

Introduction:**LEA:** Fairfield-Suisun Unified**Contact:****LCAP Year:** 2016-17***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

Fairfield Suisun Unified School District (FSUSD) stakeholder involvement meetings began in August and occurred throughout the entire Local Control Accountability Plan (LCAP) process. This procedure ensured that participants actively participated in orientation on the Local Control Funding Formula (LCFF), the eight state priority areas, the five LCAP district goals and the course of action the district would ensue to ensure the LCAP was the overarching guide for district initiatives. During these meetings stakeholder groups were involved in a needs analysis as they examined common data sets that aligned with each district LCAP goal. All stakeholder groups provided input on the services, actions and metrics for each goal of the LCAP.

Fairfield Suisun Unified School District's LCAP is reflective of the input from numerous stakeholder groups who were engaged in the LCAP development process. Stakeholder groups and meeting dates are listed below.

Stakeholder Groups

Parent Advisory Council (PAC)

- 9/17/2015
- 10/15/2015
- 11/05/2015
- 3/17/2016
- 4/14/2016

Foster Youth Groups

- 11/05/2015
- 11/13/2015
- 12/17/2015
- 1/06/2016
- 1/20/2016

District English Learner Advisory Committee (DELAC)

- 10/27/2015
- 3/08/2016
- 4/19/2016

Educational Services Team

With a change in leadership and several key positions within the District Office, the responsibilities around the LCAP significantly changed this year. In addition to the district management roles changing, there were many adjustments in the stakeholder involvement process as well. A concerted effort was made to strengthen and broaden stakeholder involvement and provide opportunities for educating the community about the LCFF and LCAP process and priorities.

The District English Learners Advisory Committee as well as the Parent Advisory Committee continued to play an active role in the review and development of the the LCAP, and more formal measures were put in place to garner additional stakeholder involvement from a variety of other groups.

PAC

The Superintendent's Parent Advisory group had multiple opportunities to discuss, review and comment on the LCAP. Starting in the fall, they received presentations regarding the overview of the LCAP, specific initiatives (PBIS), data on the goals, and two opportunities to review and discuss the 2016-2017 LCAP actions.

Foster Youth Parents/Guardians

All Foster Youth parents/guardians were invited to attend two informational meetings about the LCAP and provide input to the 2016-2017 document. These were successful events and one of the suggestions that came from this group was to develop an ongoing foster parent committee, to provide support to each other as well as provide input to the District around issues and concerns that impact foster youth. We also met with members from the Court Appointed Special Advocates (CASA) group who gave input on how to best support foster youth.

DELAC

The LCAP was an agenda item on three different DELAC meeting dates. The committee discussed the actions/services for the 2015-2016 school year, reviewed data on some of these actions, and had the opportunity to ask questions and make suggestions regarding the actions for 2016-2017. All information was provided in both English and Spanish.

- 9/16/2015
- 10/07/2015
- 2/17/2016
- 3/02/2016
- 3/16/2016

Site Administrators

- 8/31/2015
- 11/18/2015
- 3/07/2016

Voces Unidas

- 11/02/2015

Student Advisory Council

- 11/17/2015

LCAP Pizza Palooza

- 2/02/16

Certificated and Classified Unions

- 12/17/2015
- 1/05/2016
- 1/25/2016

School Site Secretaries

- 1/19/2016

Community Meetings

- 3/17/2016
- 3/17/2016

Superintendent's Cabinet

- 3/15/2016

Educational Services

The Educational Services team meets twice a month throughout the year and is comprised of the Directors and Assistant Directors in Educational Services and Pupil Services. This team provided guidance and support on the process of reviewing and revising the LCAP.

Site Administrators

Site administrators received various LCAP updates throughout the year and were also given materials to conduct their own presentations on the LCAP at their school sites. After reviewing a power point presentation and holding a guided discussion with their staff, School Site Council, English Learner Advisory Committees, the site administrators completed and returned worksheets capturing each group's questions, comments, and suggestions on the LCAP goals, actions and services.

Voces Unidas

Voces Unidas of Solano County, a local advocacy group for Latino students/families and English Learners (EL) met with the LCAP team in November after reviewing the current LCAP. During the meeting they provided very specific recommendations to increase accessibility for EL parents at the school sites and to provide support to families who do not feel welcome at schools due to language barriers. Voces Unidas meets regularly with the Superintendent and Director of English Learners and Instructional Support to discuss issues within the community particularly affecting EL and Latino families.

Student Advisory Council

Secondary students received information on the LCAP, reviewed data, looked at the actions and services, then provided input on the LCAP at a Student Advisory Council meetings.

LCAP Pizza Palooza

Elementary students, representing every elementary school in the District, participated in the LCAP Pizza Palooza, and provided input on their school's current activities and what they felt was important for the District to spend money on next year as part of the 2016-2017

Stakeholder feedback was recorded and collected and then grouped into similar categories. The feedback was prioritized based on similar themes and recurring concerns.

In addition to stakeholder input meetings the district held several informative opportunities to provide education around the LCAP to the community. These meetings included Governing Board updates, a Solano County Republican Party information presentation, and a series of five LCAP Parent University workshops. The LCAP Parent University workshops were held to familiarize parents and community members with the district LCAP goals by highlighting one initiative under each goal.

LCAP.

Bargaining Units (FSUTA, CSEA)

Executive members of the District's teacher bargaining unit, FSUTA, spent a day and a half dedicated to learning about, discussing and refining the LCAP. The classified bargaining unit, CSEA, spent a half a day on the LCAP as well. Both groups produced documents with notes, questions, and suggestions for the 2016-2017 LCAP.

School Site Secretaries

The school site clerical staff was invited to learn more about the LCAP and provide feedback on how each of the goals impacted their individual sites. They asked questions and provided feedback on actions and services.

Superintendent's Cabinet

Members of Cabinet participated in the Administrative Council and other Administrative training opportunities to learn more about the impact of the LCAP. During Cabinet meetings, members provided guidance on the document and discussed budget priorities as determined by the Governing Board.

Task Force Groups

Task Force groups were developed to provide district administrators the opportunity to work towards district solutions and next steps on one of ten different district initiatives. These initiatives represent the majority of the actions/services within the goals of the LCAP. Each Task Force group serves as an advisory body for the LCAP goal their initiative falls under. These administrative task force groups were developed in January of 2016 and meet once a month as work groups.

Common Recommendations

The collective impact of these stakeholder meetings resulted in common recommendations that emerged, and are addressed in the revision of the LCAP for 2016-2017. These common recommendations are as follows:

- Add bilingual community liaisons, increase access to

translators and interpreters, and increase communication in home languages

- Add assistant principals at elementary sites
- Increase staff at school sites to support student's social emotional needs
- Train staff on foster youth student enrollment procedures and provide funds to support foster youth and homeless students access to extra-curricular activities
- Add parent engagement opportunities and establish parent support groups
- Provide additional resources to sites to support Positive Behavior Intervention Support (PBIS) implementation and increase social-emotional services at sites
- Increase extended day learning opportunities and increase the variety of course/pathway options aligned to student interests
- Intensify recruitment of bilingual certificated and classified staff
- Clarify the technology plan and actions, continue to build a digital culture, and manage the purchasing and replacing of devices

Annual Update:

In the past year the District continued the engagement process by meeting with the stakeholder groups as follows: The members of the Parent Advisory Committee (PAC) met a total of five times. The Foster Youth Groups met four times. The District English Learner Advisory Committee (DELAC) met three times. The Educational Services Team provided input on the LCAP five times. Site Administrators provided input on the LCAP three times. Voces Unidas provided input on the LCAP one time. The Certificated and Classified Unions leaders met three times. The Student Advisory Council, Elementary Student Team, and the School Site Secretaries each met once. There was one community meeting held and the Superintendent's Cabinet reviewed the LCAP as well. More meeting dates are scheduled in both May and June of 2016 to provide time for review to take us through the final approval

Annual Update:

Following the guidance of the stakeholder groups, the impact on the LCAP has been significant.

Goal 5 is being absorbed by Goal 1 and Goal 4, in an effort to emphasize the District's instructional approach to technology.

Almost all of the current actions were refined and enumerated for ease of use and to more clearly communicate next steps in the plan.

Many additional actions were added as a result of stakeholder input themes, including:

- Add Bilingual Community Liaisons

process. As a result of these meetings numerous changes were made to the existing LCAP which is reflected in the Impact column on 2015-16 Annual Update and in section two under actions and services for each of the five goals.

- Train staff on Foster Youth/Homeless enrollment procedures
- Increase access to translators/interpreters
- Add parent engagement opportunities
- Increase communication in home languages
- Establish parent support groups
- Provide additional resources to sites to support PBIS implementation
- Increase social-emotional services at sites
- Increase extended day learning opportunities
- Intensify recruitment of bilingual certificated and classified staff
- Increase variety of course/pathway options aligned to student interests
- Manage the purchasing/replacing of devices
- Continue to build a digital culture

Additionally, the work that the Task Force groups are completing towards their various initiatives has an important role in the continued development and review of future LCAPs, as the initiatives make up the cornerstone of the educational program in the District. The Task Force groups are:

- Attendance (Goal 1)
- Assessment (Goal 4)
- Community Engagement (Goal 2)
- Customer Service (Goal 1)
- Parent Engagement (Goal 2)
- PBIS (Goal 3)
- RTI (Goal 3)
- Teach for Success (Goal 4)
- Technology (Goal 4)

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: X 1 _2 _3 _4 X5 _6 _7 _8 Local: N/A
Identified Need:	<p>All students need to feel connected to school and engaged in their learning environment. Students are on time and attend school every day; students are actively engaged in learning; students participate in extracurricular activities and extended day learning opportunities. <i>Data sets: Attendance rates, truancy rates, chronic absenteeism rate, Teach For Success student engagement data, student engagement budget expenditures and stipends.</i></p> <p>All students require safe, stable, welcoming and caring environments. Students feel welcome and valued at school and have opportunities to contribute to the learning environment. <i>Data sets: Student Survey results, T4S Print Rich Literacy Environments data, Welcoming Environment Rubric results.</i></p>	

Goal Applies to:	Schools:	LEA Wide/ All Schools
		Grades: All
	Applicable Pupil Subgroups:	Foster Youth, American Indian or Alaska Native, Hispanic or Latino, Two or More Races, Low Income Pupils, Redesignated fluent English proficient, Asian, Native Hawaiian or Pacific Islander, Other (Fluent-English Proficient and English Only, English Only), English Learners, Black or African American, Filipino, White, Students with Disabilities, Homeless

