District will stay the course with Goal 5: <i>Develop and maintain technologically progressive schools</i>. The District is also committed to continuing the Actions/Services identified above, and will include the following:</p> <ol style="list-style-type: none"> 1. Increase access to 1:1 devices for classroom instruction 2. Examine district facilities needs, conduct a long-term study to determine needs, and created a Facility Master Plan <p>Additionally, FSUSD will closely examine its five goals and determine if they should be revised, combined, and/or updated in any way, and combine some of the actions/services within those goals.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 13,702,826.00
<p>The Fairfield-Suisun Unified School District (FSUSD) enjoys a percentage of enrollment of unduplicated students above fifty-five (55) percent. Thus, the actions and services provided are Local Educational Agency (LEA) wide for all schools. The actions and services described in the FSUSD Local Control and Accountability Plan (LCAP) are principally directed toward meeting the district goals for its unduplicated pupils--low income, foster youth, and English Learners--and the effectiveness of the actions and goals is based upon sound research.</p> <p>Such research-based actions and services referenced in the FSUSD LCAP are:</p> <ul style="list-style-type: none"> • Positive Behavior and Intervention Systems from the University of Oregon and the Office of Special Education Programs • Parent involvement in education related to student achievement from the Harvard Family Research Project • Student engagement related to increased student achievement from Robert Marzano and the National School Climate Center • Implementation of model curriculum standards as evidenced by the California Department of Education • Career and Technology Education as evidenced by the California Department of Education • Response to Intervention 2 (RtI2) from the RtI Action Network and the California Department of Education • Parent Institute for Quality Education (PIQE) from the California Partnership for Achieving Student Success Cal-PASS 2011 • Use of iPads and 1:1 devices in education from securEdge Networks • Coaching combined with professional development opportunities from the Annenburg Institute for School Reform and the research of Joyce & Showers 	

• Opportunities for early education from the National Institute for Early Education

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

8.92	%
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In an effort to provide increased and improved services for our low income pupils, foster youth, and English learners, the Fairfield-Suisun Unified School District Local Control and Accountability Plan (FSUSD LCAP) will include the following:

1. The addition of counselors at all middle schools will net 100% improvement of services because in years previous there have been no middle school counselors.
2. The addition of seven (7) school sites that will participate in the Positive Behavior Intervention and Support (PBIS), Cohort 2 and 3, with the Solano County Office of Education will bring the total number of school sites to seventeen (17). This addition means that over fifty (50%) percent of the FSUSD schools will participate in PBIS.
3. PBIS Coordinator has been hired to support and monitor the seventeen (17) PBIS sites. This is a new position in the FSUSD and will be 100% improvement of services.
4. Matt Garcia Learning Center program will be re-visioned to include community internships related to the hospitality field and rename it as the Matt Garcia Career and College Academy. This will be a 100% improvement in services as this will be a new program for students.
5. Two Community Outreach Liaisons will be hired for schools identified most in need of the support. The addition of a second Community Outreach Liaison will be a fifty (50%) percent improvement of services.
6. Current Common Core Units of Instruction for Mathematics and English Language Arts will be revised with focus on supporting English learners to ensure their access to the common core curriculum. The focus on supporting the English

Learners will improve at least by fifty (50%) percent.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Appendix A
Fairfield-Suisun Unified School District
2015-2018 Local Control and Accountability Plan
Priority Areas, Baseline Data, and Expected Annual Measurable Outcomes

Goal 1 Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools

Priority Area	Baseline Data	Expected Annual Measurable Outcome 2015-16	Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Priority Area 5 Pupil Engagement				
• School attendance rates	95.67%	Increase 1 %age point per year	Increase 1 %age point per year	Increase 1 %age point per year
• Chronic Absenteeism rate	13.64%	Decrease by 1 %age point per year	Decrease by 1 %age point per year	Decrease by 1 %age point per year
• Middle school dropout rate	9 Students	Decrease by 1 %age point per year	Decrease by 1 %age point per year	Decrease by 1 %age point per year
• High school dropout rate	1.6%	While working toward a goal of 0%, reduce by 0.2 %age point per year	While working toward a goal of 0%, reduce by 0.2 %age point per year	While working toward a goal of 0%, reduce by 0.2 %age point per year
• High school graduation rates	89.5%	While working toward a goal of 100%, increase by 1 %age point per year	While working toward a goal of 100%, increase by 1 %age point per year	While working toward a goal of 100%, increase by 1 %age point per year
Priority Area 6 School Climate				
• Pupil suspension rates	8.9%	Decrease by 10%	Decrease by 10%	Decrease by 10%
• Pupil expulsion rates	0.3%	Decrease by 10%	Decrease by 10%	Decrease by 10%
• Other school measure: District-wide says of suspension	10,026 days	Decrease by 10%	Decrease by 10%	Decrease by 10%
• Other school measure: School Effectives Survey	School Effectiveness 68% Overall Perception of Excellent/Good of FSUSD	Increase by 3% the Overall Perception of Excellent/Good of FSUSD by Parents and	Increase by 3% the Overall Perception of Excellent/Good of FSUSD by Parents and	Increase by 3% the Overall Perception of Excellent/Good of FSUSD by Parents and

	by Parents and Students	Students	Students	Students
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Goal 2 Engage parents and community partners through education, communication, and collaboration to promote student success.