LCAP Year 1

Expected Annual Measurable Outcomes:	Rate of Teacher Mis-assignment - There will be a minimum 10% reduction annually until we have zero certificated vacancies. (Goal for 2016-17 - maximum of 12 vacancies)
	Access to Instructional Materials - All annual Williams' Reports will find that all students have access to standards-aligned instructional materials. (Goal for 2016-17 - 100% of students have instructional materials according to Williams Reports)
	Facilities in Good Repair - 100% of FSUSD schools will have a rating of good or exemplary on the annual Facilities Inspection Tool (FIT) report as reported annually in School Acoounatbility Report Cards (SARCs). Facilities in good repair (Goal for 2016-17 - SARC FIT Reports 100%)
	Attendance Rates - There will be a minimum .25 percentage points growth annually for all students and .5 for unduplicated student groups until we reach 96% districtwide for all students and each unduplicated count student group. 2016-17 goals: <ul style="list-style-type: none"> • All Students - 95.89% • Foster Youth/Homeless - 92.74% • English Learners - 96.00% • Socio-economically Disadvantaged - 95.52% • Tolenas Elementary - Increase by 1 percentage point to 95.58%
	Chronic Absenteeism Rate - There will be a mimum 1 percentage point reduction annually for all students and 3 percentage points for Foster Youth/Homeless students. 2016-17 goals: <ul style="list-style-type: none"> • All Students - 9.8% • Foster Youth/Homeless - 22.6%
	Middle School Dropout Rate - No more than 10 middle school students will dropout annually. (2016-17 goal is to stay under 10 students.)
	High School Dropout Rate - There will be a minmum .2 percentage point reduction annually for all students. (2016-17 goal is 5.7%)

	<p>High School Graduation Rate - There will be a minimum 1 percentage point growth annually for all students and 2 percentage points for each unduplicated count student group. 2016-17 goals (based on State Cohort Report):</p> <ul style="list-style-type: none"> • All Students - 92% • Foster Youth/Homeless - 59% • English Learners - 83.3% • Socio-economically Disadvantaged - 90% <p>Welcoming Schools Rubric - Data will be collected utilizing a rubric with indicators of a welcoming environment. (Baseline data will be collected in the Fall of 2016-17 and goals will be established for 2017-18 based on the baseline data)</p> <p>Attendance Liaison Pre-Post Intervention - Average daily attendance rates will increase for a minimum of 50% of students who receive intervention from attendance liaisons. (Baseline data will be reported in 2016-17 based on 2015-16 summative data at end of year)</p> <p>Extra-curricular opportunities provided at sites - There will be a minimum 10% growth annually in the number of extra-curricular opportunities provided to students by all school sites. (Baseline data will be collected in the Spring of 2016-2017)</p> <p>Results on Physical Fitness Tests - There will be a minimum 5% growth annually in the percentage of fifth grade students who score in the Healthy Fitness Zone on the Body Composition and Aerobic Capacity subtests in the annual Physical Fitness Tests (PFT). Goals for 2016-17 are as follows:</p> <ul style="list-style-type: none"> • Aerobic Capacity - 58.7% • Body Composition 59.3% <p>School Effectiveness Survey - There will be a minimum growth of 3 percentage points annually in the percentage of parents and students that report an overall perception of Excellent/Good. (2016-17 goal is 75%)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.1 Designate 5% of each sites discretionary funds to be dedicated to student engagement related activities and expenditures.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Fluent-English Proficient and English Only, English Only)</p>	<p>Fund 01: Unrestricted Certificated stipends - \$30,000 Services and other operating expenditures - \$86,000 Benefits - \$4,000</p>
<p>1.2 Implement fully restored contractual release time to provide students access to arts, music and physical education taught by credentialed specialists on a weekly basis.</p>	<p>All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01— Unrestricted Certificated Salaries - \$605,000 Benefits - \$110,000 Books and supplies - \$22,000</p>
<p>1.3 Re-instate home to school routes for Tolenas Elementary School in order to provide a safe transportation alternative for students.</p>	<p>Tolenas Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 —Restricted: Classified Salaries - \$100,000 Benefits - \$29,000</p>

<p>1.4 Maintain attendance liaison program and change job duties to re-focus the work to specifically address foster/homeless youth attendance, graduation rates and school connectivity along with continuing to serve chronically absent students.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Classified Salaries - \$215,000 Benefits - \$135,000</p>
<p>1.5 Expand Career Technical Education opportunities at the secondary level.</p>	<p>All High Schools Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01- Restricted Certificated Salaries - \$600,000 Benefits - \$190,000 Books and Supplies - \$105,000 Services and other operating expenditures - \$105,000</p>

<p>1.6 Continue to expand and support K-8 thematic based schools.</p>	<p>K-8 Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$100,000</p>
<p>1.7 Implement revised Administrative Regulation 5116.1 in order to provide siblings of foster youth higher priority to attend school of preference (that sibling is already attending) through the open enrollment program.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>
<p>1.8 Complete deferred maintenance projects and critical needs to maintain physical plant integrity.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Capital Outlay \$1,400,000</p>
<p>1.9 Provide mandatory training to all clerical staff (school sites and central office) on rules and regulations regarding enrollment procedures for foster youth and homeless students and completing Home Language Surveys to accurately identify EL students.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>

<p>1.10 Upgrade network infrastructure to increase Internet bandwidth from 350 Kbps per student to 700 Kbps per student.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$526,000 Services and other operating expenditures - \$50,000</p>
<p>1.11 Maintain Customer Service Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve customer service through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>1.12 Maintain Attendance Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve overall attendance rates through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Rate of Teacher Mis-assignment - There will be a minimum 10% reduction annually until we have zero certificated vacancies.</p> <p>Access to Instructional Materials - All annual Williams' Reports will find that all students have access to standards-aligned instructional materials.</p> <p>Facilities in Good Repair - 100% of FSUSD schools will have a rating of good or exemplary on the annual Facilities Inspection Tool (FIT) report as reported annually in School Acoounatbility Report Cards (SARCs).</p> <p>Attendance Rates - There will be a minimum .25 percentage points growth annually for all students and .5 for unduplicated student groups until we reach 96% districtwide for all students and each unduplicated count student group.</p> <p>Chronic Absenteeism Rate - There will be a mimum 1 percentage point reduction annually for all students and 3 percentage points for Foster Youth/Homeless students.</p> <p>Middle School Dropout Rate - No more than 10 middle school students will dropout annually.</p> <p>High School Dropout Rate - There will be a minimum .2 percentage point reduction annually for all students.</p> <p>High School Graduation Rate - There will be a minimum 1 percentage point growth annually for all students and 2 percentage points for each unduplicated count student group.</p> <p>Welcoming Schools Rubric - Data will be collected utilizing a rubric with indicators of a welcoming environment. (Baseline data will be collected in the Fall of 2016-17 and goals will be established for 2017-18 based on the baseline data)</p> <p>Attendance Liaison Pre-Post Intervention - Average daily attendance rates will increase for a minimum of 50% of students who receive intervention from attendance liaisons.</p> <p>Extra-curricular opportunities provided at sites - There will be a minimum 10% growth annually in the number of extra-curricular opportunities provided to students by all school sites. (Baseline data will be collected in the Spring of 2016-2017)</p> <p>Results on Physical Fitness Tests - There will be a minimum 5% growth annually in the percentage of fifth grade students who score in the Healthy Fitness Zone on the Body Composition and Aerobic Capacity subtests in the annual Physical Fitness Tests (PFT).</p> <p>School Effectiveness Survey - There will be a minimum growth of 3 percentage points annually in the percentage of parents and students that report an overall perception of Excellent/Good.</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1 Designate 5% of each sites discretionary funds to be dedicated to student engagement related activities and expenditures.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless X Other (Fluent-English Proficient and English Only, English Only)</p>	<p>Fund 01 - Unrestricted Certificated stipends - \$30,000 Services and other operating expenditures - \$86,000 Benefits - \$4,000</p>
<p>1.2 Continue fully restored contractual release time to provide students access to arts, music and physical education taught by credentialed specialists on a weekly basis.</p>	<p>All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01— Unrestricted Certificated Salaries - \$605,000 Benefits - \$110,000 Books and supplies - \$22,000?</p>
<p>1.3 Continue home to school routes for Tolenas Elementary School in order to provide a safe transportation alternative for students.</p>	<p>Tolenas Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 —Restricted: Classified Salaries - \$100,000 Benefits - \$29,000?</p>

<p>1.4 Maintain attendance liaison program and change job duties to re-focus the work to specifically address foster/homeless youth attendance, graduation rates and school connectivity along with continuing to serve chronically absent students.</p>	<p>LEA Wide/All Schools All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Classified Salaries - \$215,000 Benefits - \$135,000</p>
<p>1.5 Expand Career Technical Education opportunities at the secondary level.</p>	<p>All High Schools Grades: 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01- Restricted Certificated Salaries - \$600,000 Benefits - \$190,000 Books and Supplies - \$105,000 Services and other operating expenditures - \$105,000</p>
<p>1.6 Continue to expand and support K-8 thematic based schools.</p>	<p>K-8 Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$100,000</p>

<p>1.7 Maintain focus on revised Administrative Regulation 5116.1 in order to provide siblings of foster youth higher priority to attend school of preference (that sibling is already attending) through the open enrollment program.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>
<p>1.8 Complete deferred maintenance projects and critical needs to maintain physical plant integrity.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Capital Outlay \$1,400,000</p>
<p>1.9 Provide mandatory training to all clerical staff (school sites and central office) on rules and regulations regarding enrollment procedures for foster youth and homeless students and completing Home Language Surveys to accurately identify EL students.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>
<p>1.10 Maintain network infrastructure to increase Internet bandwidth.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Books and Supplies - \$20,000</p>

<p>1.11 Maintain Customer Service Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve customer service through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>1.12 Maintain Attendance Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve overall attendance rates through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Rate of Teacher Mis-assignment - There will be a minimum 10% reduction annually until we have zero certificated vacancies.</p> <p>Access to Instructional Materials - All annual Williams' Reports will find that all students have access to standards-aligned instructional materials.</p> <p>Facilities in Good Repair - 100% of FSUSD schools will have a rating of good or exemplary on the annual Facilities Inspection Tool (FIT) report as reported annually in School Acoounatbility Report Cards (SARCs).</p> <p>Attendance Rates - There will be a minimum .25 percentage points growth annually for all students and .5 for unduplicated student groups until we reach 96% districtwide for all students and each unduplicated count student group.</p> <p>Chronic Absenteeism Rate - There will be a mimum 1 percentage point reduction annually for all students and 3 percentage points for Foster Youth/Homeless students.</p> <p>Middle School Dropout Rate - No more than 10 middle school students will dropout annually.</p> <p>High School Dropout Rate - There will be a minimum .2 percentage point reduction annually for all students.</p> <p>High School Graduation Rate - There will be a minimum 1 percentage point growth annually for all students and 2 percentage points for each unduplicated count student group.</p> <p>Welcoming Schools Rubric - Data will be collected utilizing a rubric with indicators of a welcoming environment. (Baseline data will be collected in the Fall of 2016-17 and goals will be established for 2017-18 based on the baseline data)</p> <p>Attendance Liaison Pre-Post Intervention - Average daily attendance rates will increase for a minimum of 50% of students who receive intervention from attendance liaisons.</p> <p>Extra-curricular opportunities provided at sites - There will be a minimum 10% growth annually in the number of extra-curricular opportunities provided to students by all school sites.</p> <p>Results on Physical Fitness Tests - There will be a minimum 5% growth annually in the percentage of fifth grade students who score in the Healthy Fitness Zone on the Body Composition and Aerobic Capacity subtests in the annual Physical Fitness Tests (PFT).</p> <p>School Effectiveness Survey - There will be a minimum growth of 3 percentage points annually in the percentage of parents and students that report an overall perception of Excellent/Good.</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1 Designate 5% of each sites discretionary funds to be dedicated to student engagement related activities and expenditures.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Fluent-English Proficient and English Only, English Only)</p>	<p>Fund 01 - Unrestricted Certificated stipends - \$30,000 Services and other operating expenditures - \$86,000 Benefits - \$4,000</p>
<p>1.2 Continue fully restored contractual release time to provide students access to arts, music and physical education taught by credentialed specialists on a weekly basis.</p>	<p>All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01— Unrestricted Certificated Salaries - \$605,000 Benefits - \$110,000 Books and supplies - \$22,000?</p>
<p>1.3 Continue home to school routes for Tolenas Elementary School in order to provide a safe transportation alternative for students.</p>	<p>Tolenas Elementary Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 —Restricted: Classified Salaries - \$100,000 Benefits - \$29,000?</p>

<p>1.4 Maintain attendance liaison program and change job duties to re-focus the work to specifically address foster/homeless youth attendance, graduation rates and school connectivity along with continuing to serve chronically absent students.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Classified Salaries - \$215,000 Benefits - \$135,000</p>
<p>1.5 Expand Career Technical Education opportunities at the secondary level.</p>	<p>All High Schools Grades: 9th, 10th, 11th, 12th, Adult</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless X Other (Fluent-English Proficient and English Only, English Only)</p>	<p>Fund 01- Restricted Certificated Salaries - \$600,000 Benefits - \$190,000 Books and Supplies - \$105,000 Services and other operating expenditures - \$105,000?</p>
<p>1.6 Continue to support K-8 thematic based schools.</p>	<p>K-8 Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$100,000</p>

<p>1.7 Maintain focus on Administrative Regulation 5116.1 in order to provide siblings of foster youth higher priority to attend school of preference (that sibling is already attending) through the open enrollment program.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>
<p>1.8 Complete deferred maintenance projects and critical needs to maintain physical plant integrity.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Capital Outlay \$1,400,000</p>
<p>1.9 Provide mandatory training to all clerical staff (school sites and central office) on rules and regulations regarding enrollment procedures for foster youth and homeless students and completing Home Language Surveys to accurately identify EL students.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost</p>
<p>1.10 Maintain network infrastructure to increase Internet bandwidth.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$20,000</p>

<p>1.11 Maintain Customer Service Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve customer service through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>1.12 Maintain Attendance Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve overall attendance rates through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional costs</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 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>All parents need to feel welcome and connected to the school community, with opportunities for engagement and open communication. Parents actively participate in school events and programs targeted at their attendance; parents receive timely and ongoing communication regarding events and school happenings. <i>Data sets: Anecdotal information on parent involvement, parental education programs implemented at school sites, parental participation in DELAC and DAC, District parent survey results.</i></p> <p>All schools need community partnerships and community member engagement to promote student involvement. Our community is strengthened when community members have the opportunity to participate in two-way partnerships with our schools. <i>Data sets: Student Survey results, UC/CSU eligibility rates, CTE Pathway completion rates, CELDT results, English Learner Reclassification rates?.</i></p>	
Goal Applies to:	Schools:	LEA Wide/All Schools
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>Efforts to Seek Parent Input - There will be a 5% increase annually of parents of unduplicated count student groups that complete the School Effectiveness Surveys. (Baseline data will be collected in March 2017 and goals will be established based upon baseline data)</p> <p>Promotion of Parental Participation - There will be a 10% increase annually of parents of unduplicated count student groups that participate in English Learner Advisory Councils, School Site Councils and District-wide LCAP Parent Advisory Committee.(Baseline data will be collected in September 2016 and goals will be established upon baseline data)</p> <p>Community Partners - There will be a 10% increase annually of the number of community based partnerships with FSUSD schools.</p> <p>Attendance at Community Events - Every district and site level FSUSD administrator will attend at least two community events annually. (Baseline data will be collected in March 2017 and growth goals will be established based upon baseline data)</p> <p>Parent Engagement Opportunities - Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.</p> <p>Attendance at Special Education Parent Leaders Meetings for Parents of Students with Special Needs - There will be a minimum growth of 10% annually of the number of parents that attend the Special Education Parent Leader meetings.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Each school site will provide a minimum of 4 parent engagement activities throughout the school year.	LEA Wide/All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fund 01 - Unrestricted Services and other operating expenditures \$120,000.00

<p>2.2 Implement LCAP Parent University workshop series to provide parents with interactive opportunities to learn about specific goals/actions in the LCAP.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Restricted, Classified Salaries \$1,000.00 Benefits \$200.00 Services and other operating expenditures \$3,800.00 Total: \$5,000.00</p>
<p>2.3 Provide non-academic community engagement activities such as Trunk-or-Treat and Back to School Resource Fair.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$5,000</p>
<p>2.4 Utilize a variety of communication tools such as texting and social media to inform the community of events and celebrations.</p>	<p>LEA/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>2.5 Recruit, hire, train and deploy 5 FTE additional bilingual community liaisons at sites with high percentages of Spanish speaking families to provide access to community resources and additional translation/interpretation.</p>	<p>Schools: Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted, Classified Salaries \$144,000.00 Benefits \$36,000.00</p>
<p>2.6 Provide additional Language Line site licenses to increase access to face to face interpreters for a variety of second language speaking families.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Services and other operating expenditures \$50,000.00</p>
<p>2.7 Develop a plan to recruit, hire and train interpreters/translators of languages other than Spanish to provide interpretation/translation on an as-needed basis.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted, Classified Salaries \$8,000.00 Benefits \$2,000.00</p>

<p>2.8 Provide English as a Second Language (ESL) classes for second language parents at designated school sites to increase their ability to support students at home.</p>	<p>LEA Wide; Title 1 Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Restricted, Certificated Salaries \$26,000.00 Classified Salaries \$1,000.00 Benefits \$5,000.00 Services and other operating expenditures \$3,000.00</p>
<p>2.9 Hold Parent Leader Training Institute (PLTI) for Spanish speaking parents.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures \$30,000.00</p>
<p>2.10 Establish a FSUSD Foster Youth Network comprised of foster parents/community members/District staff that will meet quarterly to continue to refine and improve services for Foster Youth.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>2.11 Provide mandatory training to all site administrators on establishing and facilitating School Site Councils (SSCs) and English Learner Advisory Councils (ELACs) and ensure that all sites hold trainings on roles and responsibilities for members.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.12 The Superintendent and District staff will meet with parent leadership and advocacy groups to discuss LCAP recommendations and implementation.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.13 Designate 5% of each sites discretionary funds to be dedicated to parent involvement related activities.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$10,000.00 Benefits \$2,500.00 Services and other operating expenditures \$107,500.00</p>

<p>2.14 Maintain Parent Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand parent engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.15 Maintain Community Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand community engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Efforts to Seek Parent Input - There will be a 5% increase annually of parents of unduplicated count student groups that complete the School Effectiveness Surveys. (Baseline data will be collected in March 2017 and goals will be established based upon baseline data)</p> <p>Promotion of Parental Participation - There will be a 10% increase annually of parents of unduplicated count student groups that participate in English Learner Advisory Councils, School Site Councils and District-wide LCAP Parent Advisory Committee.(Baseline data will be collected in September 2016 and goals will be established upon baseline data)</p> <p>Community Partners - There will be a 10% increase annually of the number of community based partnerships with FSUSD schools.</p> <p>Attendance at Community Events - Every district and site level FSUSD administrator will attend at least two community events annually.</p> <p>Parent Engagement Opportunities - Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.</p> <p>Attendance at Special Education Parent Leaders Meetings for Parents of Students with Special Needs - There will be a minimum growth of 10% annually of the number of parents that attend the Special Education Parent Leader meetings.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Each school site will provide a minimum of 4 parent engagement activities throughout the school year.	LEA Wide/All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fund 01 - Unrestricted Services and other operating expenditures \$120,000

<p>2.2 Continue LCAP Parent University workshop series to provide parents with interactive opportunities to learn about specific goals/actions in the LCAP.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Classified Salaries \$1,000.00 Benefits \$200.00 Services and other operating expenditures \$3,800.00</p>
<p>2.3 Provide non-academic community engagement activities such as Trunk-or-Treat and Back to School Resource Fair.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$5,000</p>
<p>2.4 Utilize a variety of communication tools such as texting and social media to inform the community of events and celebrations.</p>	<p>LEA/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>2.5 Continue with 5 FTE additional bilingual community liaisons at sites with high percentages of Spanish speaking families to provide access to community resources and additional translation/interpretation.</p>	<p>Schools: Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$144,000.00 Benefits \$36,000.00</p>
<p>2.6 Continue additional Language Line site licenses to increase access to face to face interpreters for a variety of second language speaking families.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01- Unrestricted Services and other operating expenditures \$50,000.00</p>
<p>2.7 Continue plan to recruit, hire and train interpreters/translators of languages other than Spanish to provide interpretation/translation on an as-needed basis.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$8,000.00 Benefits \$2,000.00</p>

<p>2.8 Provide English as a Second Language (ESL) classes for second language parents at designated school sites to increase their ability to support students at home.</p>	<p>LEA Wide; Title 1 Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Certificated Salaries \$26,000.00 Classified Salaries \$1,000.00 Benefits \$5,000.00 Services and other operating expenditures \$3,000.00</p>
<p>2.9 Hold Parent Leader Training Institute (PLTI) for Spanish speaking parents.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures \$30,000.00</p>
<p>2.10 Continue the FSUSD Foster Youth Network comprised of foster parents/community members/District staff that will meet quarterly to continue to refine and improve services for Foster Youth.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>2.11 Provide mandatory training to all site administrators on establishing and facilitating School Site Councils (SSCs) and English Learner Advisory Councils (ELACs) and ensure that all sites hold trainings on roles and responsibilities for members.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.12 The Superintendent and District staff will meet with parent leadership and advocacy groups to discuss LCAP recommendations and implementation.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.13 Designate 5% of each sites discretionary funds to be dedicated to parent involvement related activities.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$10,000.00 Classified Benefits \$2,500.00 Services and other operating expenditures \$107,500.00</p>