Priority Area	Baseline Data	Expected Annual Measurable Outcome 2015-16	Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Priority Area 3 Parental Involvement				
<ul style="list-style-type: none"> Efforts to seek parent input 	District average of 7 types of efforts to seek parent input per school site per school year	Increase types of efforts to seek parent input by 5%	Increase types of efforts to seek parent input by 5%	Increase types of efforts to seek parent input by 5%
<ul style="list-style-type: none"> Promotion of parental participation 	District average of 7 types of efforts to seek parent participation per school site per school year	Determine baseline data for district average of parent participation	Increase parent participation by 5%	Increase parent participation by 5%

Goal 3 Refine and expand targeted interventions and supports for students’ academic, health, and social emotional development.

Priority Area	Baseline Data	Expected Annual Measurable Outcome 2015-16	Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Priority Area 4 Pupil Achievement				
<ul style="list-style-type: none"> Performance on statewide Standardized Test 	2014-2015 SBAC results will be used as baseline data.	English Language Arts and Mathematics SBAC performance level scores will increase by 5 percentage points over baseline.	English Language Arts and Mathematics SBAC performance level scores will increase by 5 percentage points over 2015-16.	English Language Arts and Mathematics SBAC performance level scores will increase by 5 percentage points over 2016-17.
<ul style="list-style-type: none"> Scores on Academic Performance Index 	Not using this metric as score on Academic Performance Indicators are in flux. Will use for the 2016-2019 FSUSD LCAP if applicable.			
<ul style="list-style-type: none"> Share of pupils that meet the required entrance to UC and CSU or complete career 	UC/CSU 31.7%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points

technical education sequences or programs				
• Share of ELs that become English Proficient	<5 years = 19% 5+ years = 35.7%	<5 years=22.8% 5+ years = 49%	<5 years=22.8% 5+ years = 49%	<5 years=22.8% 5+ years = 49%
• English learner reclassification rate	15.6%	Increase by 10%	Increase by 10%	Increase by 10%
• Share of pupils that pass Advance Placement Exams with 3 or higher	70%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
• Share of pupils determined prepared for college by Early Assessment Program	43.49%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
Priority Area 8 Other Pupil Outcomes				
• CAHSEE 10 Pass Rate	2014 Math: 82% 2014 ELA: 78%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
• Students enrolled in CTE	890 Students	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points

Goal 4 Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

Priority Area	Baseline Data	Expected Annual Measurable Outcome 2015-16	Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Priority Area 2 Implementation of State Standards				
• Implementation of CCCSS for all students including EL students will be measured by the average number of teachers attending on or more CCSS professional development events	13% Math 15% ELA 13% ELD	Increase by 5%	Increase by 5%	Increase by 5%

Priority Area 7 Course Access				
• Students in Advanced Placement courses	10.18%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
• Students in International Baccalaureate courses	6.89%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
• Students in Honors classes	26.24%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points
Priority Area 8 Other Pupil Outcomes				
• Teach for Success—Student Engagement	48%	Increase by 5 %age points	Increase by 5 %age points	Increase by 5 %age points

Goal 5 Develop and maintain technologically progressive schools.

Priority Area	Baseline Data	Expected Annual Measurable Outcome 2015-16	Expected Annual Measurable Outcome 2016-17	Expected Annual Measurable Outcome 2017-18
Priority Area 1 Basic Services				
• Rate of teachers appropriately assigned and fully credentialed	17 vacancies unfilled since January 2015	0 unfilled vacancies	0 unfilled vacancies	0 unfilled vacancies
• Pupil access to standards-aligned instructional materials	Williams' Reports: 100% access	Maintain 100% access	Maintain 100% access	Maintain 100% access
• Facilities maintained in good repair—School Accountability Report Card (SARC)	96% schools with “exemplary” or “good” overall rating	100% of schools have an “exemplary” or “good” overall rating	100% of schools have an “exemplary” or “good” overall rating	100% of schools have an “exemplary” or “good” overall rating
Priority Area 7 Course Access				
Students in 1:1 learning environments	9%	Increase by 5%	Increase by 5%	Increase by 5%