<p>2.14 Maintain Parent Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand parent engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.15 Maintain Community Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand community engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Efforts to Seek Parent Input - There will be a 5% increase annually of parents of unduplicated count student groups that complete the School Effectiveness Surveys. (Baseline data will be collected in March 2017 and goals will be established based upon baseline data)</p> <p>Promotion of Parental Participation - There will be a 10% increase annually of parents of unduplicated count student groups that participate in English Learner Advisory Councils, School Site Councils and District-wide LCAP Parent Advisory Committee.(Baseline data will be collected in September 2016 and goals will be established upon baseline data)</p> <p>Community Partners - There will be a 10% increase annually of the number of community based partnerships with FSUSD schools.</p> <p>Attendance at Community Events - Every district and site level FSUSD administrator will attend at least two community events annually.</p> <p>Parent Engagement Opportunities - Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.</p> <p>Attendance at Special Education Parent Leaders Meetings for Parents of Students with Special Needs - There will be a minimum growth of 10% annually of the number of parents that attend the Special Education Parent Leader meetings.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Each school site will provide a minimum of 4 parent engagement activities throughout the school year.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures \$120,000</p>
<p>2.2 Continue LCAP Parent University workshop series to provide parents with interactive opportunities to learn about specific goals/actions in the LCAP.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01- Restricted Classified Salaries \$1,000.00 Benefits \$200.00 Services and other operating expenditures \$3,800.00</p>
<p>2.3 Provide non-academic community engagement activities such as Trunk-or-Treat and Back to School Resource Fair.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$5,000</p>

<p>2.4 Utilize a variety of communication tools such as texting and social media to inform the community of events and celebrations.</p>	<p>LEA/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.5 Continue with 5 FTE additional bilingual community liaisons at sites with high percentages of Spanish speaking families to provide access to community resources and additional translation/interpretation.</p>	<p>Schools: Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$144,000.00 Benefits \$36,000.00 Total: \$180,000.00</p>
<p>2.6 Continue Language Line site licenses to increase access to face to face interpreters for a variety of second language speaking families.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01- Unrestricted Services and other operating expenditures \$50,000.00</p>

<p>2.7 Continue plan to recruit, hire and train interpreters/translators of languages other than Spanish to provide interpretation/translation on an as-needed basis.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$8,000.00 Benefits \$2,000.00</p>
<p>2.8 Provide English as a Second Language (ESL) classes for second language parents at designated school sites to increase their ability to support students at home.</p>	<p>LEA Wide; Title 1 Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Certificated Salaries \$26,000.00 Classified Salaries \$1,000.00 Benefits \$5,000.00 Services and other operating expenditures \$3,000.00</p>

<p>2.9 Hold Parent Leader Training Institute (PLTI) for Spanish speaking parents.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures \$30,000.00</p>
<p>2.10 Continue the FSUSD Foster Youth Network comprised of foster parents/community members/District staff that will meet quarterly to continue to refine and improve services for Foster Youth.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>2.11 Provide mandatory training to all site administrators on establishing and facilitating School Site Councils (SSCs) and English Learner Advisory Councils (ELACs) and ensure that all sites hold trainings on roles and responsibilities for members.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>2.12 The Superintendent and District staff will meet with parent leadership and advocacy groups to discuss LCAP recommendations and implementation.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>

<p>2.13 Designate 5% of each sites discretionary funds to be dedicated to parent involvement related activities.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Classified Salaries \$10,000.00 Classified Benefits \$2,500.00 Services and other operating expenditures \$107,500.00</p>
<p>2.14 Maintain Parent Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand parent engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>2.15 Maintain Community Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand community engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

GOAL:	3. Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 X 6 _7 X 8 Local: N/A
Identified Need:	<p>All students' social emotional and behavioral needs are to be addressed and supported by caring adults and effective systems. PBIS practices and systems are in place at all schools, students know and are able to articulate these expectations. <i>Data sets: PBIS Schoolwide Evaluation Tool, Tiered Fidelity Index, California Healthy Kids Survey (CHKS), Student Survey results, suspension data, expulsion data.</i></p> <p>All students' academic needs are to be addressed by qualified professionals utilizing a system that identifies and targets areas of student need. RTI and ELD practices and systems are in place at all schools in order for students to successfully access grade level curriculum and instruction. <i>Data sets: Teach for Success Sweeps, Anecdotal data on implementation of Common Core State Standards, Professional development provided to support implementation of common Core State Standards, SBAC results, UC/CSU eligibility rates, CTE Pathway completion, CELDT results, English Learner reclassification rates, Advanced Placement (AP) test results, Early Assessment Program results (EAP), Middle school dropout rates, High school dropout rates, High school graduation rates, Course availability at all secondary sites, District benchmark and formative assessment results.</i></p>	
Goal Applies to:	Schools: LEA Wide/All Schools. Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Suspension Rate - There will be a minimum 10% reduction in the rate of suspension annually for all students and 15% for African-American students and each unduplicated student group. 2016-17 Goals:</p> <ul style="list-style-type: none"> • All Students - 4.87% • African American - 8.99% • English Learners - 2.50% • Foster Youth - 13.52% • Homeless - 7.05% • Socio-economically Disadvantaged - 6.13% <p>Expulsion Rate - There will be a minimum 10% reduction in the rate of expulsion annually for all students and 15% for African-American students and each unduplicated student group. 2016-17 Goals:</p> <ul style="list-style-type: none"> • All Students - .11% 	

- African American - .21%
- Unduplicated Count Students - .14%

Smarter Balance Math Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group. 2016-17 Goals:

- All Students - 32%
- English Learners - 12%
- Foster Youth/Homeless - 16%
- Socio-economically Disadvantaged - 21%

Smarter Balance English Language Arts Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group. 2016-17 Goals:

- All Students - 45%
- English Learners - 14%
- Foster Youth/Homeless - 23%
- Socio-economically Disadvantaged - 33%

Completed A-G Coursework Rate - There will be a minimum 5 percentage points growth annually in the percent of students who complete University of California/California State University approved course requirements and 7 percentage points for each unduplicated count student group. 2016-17 Goals based on most recent data set - 2013-14 State Cohort Report:

- All Students - 34%
- English Learners - 16%
- Foster Youth - 7%
- Socio-economically Disadvantaged - 26%

CTE Pathway Completion Rate - There will be a minimum 5 percentage points growth annually in percentage of students completing 1 or more Career Technical Education (CTE) pathways. (Goal for 2016-17 - 35% based on most recent LCFF Detailed Snapshot)

Share of English Learners who Reach English Proficiency - There will be a minimum of 3 percentage points growth annually in number of English learner students reaching English language proficiency as measured by performance on the California English Language Development Test (CELDT). 2016-17 Goals based on Fall 2016 CELDT administration:

- Less than 5 years in US schools - 26.1%
- More than 5 years in US schools - 43.8%

English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on CELDT performance and meeting additional reclassification criterion. (2016-17 Goal is 22% based on reclassifications processed in 2015-16)

Advanced Placement Exams Passing Rate - There will be a minimum 5 percentage points growth annually in the percent of students who pass attempted Advanced Placement (AP) exams for all students and 10 percentage points for each unduplicated count student group. 2016-17 Goals based on 2016 LCFF Detailed State Snapshot:

- All Students - 53%
- English Learners - 10%
- Foster Youth - 10%
- Socio-economically Disadvantaged - 35%

Early Assessment Program (College Readiness) - Math - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group. Goals for 2016-17:

- All Students - 14%
- English Learners - 7%
- Foster Youth - 7%
- Socio-economically Disadvantaged - 12%

Early Assessment Program (College Readiness) - English Language Arts - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group. Goals for 2016-17:

- All Students - 28%
- English Learners - 7%
- Foster Youth - 10.8%
- Socio-economically Disadvantaged - 22%

Effectiveness of Positive Behavior Intervention Supports - 80% of all schools participating in Positive Behavior

Intervention Supports (PBIS) will achieve a minimum score of 70% annually on the Schoolwide Evaluation Tool (SET) measuring implementation of Tier 1 schools. (2016-17 Goal is 80%. Baseline data for 2015-16 is 40%)

Ninth Graders On Track to Complete A-G Coursework - There will be a minimum 10% reduction annually of the percentage of 9th grade students receiving D's or Fs' in University of California/California State University approved core courses. (Baseline data will be collected in January 2017 after Fall grades are submitted)

Long Term English Learner Intervention - A minimum of 50% of Long Term English Learner (LTEL) students will be reclassified annually as Fluent English Proficient (FEP) within one year following designated English language development utilizing English 3D State Board approved instructional materials designed to target LTEL students. (Baseline data will be collected following the close of the District reclassification period in March 2017)

Number of Schools Participating in Trauma Informed Schools Professional Development - A minimum of 2 schools will be added annually to participate in Trauma Informed Care professional development. (2016-17 Goal will be a minimum of 3 schools based on 1 school's participation in 2015-16)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to develop a Positive Behavioral Intervention and Support (PBIS) system.	LEA Wide/All Schools. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fund 01 - Unrestricted Certificated Salaries \$18,000.00 Classified Salaries \$115,000.00 Benefits \$39,000.00 Books and Supplies \$35,000.00 Services and other operating expenditures \$81,000.00

<p>3.2 Expand socio-emotional counseling services throughout the District.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$240,000 Classified Salaries - \$120,000 Benefits - \$90,000</p>
<p>3.3 Expand trauma informed professional development and services at school sites.</p>	<p>Schools: Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$17,000 Benefits - \$2,000</p>
<p>3.4 High School counselors will create an individualized learning plan for all foster and homeless youth to ensure they are on track for graduation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>3.5 Provide materials for implementation of California English Language Development Test (CELDT) boot camp at all sites prior to CELDT testing to improve results.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$22,000</p>
<p>3.6 Develop specific high school placement protocol for English learner students to ensure they are placed in appropriate classes to graduate a-g eligible.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$2,000 Benefits - \$200</p>
<p>3.7 Provide specialized English Language Development instruction targeted at long term EL students in grades 4 - 8 utilizing State Board Approved Program 5 materials, English 3D, in order to target students scoring in the Intermediate/Early Advanced proficiency level.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$80,000 Certificated salaries - \$10,000 Benefits - \$2,000</p>

<p>3.8 Provide training and distribute revised protocol to reclassify Special Education Long Term English Learner students using alternative methods.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>3.9 Designate 5% of each sites' supplemental/concentration funds to be dedicated to PBIS related expenditures.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$44,000 Certificated salaries - \$39,000 Benefits - \$5,000</p>
<p>3.10 Add additional staff to support PBIS as schools progress in their implementation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Classified Salaries - \$160,000 Benefits - \$24,000</p>

<p>3.11 Elementary and Secondary Education to work with RTI Task Force to develop a plan for a district-wide RTI system.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>3.12 Maintain PBIS Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to further develop and expand PBIS through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>3.13 Maintain RTI Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to develop, articulate and implement RTI systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension Rate - There will be a minimum 10% reduction in the rate of suspension annually for all students and 15% for African-American students and each unduplicated student group.</p> <p>Expulsion Rate - There will be a minimum 10% reduction in the rate of expulsion annually for all students and 15% for African-American students and each unduplicated student group.</p> <p>Smarter Balance Math Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group.</p>
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Smarter Balance English Language Arts Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group.

Completed A-G Coursework Rate - There will be a minimum 5 percentage points growth annually in the percent of students who complete University of California/California State University approved course requirements and 7 percentage points for each unduplicated count student group.

CTE Pathway Completion Rate - There will be a minimum 5 percentage points growth annually in percentage of students completing 1 or more Career Technical Education (CTE) pathways.

Share of English Learners who Reach English Proficiency - There will be a minimum of 3 percentage points growth annually in number of English learner students reaching English language proficiency as measured by performance on the California English Language Development Test (CELDT).

English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on CELDT performance and meeting additional reclassification criterion.

Advanced Placement Exams Passing Rate - There will be a minimum 5 percentage points growth annually in the percent of students who pass attempted Advanced Placement (AP) exams for all students and 10 percentage points for each unduplicated count student group.

Early Assessment Program (College Readiness) - Math - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group.

Early Assessment Program (College Readiness) - English Language Arts - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group.

Effectiveness of Positive Behavior Intervention Supports - 80% of all schools participating in Positive Behavior Intervention Supports (PBIS) will achieve a minimum score of 70% annually on the Schoolwide Evaluation Tool (SET) measuring implementation of Tier 1 schools.

Ninth Graders On Track to Complete A-G Coursework - There will be a minimum 10% reduction annually of the percentage of 9th grade students receiving D's or Fs' in University of California/California State University approved core courses. (Baseline data will be collected in January 2017 after Fall grades are submitted)

Long Term English Learner Intervention - A minimum of 50% of Long Term English Learner (LTEL) students will be reclassified annually as Fluent English Proficient (FEP) within one year following designated English language development utilizing English 3D State Board approved instructional materials designed to target LTEL students. (Baseline data will be collected following the close of the District reclassification period in March 2017)

Number of Schools Participating in Trauma Informed Schools Professional Development - A minimum of 2 schools will be added annually to participate in Trauma Informed Care professional development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to develop a Positive Behavioral Intervention and Support (PBIS) system.	LEA Wide/All Schools. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fund 01 - Unrestricted Certificated Salaries \$18,000.00 Classified Salaries \$115,000.00 Benefits \$39,000.00 Books and Supplies \$35,000.00 Services and other operating expenditures \$81,000.00

<p>3.2 Expand socio-emotional counseling services throughout the District. Additional counselor at each of three comprehensive high schools and additional mental health clinician to support elementary sites.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$240,000 Classified Salaries - \$120,000 Benefits - \$90,000</p>
<p>3.3 Expand trauma informed professional development and services at school sites.</p>	<p>Schools: Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$17,000 Benefits - \$2,000</p>
<p>3.4 High School counselors will create an individualized learning plan for all foster and homeless youth to ensure they are on track for graduation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>3.5 Provide materials for implementation of California English Language Development Test (CELDT) boot camp at all sites prior to CELDT testing to improve results.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$22,000</p>
<p>3.6 Continue specific high school placement protocol for English learner students to ensure they are placed in appropriate classes to graduate a-g eligible.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$2,000 Benefits - \$200</p>
<p>3.7 Provide specialized English Language Development instruction targeted at long term EL students in grades 4 - 8 utilizing State Board Approved Program 5 materials, English 3D, in order to target students scoring in the Intermediate/Early Advanced proficiency level.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$80,000 Certificated salaries - \$10,000 Benefits - \$2,000</p>

<p>3.8 Provide training and distribute revised protocol to reclassify Special Education Long Term English Learner students using alternative methods.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>3.9 Designate 5% of each sites' supplemental/concentration funds to be dedicated to PBIS related expenditures.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$44,000 Certificated salaries - \$39,000 Benefits - \$5,000</p>
<p>3.10 Continue to support PBIS as schools progress in their implementation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Classified Salaries - \$160,000 Benefits - \$24,000</p>

<p>3.11 Elementary and Secondary Education to work with RTI Task Force to develop a plan for a district-wide RTI system.3.11 Elementary and Secondary Education to work with RTI Task Force to develop a plan for a district-wide RTI system.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>3.12 Maintain PBIS Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to further develop and expand PBIS through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>3.13 Maintain RTI Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to develop, articulate and implement RTI systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension Rate - There will be a minimum 10% reduction in the rate of suspension annually for all students and 15% for African-American students and each unduplicated student group.</p> <p>Expulsion Rate - There will be a minimum 10% reduction in the rate of expulsion annually for all students and 15% for African-American students and each unduplicated student group.</p> <p>Smarter Balance Math Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group.</p>
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Smarter Balance English Language Arts Performance - Percent Meeting/Exceeding Standards - There will be a minimum 5% growth annually in the number of students who meet or exceed standards for all students and 7% for each unduplicated count student group.

Completed A-G Coursework Rate - There will be a minimum 5 percentage points growth annually in the percent of students who complete University of California/California State University approved course requirements and 7 percentage points for each unduplicated count student group.

CTE Pathway Completion Rate - There will be a minimum 5 percentage points growth annually in percentage of students completing 1 or more Career Technical Education (CTE) pathways. (Goal for 2016-17 - 35% based on most recent LCFF Detailed Snapshot)

Share of English Learners who Reach English Proficiency - There will be a minimum of 3 percentage points growth annually in number of English learner students reaching English language proficiency as measured by performance on the California English Language Development Test (CELDT).

English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on CELDT performance and meeting additional reclassification criterion.

Advanced Placement Exams Passing Rate - There will be a minimum 5 percentage points growth annually in the percent of students who pass attempted Advanced Placement (AP) exams for all students and 10 percentage points for each unduplicated count student group.

Early Assessment Program (College Readiness) - Math - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group.

Early Assessment Program (College Readiness) - English Language Arts - There will be a minimum 5 percentage points growth annually in the percent of students who are college ready for all students and 7 percentage points for each unduplicated count student group.

Effectiveness of Positive Behavior Intervention Supports - 80% of all schools participating in Positive Behavior Intervention Supports (PBIS) will achieve a minimum score of 70% annually on the Schoolwide Evaluation Tool (SET) measuring implementation of Tier 1 schools.

Ninth Graders On Track to Complete A-G Coursework - There will be a minimum 10% reduction annually of the percentage of 9th grade students receiving D's or Fs' in University of California/California State University approved core courses. (Baseline data will be collected in January 2017 after Fall grades are submitted)

Long Term English Learner Intervention - A minimum of 50% of Long Term English Learner (LTEL) students will be reclassified annually as Fluent English Proficient (FEP) within one year following designated English language development utilizing English 3D State Board approved instructional materials designed to target LTEL students. (Baseline data will be collected following the close of the District reclassification period in March 2017)

Number of Schools Participating in Trauma Informed Schools Professional Development - A minimum of 2 schools will be added annually to participate in Trauma Informed Care professional development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Continue to develop a Positive Behavioral Intervention and Support (PBIS) system.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries \$18,000.00 Classified Salaries \$115,000.00 Benefits \$39,000.00 Books and Supplies \$35,000.00 Services and other operating expenditures \$81,000.00</p>

<p>3.2 Expand socio-emotional counseling services throughout the District.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$240,000 Classified Salaries - \$120,000 Benefits - \$90,000</p>
<p>3.3 Expand trauma informed professional development and services at school sites.</p>	<p>Schools: Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$17,000 Benefits - \$2,000</p>
<p>3.4 High School counselors will create an individualized learning plan for all foster and homeless youth to ensure they are on track for graduation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>3.5 Provide materials for implementation of California English Language Development Test (CELDT) boot camp at all sites prior to CELDT testing to improve results.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$22,000</p>
<p>3.6 Continue specific high school placement protocol for English learner students to ensure they are placed in appropriate classes to graduate a-g eligible.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Certificated Salaries - \$2,000 Benefits - \$200</p>
<p>3.7 Provide specialized English Language Development instruction targeted at long term EL students in grades 4 - 8 utilizing State Board Approved Program 5 materials, English 3D, in order to target students scoring in the Intermediate/Early Advanced proficiency level.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$80,000 Certificated salaries - \$10,000 Benefits - \$2,000</p>

<p>3.8 Provide training and distribute revised protocol to reclassify Special Education Long Term English Learner students using alternative methods.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost.</p>
<p>3.9 Designate 5% of each sites' supplemental/concentration funds to be dedicated to PBIS related expenditures.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Books and supplies - \$44,000 Certificated salaries - \$39,000 Benefits - \$5,000</p>
<p>3.10 Continue to support PBIS as schools progress in their implementation.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 Unrestricted Classified Salaries - \$160,000 Benefits - \$24,000</p>

<p>3.11 Elementary and Secondary Education to work with RTI Task Force to develop a plan for a district-wide RTI system.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>3.12 Maintain PBIS Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to further develop and expand PBIS through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>3.13 Maintain RTI Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to develop, articulate and implement RTI systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

GOAL:	4. Execute high quality instructional programs and provide educational options to ensure every student graduates and is college and career ready		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	<p>All students need instruction provided by highly qualified professionals, well-versed in Common Core State Standards and high-yield instructional practices. Students receive premiere instruction at all grade levels in all content areas. <i>Data sets: 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, UC/CSU eligibility rates, CTE pathway completion, CELDT results, English Learner reclassification rates, Advanced Placement (AP) test results, Early Assessment Program results (EAP), District survey results.</i></p> <p>All students need educational options that meet their unique needs and interests. Students participate in courses that prepare them for college and/or career. <i>Data sets: school attendance rates, chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, course availability at all secondary sites, Early Assessment Program results (EAP), District survey results.</i></p>		
Goal Applies to:	Schools:	LEA Wide/All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Career Technical Education (CTE) Course Enrollment - There will be a minimum 10% growth annually in the number of students enrolled in Career Technical Education courses. (2016-17 Goal is 2,632 based on 2015-16 student enrollment in at least CTE course)</p> <p>AP and IB Course Enrollment - There will be a minimum 5% growth annually in the number of all students enrolled in Advanced Placement and International Baccalaureate courses and 10% for each unduplicated count student group. 2016-17 goals based on 2015-16 baseline data:</p> <ul style="list-style-type: none"> • All Students - 1,307 • English Learners - 5 • Foster Youth - 10 • Socio-economically Disadvantaged - 521 		

A-G Course Enrollment - There will be a minimum 5 percent growth annually in the number of 9th - 12th grade students enrolled in University of California/California State University (A - G) approved core courses. (2016-17 Goal is 98.8%)

Percentage of Teachers Attending One or More Common Core Standards Based Professional Development Event in English Language Arts/Math - There will be a minimum 5% growth annually in the number of teachers attending one or more CCSS language arts and mathematics professional development events. (2016-17 Goal is 32%)

Percentage of Teachers Attending One or More English Language Development (ELD) Standards Based Professional Development Events - There will be a minimum 5% growth annually in the number of teachers attending one or more ELD Standards based professional development events. (2016-17 Goal is 13%)

Measurement of Assessment Progress (MAP) Math Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP math skills based assessments. (Baseline data will be established in 2016-17)

Measurement of Assessment Progress (MAP) English Language Arts (ELA) Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP ELA skills based assessments. (Baseline data will be established in 2016-17)

Technology Learning Devices to Student Ratio - There will be a minimum of 10% growth annually in the number of school sites that provide technology learning devices for every student until all schools provide a 1:1 learning environment. (2016-17 Goal is 61%)

Implementation of Teach 4 Success Instructional Strategies - There will be a minimum 10% growth annually in the number of Level 2 or above Academic Conversations and Depth of Knowledge (DOK) level 3 or above learning activities observed during instructional sweeps each Fall and Spring. 2016-17 goals:

- Level 2 or 3 Academic Conversations - 43%
- Level 3 or Above DOK Learning Activities - 6%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>4.1 Continue to host as well as attend in-state and out of state teacher recruitment fairs, and enlist teachers and site administrators to assist with the recruitment process.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$60,000</p>
<p>4.2 Implement year two of the Support Provider, New Teacher Program for Provisional Intern Permit (PIP) holders and Short Term Intern Permit (STIP) holders and continue BTSA induction program.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$82,000 Benefits - \$12,000 Services and other operating expenditures - \$6,000</p>
<p>4.3 Implement new State Board approved Common Core aligned mathematics instructional materials for kindergarten through fifth grade.</p>	<p>LEA Wide/All Schools. Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Certificated Salaries - \$153,000 Benefits - \$22,000</p>

<p>4.4 Provide ongoing professional development, coaching, and modeling of effective teaching strategies to facilitate student learning.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$480,000 Benefits - \$129,000 Fund 01 - Restricted Certificated Salaries - \$240,000 Benefits - \$65,000</p>
<p>4.5 Provide professional development to support the implementation of Common Core standards.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$340,000 Benefits - \$85,000</p>

<p>4.6 Designate 10% of each sites' discretionary funds to provide Common Core aligned professional development.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$180,000.00 Benefits - \$27,000 Other operating expenditures - \$33,000</p>
<p>4.7 Establish and facilitate a curriculum council for determining the addition of new courses and the deletion of obsolete courses.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.8 Designate 5% of each sites' discretionary funds to be dedicated to the implementation of Next Generation Science Standards.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and supplies - \$120,000</p>

<p>4.9 Implement a district-wide assessment system for all grade levels in reading and mathematics utilizing the Northwest Evaluation Association’s (NWEA) Measure of Academic Progress (MAP) system.</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted</p> <p>Services and other operating expenditures - \$315,000</p>
<p>4.10 Designate assessment program managers at each school site to provide professional development and implementation support of the district-wide assessment system</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted</p> <p>Certified salaries - \$122,000</p> <p>Benefits - \$18,000</p>
<p>4.11 Expand the District operated Preschool program to include 6 additional classrooms, to be housed at the Mary Bird Early Childhood Education Center, Public Safety Academy, Fairfield-Suisun Adult School and Oakbrook Elementary.</p>	<p>Mary Bird Early Childhood Education Center, Public Safety Academy</p> <p>Grades: Preschool</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted</p> <p>Certified salaries - \$122,000</p> <p>Benefits - \$18,000</p>
<p>4.12 Partner each State Preschool program classroom with special education staff to offer inclusive placements for preschoolers with special education services.</p>	<p>Preschool Programs</p> <p>Grades: Preschool</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted</p> <p>Classified Salaries - \$6,000</p> <p>Benefits - \$1,000</p>

<p>4.13 Develop an early learning collaborative community to include preschool and transitional kindergarten teachers to develop and articulate the continuum of student outcomes for preschool and transitional kindergarten with a focus on identifying areas for additional service for unduplicated students.</p>	<p>LEA Wide/All Schools. Grades: TK, Preschool</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Certificated salaries - \$4,000 Benefits - \$1,000</p>
<p>4.14 Provide research based professional development, including coaching, modeling and collaborative lesson development focused on rigorous academic conversations and integrated/designated English Language Development to grade span teacher cohorts in non Title I schools.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$80,000 Fund 01 - Unrestricted Certificated Salaries - \$30,000 Benefits - \$5,000</p>

<p>4.15 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to specific grade levels of teachers at Title I schools with significant English learner populations.</p>	<p>Title I Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$240,000 Certificated salaries - \$80,000 Benefits - \$12,000</p>
<p>4.16 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to ELD teachers at secondary sites.</p>	<p>Secondary schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$90,000 Fund 01 - Unrestricted Certificated salaries - \$30,000 Benefits - \$5,000</p>

<p>4.17 Provide professional development and ongoing coaching to support the implementation of English 3D as specialized English Language Development (ELD) instruction to identified Long Term English Learners in grades four through eight.</p>	<p>LEA Wide/All Schools Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$10,000 Certified salaries - \$5,000 Benefits - \$2,000</p>
<p>4.18 Continue to provide intensive coaching for teachers to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>
<p>4.19 Continue to provide intensive professional development to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>

<p>4.20 Moving toward 1:1 student devices at each site, increase student devices by a minimum of 10%.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$1,300,000 Services and other operating expenditures - \$100,000</p>
<p>4.21 Maintain Teach for Success Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to continue training and expectation of teach for success high yield instructional practices through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.22 Maintain Technology Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve technology as it relates to high quality instructional use through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>4.23 Maintain Assessment Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve assessment processes and systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.24 Maintain Writing Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve writing instruction through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Career Technical Education (CTE) Course Enrollment - There will be a minimum 10% growth annually in the number of students enrolled in Career Technical Education courses.</p> <p>AP and IB Course Enrollment - There will be a minimum 5% growth annually in the number of all students enrolled in Advanced Placement and International Baccalaureate courses and 10% for each unduplicated count student group.</p> <p>A-G Course Enrollment - There will be a minimum 5 percent growth annually in the number of 9th - 12th grade students enrolled in University of California/California State University (A - G) approved core courses.</p> <p>Percentage of Teachers Attending One or More Common Core Standards Based Professional Development Event in English Language Arts/Math - There will be a minimum 5% growth annually in the number of teachers attending one or more CCSS language arts and mathematics professional development events.</p> <p>Percentage of Teachers Attending One or More English Language Development (ELD) Standards Based Professional Development Events - There will be a minimum 5% growth annually in the number of teachers attending one or more ELD Standards based professional development events.</p> <p>Measurement of Assessment Progress (MAP) Math Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP math skills based assessments. (Baseline data will be established in 2016-17)</p> <p>Measurement of Assessment Progress (MAP) English Language Arts (ELA) Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP ELA skills based assessments. (Baseline data will be established in 2016-17)</p> <p>Technology Learning Devices to Student Ratio - There will be a minimum of 10% growth annually in the number of school sites that provide technology learning devices for every student until all schools provide a 1:1 learning environment.</p> <p>Implementation of Teach 4 Success Instructional Strategies - There will be a minimum 10% growth annually in the number of Level 2 or above Academic Conversations and Depth of Knowledge (DOK) level 3 or above learning activities observed during instructional sweeps each Fall and Spring.</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>4.1 Continue to host as well as attend in-state and out of state teacher recruitment fairs, and enlist teachers and site administrators to assist with the recruitment process.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$60,000</p>
<p>4.2 Continue the Support Provider, New Teacher Program for Provisional Intern Permit (PIP) holders and Short Term Intern Permit (STIP) holders and continue BTSA induction program.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$82,000 Benefits - \$12,000 Services and other operating expenditures - \$6,000</p>
<p>4.3 Continue focus on State Board approved Common Core aligned mathematics instructional materials for kindergarten through fifth grade.</p>	<p>LEA Wide/All Schools. Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Certificated Salaries - \$153,000 Benefits - \$22,000</p>

<p>4.4 Provide ongoing professional development, coaching, and modeling of effective teaching strategies to facilitate student learning.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$480,000 Benefits - \$129,000 Fund 01 - Restricted Certificated Salaries - \$240,000 Benefits - \$65,000</p>
<p>4.5 Provide professional development to support the implementation of Common Core standards.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$340,000 Benefits - \$85,000</p>
<p>4.6 Designate 10% of each sites' discretionary funds to provide Common Core aligned professional development.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$180,000.00 Benefits - \$27,000 Other operating expenditures - \$33,000</p>

<p>4.7 Continue to facilitate a curriculum council for determining the addition of new courses and the deletion of obsolete courses.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.8 Designate 5% of each sites' discretionary funds to be dedicated to the implementation of Next Generation Science Standards.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and supplies - \$120,000</p>
<p>4.9 Continue the district-wide assessment system for all grade levels in reading and mathematics utilizing the Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) system.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$315,000</p>

<p>4.10 Continue assessment program managers at each school site to provide professional development and implementation support of the district-wide assessment system</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated salaries - \$122,000 Benefits - \$18,000</p>
<p>4.11 Continue the District operated Preschool program that includes 6 additional classrooms, housed at the Mary Bird Early Childhood Education Center, Public Safety Academy, Fairfield-Suisun Adult School and Oakbrook Elementary.</p>	<p>Mary Bird Early Early Childhood Education Center, Public Safety Academy Grades: Preschool</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Fund 12 - Restricted Certificated Salaries - \$70,000 Benefits - \$18,000</p>
<p>4.12 Partner each State Preschool program classroom with special education staff to offer inclusive placements for preschoolers with special education services.</p>	<p>Preschool Programs Grades: Preschool</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Classified Salaries - \$6,000 Benefits - \$1,000</p>

<p>4.13 Continue the early learning collaborative community that includes preschool and transitional kindergarten teachers to continue to develop and articulate the continuum of student outcomes for preschool and transitional kindergarten with a focus on identifying areas for additional service for unduplicated students.</p>	<p>LEA Wide/All Schools. Grades: TK, Preschool</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Certificated salaries - \$4,000 Benefits - \$1,000</p>
<p>4.14 Provide research based professional development, including coaching, modeling and collaborative lesson development focused on rigorous academic conversations and integrated/designated English Language Development to grade span teacher cohorts in non Title I schools.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$80,000 Fund 01 - Unrestricted Certificated Salaries - \$30,000 Benefits - \$5,000</p>

<p>4.15 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to specific grade levels of teachers at Title I schools with significant English learner populations.</p>	<p>Title I Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$240,000 Certificated salaries - \$80,000 Benefits - \$12,000</p>
<p>4.16 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to ELD teachers at secondary sites.</p>	<p>Secondary schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$90,000 Fund 01 - Unrestricted Certificated salaries - \$30,000 Benefits - \$5,000</p>

<p>4.17 Provide professional development and ongoing coaching to support the implementation of English 3D as specialized English Language Development (ELD) instruction to identified Long Term English Learners in grades four through eight.</p>	<p>LEA Wide/All Schools Grades: 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$10,000 Certificated salaries - \$5,000 Benefits - \$2,000</p>
<p>4.18 Continue to provide intensive coaching for teachers to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>
<p>4.19 Continue to provide intensive professional development to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>

<p>4.20 Moving toward 1:1 student devices at each site, increase student devices by a minimum of 10%.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$1,300,000 Services and other operating expenditures - \$100,000</p>
<p>4.21 Maintain Teach for Success Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to continue training and expectation of teach for success high yield instructional practices through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.22 Maintain Technology Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve technology as it relates to high quality instructional use through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>

<p>4.23 Maintain Assessment Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve assessment processes and systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.24 Maintain Writing Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve writing instruction through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Career Technical Education (CTE) Course Enrollment - There will be a minimum 10% growth annually in the number of students enrolled in Career Technical Education courses.</p> <p>AP and IB Course Enrollment - There will be a minimum 5% growth annually in the number of all students enrolled in Advanced Placement and International Baccalaureate courses and 10% for each unduplicated count student group.</p> <p>A-G Course Enrollment - There will be a minimum 5 percent growth annually in the number of 9th - 12th grade students enrolled in University of California/California State University (A - G) approved core courses.</p> <p>Percentage of Teachers Attending One or More Common Core Standards Based Professional Development Event in English Language Arts/Math - There will be a minimum 5% growth annually in the number of teachers attending one or more CCSS language arts and mathematics professional development events.</p> <p>Percentage of Teachers Attending One or More English Language Development (ELD) Standards Based Professional Development Events - There will be a minimum 5% growth annually in the number of teachers attending one or more ELD Standards based professional development events.</p> <p>Measurement of Assessment Progress (MAP) Math Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP math skills based assessments.</p> <p>Measurement of Assessment Progress (MAP) English Language Arts (ELA) Skills Based Assessments - There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP ELA skills based assessments. (Baseline data will be established in 2016-17)</p> <p>Technology Learning Devices to Student Ratio - There will be a minimum of 10% growth annually in the number of school sites that provide technology learning devices for every student until all schools provide a 1:1 learning environment.</p> <p>Implementation of Teach 4 Success Instructional Strategies - There will be a minimum 10% growth annually in the number of Level 2 or above Academic Conversations and Depth of Knowledge (DOK) level 3 or above learning activities observed during instructional sweeps each Fall and Spring.</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>4.1 Continue to host as well as attend in-state and out of state teacher recruitment fairs, and enlist teachers and site administrators to assist with the recruitment process.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$60,000</p>
<p>4.2 Continue the Support Provider, New Teacher Program for Provisional Intern Permit (PIP) holders and Short Term Intern Permit (STIP) holders and continue BTSA induction program.</p>	<p>LEA Wide/All Schools. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$82,000 Benefits - \$12,000 Services and other operating expenditures - \$6,000</p>
<p>4.3 Continue focus on State Board approved Common Core aligned mathematics instructional materials for kindergarten through fifth grade.</p>	<p>LEA Wide/All Schools. Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Certificated Salaries - \$153,000 Benefits - \$22,000</p>

<p>4.4 Provide ongoing professional development, coaching, and modeling of effective teaching strategies to facilitate student learning.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$480,000 Benefits - \$129,000 Fund 01 - Restricted Certificated Salaries - \$240,000 Benefits - \$65,000</p>
<p>4.5 Provide professional development to support the implementation of Common Core standards.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$340,000 Benefits - \$85,000</p>

<p>4.6 Designate 10% of each sites' discretionary funds to provide Common Core aligned professional development.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$180,000 Benefits - \$27,000 Other operating expenditures - \$33,000</p>
<p>4.7 Continue to facilitate a curriculum council for determining the addition of new courses and the deletion of obsolete courses.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost.</p>
<p>4.8 Designate 5% of each sites' discretionary funds to be dedicated to the implementation of Next Generation Science Standards.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and supplies - \$120,000</p>

<p>4.9 Continue the district-wide assessment system for all grade levels in reading and mathematics utilizing the Northwest Evaluation Association’s (NWEA) Measure of Academic Progress (MAP) system.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Services and other operating expenditures - \$315,000</p>
<p>4.10 Continue assessment program managers at each school site to provide professional development and implementation support of the district-wide assessment system</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated salaries - \$122,000 Benefits - \$18,000</p>
<p>4.11 Support the District operated Preschool program that includes 6 additional classrooms, housed at the Mary Bird Early Childhood Education Center, Public Safety Academy, Fairfield-Suisun Adult School and Oakbrook Elementary.</p>	<p>Mary Bird Early Early Childhood Education Center, Public Safety Academy Grades: Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 12 - Restricted Certificated Salaries - \$70,000 Benefits - \$18,000</p>
<p>4.12 Partner each State Preschool program classroom with special education staff to offer inclusive placements for preschoolers with special education services.</p>	<p>Preschool Programs Grades: Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Classified Salaries - \$6,000 Benefits - \$1,000</p>

<p>4.13 Continue the early learning collaborative community that includes preschool and transitional kindergarten teachers to continue to develop and articulate the continuum of student outcomes for preschool and transitional kindergarten with a focus on identifying areas for additional service for unduplicated students.</p>	<p>LEA Wide/All Schools. Grades: TK, Preschool</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Unrestricted Certificated salaries - \$4,000 Benefits - \$1,000</p>
<p>4.14 Provide research based professional development, including coaching, modeling and collaborative lesson development focused on rigorous academic conversations and integrated/designated English Language Development to grade span teacher cohorts in non Title I schools.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$80,000 Fund 01 - Unrestricted Certificated Salaries - \$30,000 Benefits - \$5,000</p>

<p>4.15 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to specific grade levels of teachers at Title I schools with significant English learner populations.</p>	<p>Title I Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$240,000 Certificated salaries - \$80,000 Benefits - \$12,000</p>
<p>4.16 Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to ELD teachers at secondary sites.</p>	<p>Secondary schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$90,000 Fund 01 - Unrestricted Certificated salaries - \$30,000 Benefits - \$5,000</p>

<p>4.17 Provide professional development and ongoing coaching to support the implementation of English 3D as specialized English Language Development (ELD) instruction to identified Long Term English Learners in grades four through eight.</p>	<p>LEA Wide/All Schools Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Restricted Services and other operating expenditures - \$10,000 Certified salaries - \$5,000 Benefits - \$2,000</p>
<p>4.18 Continue to provide intensive coaching for teachers to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>
<p>4.19 Continue to provide intensive professional development to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Certificated Salaries - \$604,000 Benefits - \$111,000</p>

<p>4.20 Moving toward 1:1 student devices at each site, increase student devices by a minimum of 10%.</p>	<p>LEA Wide/All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fund 01 - Unrestricted Books and Supplies - \$1,300,000 Services and other operating expenditures - \$100,000</p>
<p>4.21 Maintain Teach for Success Task Force (created January 2016), a group of site and central office administrators tasked with guiding sties in efforts to continue training and expectation of teach for success high yield instructional practices through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>4.22 Maintain Technology Task Force (created January 2016), a group of site and central office administraotrs tasked with guiding sites in efforts to improve technology as it relates to high quality instructional use through analyzing data, reviewing research and making recommendatins for implementation steps.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>

<p>4.23 Maintain Assessment Task Force (crated January 2016), a group of site and central office administrators tasked with guiding sites in effots to improve assessment processes and systems through analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</p>
<p>4.24 Maintain Writing Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve writing instruction thorough analyzing data, reviewing research and making recommendations for implementation steps.</p>	<p>LEA Wide/ All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost</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:	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 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide/ All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<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. 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>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none">• School Attendance: 95.00% - Outcome Not Met• Chronic Absenteeism: 12.04% - Outcome Met• Middle School Dropout: 9 - Outcome Not Met• High School Dropout rate: 5.9% - Outcome Met**• High School Graduation rate: 91.2% - Outcome Met• Pupil Suspension rate: 8.58% - Outcome Not Met• Pupil Expulsion rate: 0.21% - Outcome Met• District-wide days of suspension: 8,534 days - Outcome Met• Overall perception of Excellent/Good of FSUSD by parents and students on the School Effectiveness Survey: 72% - Outcome Met <p>** Previsouly reported as 1.9% for prior year, correct percentage for prior year should be 7.1%</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual 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 		Fund 01- Unrestricted Certificated stipends: \$549,700 Benefits: \$612,000 Materials and supplies: \$64,200 Services and other operating expenditures: \$329,400	<ul style="list-style-type: none"> • All sites had 5% of their overall site discretionary funding set aside for student engagement activities. These activities included opportunities such as Maker's Den and Girls on the Run and provided opportunities for students to engage outside of the school day. • Ninth grade athletics were not reinstated and will not occur during the 2015-16 school year; therefore, certificated salaries in the form of stipends were not expended, reducing the actual expenditures. Middle school sports was expanded to include 6th-8th grades in K-8 schools. • \$290,000 was budgeted to support transportation for high school athletics. *Actual expenditures do not match expected expenditures due in large part to a data entry error on the amount to be expended under benefits. This number should have been \$62,000, and was erroneously recorded.		Fund 01 - Unrestricted, Certificated salaries \$17,000.00 Classified salaries \$600.00 Benefits \$3,000.00 Materials and supplies \$18,600.00 Services and other operating expenses \$192,000.00 Total: \$231,200.00
Scope of service:	LEA Wide/All Schools Grades: All		Scope of service:	LEA Wide/ All Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to enhance the program to address student attendance and chronic absenteeism <ul style="list-style-type: none"> Maintain the eight (8) attendance liaison 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 engagements for getting to and from school. 		Fund 01 - Unrestricted Certified Salaries: \$195,000 Classified Salaries \$371,000 Benefits: \$205,000 Materials and Supplies: \$5,000 Services and other operating expenditures: \$6,500	<ul style="list-style-type: none"> Maintained 8 attendance liaisons and saw a reduction in chronic absenteeism of nearly 2 percentage points. Continued data analysis. Continued SARB mediation. Participated in countywide attendance campaigns and several students from FSUSD sites won prizes for their submissions. Continued walking school buses. 	Fund 01 - Unrestricted, Certificated Salaries \$198,000.00 Classified Salaries \$358,000.00 Benefits \$208,000.00 Services and other operating expenses \$3,500.00 Total: \$767,500.00	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/ All Schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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. Provide additional opportunities for ROP Early College High School partnership with Solano College, Fairfield 	<p>Fund 01 - Unrestricted</p> <p>Certificated salaries \$437,000.00</p> <p>Benefits \$56,000.00</p> <p>Fund 01 - Restricted</p> <p>Certificated Salaries \$163,200.00</p> <p>Benefits \$4,000.00</p> <p>Materials and supplies \$186,000.00</p> <p>Services and other operating expenditures \$31,600.00</p>	<ul style="list-style-type: none"> Funding was allocated to provide after school and weekend classes to target the interests of GATE students. All elementary sites received at least one week of dance instruction. ROP is currently not in place, it has been replaced by CTE courses. Two CTE teachers were added this year: one for Welding and one for Hospitality. Early College expanded to include 9th and 10th grades. Early College has 1:1 technology. <p>Fund 01 - Unrestricted,</p> <p>Certificated Salaries \$81,000.00</p> <p>Benefits \$13,000.00</p> <p>Materials and supplies \$5,000.00</p> <p>Total: \$99,000.00</p>

Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/ All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to develop and implement a program to provide alternatives to suspension <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) 		Fund 01 - Unrestricted Certificated salaries \$90,800 Benefits \$12,600 Services and other operating expenditures \$59,500	<ul style="list-style-type: none"> Alternative to suspension is available for students in grades 7-9 district-wide. Several sites have opted to hold community service as an alternative to suspension at their own sites instead of referring out. Data indicates a potential decrease in total days of suspension at participating sites. Professional development and PBIS implementation continued at 10 sites and an additional 12 sites began the work. Immediate effects not expected, as PBIS is a cultural change and sites are in the early implementation stage (years 1 and 2). Hired 1.0 FTE Coordinator of Positive Behavior and Intervention Support (PBIS) who assists with facilitation of PBIS work at each of the 22 sites, conducts Schoolwide Effectiveness Tool (SET) surveys and interviews. 	Fund 01 - Unrestricted, Certificated Salaries \$13,000.00 Classified Salaries \$114,000.00 Benefits \$39,000.00 Services and other operating expenditures \$81,000.00 Total: \$247,000.00	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/ All Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Enhance the quality and variety of school options <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 		Fund 01 - Unrestricted Certificated Salaries : \$2,346,000 Classified Salaries: \$600,000 Benefits: \$826,000	<ul style="list-style-type: none"> • All four current K-8 schools are fully developed, with Oakbrook adding 8th grade this year. Funding was allocated specifically to support K-8 sites. The Dover site will be opened in the 16-17 school year as a K-8. • All three sites are staffed at 25:1 pupil to staff ratio. • District monitors the implementation of the school programs. Additional administrative support was provided at Sem Yeto beginning in November, 2015. Additional CTE pathways at Sem Yeto and Sem Yeto Satellite High School are being developed. Sem Yeto received a mental health clinician. 	Fund 01 - Unrestricted, Certificated Salaries \$2,500,000.00 Classified salaries \$433,000.00 Benefits \$841,000.00 Services and other operating expenses \$60,000.00 Total: \$3,834,000.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/ All Schools Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

In reviewing the data in relation to the actions and services, it was determined that a clear linkage between individual actions/services and outcomes would be beneficial in future decisions regarding the efficacy of those actions/services. Changes will be made to each action/service for the 2016-2017 school year to provide a clearer link to a measurable outcome. Future measures will include data at the local level that can be gathered, disseminated and discussed during the ongoing LCAP cycle to better inform decision making.

Additional Annual Measurable Outcomes:

- There will be a minimum .25 percentage points growth annually for all students attendance rates.
- There will be a minimum .5 percentage points growth annually for Foster Youth's attendance rates.
- There will be a minimum .5 percentage points growth annually for English Learners attendance rates.
- There will be a minimum of 1 percentage point growth for Tolenas Elementary attendance rates.
- There will be a minimum .5 percentage points growth annually for Socio-economically disadvantaged students attendance rates.
- There will be a minimum 1 percentage points reduction for English Learners chronic absenteeism.
- There will be a minimum 3 percentage points reduction for Foster Youth chronic absenteeism.
- There will be a minimum 1 percentage points reduction for Socio-economically disadvantaged chronic absenteeism.
- There will be a minimum 1 percentage point growth annually for all students High School graduation rate.
- There will be a minimum 2 percentage point growth annually for Foster Youth/Homeless graduation rate.
- There will be a minimum 2 percentage point growth annually for English Learners High School graduation rate.
- There will be a minimum 2 percentage point growth annually for Socio-economically disadvantaged students High School graduation rate.
- Baseline data for the 2016-2017 Welcoming Schools Rubric will be collected.
- Average daily attendance rates will increase for a minimum of 50% of students who receive intervention from attendance liaisons.
- There will be a minimum 10% growth annually in the number of extra-curricular opportunities provided to students by all school sites.
- There will be a minimum 5% growth annually in the percentage of fifth grade students who score in the Healthy Fitness Zone on the Body Composition and Aerobic Capacity subtests in the annual Physical

Fitness Tests (PFT).

Discontinue the use of sub-bullets within each action/service. Those were annual updates from the prior year and not intended to be stand alone action items. Progress on the actions/services delineated within each goal in the annual update will continue to offer this level of detail, however, for future versions and ease of use, these sub-bullets will be eliminated. Additional actions/services will be added, with an effort to more clearly articulate the District's specific plans.

Actions/services will be enumerated in future plans for ease of use.

Change "Provide opportunities for co/extracurricular activities for students" and expand into the following actions:

- Designate 5% of each sites discretionary funds to be dedicated to student engagement related activities and expenditures. (1.1)
- Implement the fully restored contractual release time through credentialed specialists to provide students access to arts, music and physical education taught by credentialed specialists on a weekly basis. (1.2)

Change "Continue to enhance the program to address student attendance and chronic absenteeism" and expand into the following actions/services:

- Re-instate home to school routes for Tolenas Elementary School in order to provide a safe transportation alternative for students. (1.3)
- Maintain attendance liaison program and change job duties to re-focus the work to specifically address foster youth attendance, graduation rates and school connectivity along with continuing to serve chronically absent students. (1.4)

Change "Continue to provide more opportunities for students to access courses which align with their interests" and expand to the following actions/services:

- Expand CTE opportunities at the secondary level. (1.5)
- Continue to expand and support K-8 thematic based schools. (1.6)

Eliminate: "Continue to develop and implement a program to provide alternatives to suspension" and address in Goal #3 regarding PBIS.

Eliminate "Enhance the quality and variety of school options."

In order to provide welcoming school environments for students, additional actions are needed in the areas of foster youth awareness and accommodations for their needs, ensuring access to fast connectivity and technological services and a general commitment to exploring additional needs around customer service. These needs are reflected in the actions below.

Add:

	<ul style="list-style-type: none"> • Implement revised Administrative Regulation 5116.1 in order to provide siblings of foster youth higher priority to attend school of preference (that sibling is already attending) through the open enrollment program. (1.7) • "Complete deferred maintenance projects and critical needs to maintain physical plant integrity" from Goal #5. (1.8) • Provide mandatory training to all clerical staff (school sites and central office) on rules and regulations regarding enrollment procedures for foster youth and homeless students and completing Home Language Surveys to accurately identify EL students. (1.9) • Upgrade network infrastructure to increase Internet bandwidth from 350 Kbps per student to 700 Kbps per student. (1.10) • Increase quality and speed of technology service. (1.11) • Maintain Customer Service Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve customer service through analyzing data, reviewing research and making recommendations for implementation steps. (1.12) • Maintain Attendance Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve overall attendance rates through analyzing data, reviewing research and making recommendations for implementation steps. (1.13)
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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 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA Wide/All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<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. The intent of our efforts is to seek parent input for the purpose of making decision for the district and the school sites.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Efforts to seek parent input: 14.5 - Outcome Met</p> <p>Promotion of parental participation: 14.7 - Outcome Met</p> <p>FSUSD currently developing plans to measure parental participation for individuals with exceptional needs.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 	<p>Fund 01 — Unrestricted Certificated salaries \$230,500.00 Classified salaries \$14,300.00 Benefits \$28,000.00 Materials and supplies \$72,000.00</p>	<ul style="list-style-type: none"> • Expansion at Sullivan Interagency Youth Service Center includes: <ul style="list-style-type: none"> ◦ Juvenile Probation relocation ◦ Mentally Ill Offenders Crime Reduction planning meeting ◦ Relocation of entire Children's Nurturing Project organization ◦ Housing 8 Attendance Liaisons ◦ Long term Independent Study Program ◦ Fully operational food and clothing pantry ◦ Police Department's Diversion 	<p>Fund 01 - Unrestricted, Certificated Salaries \$397,000.00 Benefits \$93,000.00 Materials and supplies \$14,000.00 Services and other operating expenses \$47,000.00</p>

	<p>Services and other operating expenditures \$80,500.00</p> <p>Fund 01 —Restricted Certificated salaries \$6,700.00</p> <p>Classified salaries \$115,000.00</p> <p>Benefits \$18,600.00</p> <p>Materials and supplies \$12,200.00</p> <p>Services and other operating expenditures \$36,700.00</p> <p>Total: \$614,500.00</p>	<p>hearings</p> <ul style="list-style-type: none"> ◦ School Climate Committee meetings ◦ Home base for PBIS ◦ Whirlpool grant supplying washer and dryer use for families. <ul style="list-style-type: none"> • Established and maintained Executive Director of Administrative Services and Community engagement position. • Surveys of community and stakeholder groups included: <ul style="list-style-type: none"> ◦ Parent Engagement Survey ◦ Effective School Survey taken by students, parents and staff ◦ California Healthy Kids survey taken by students, parents and staff ◦ Facility Master Plan Survey taken by stakeholders and the community at large 	<p>Total: \$551,000.00</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>	<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<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 Engagement • Maintain district translator and translators for Special Education Services 	<p>Fund 01 Unrestricted Certificated salaries \$157,000.00</p> <p>Classified salaries \$153,000.00</p> <p>Benefits \$84,600.00</p> <p>Total: \$394,600.00</p>	<ul style="list-style-type: none"> • Position was maintained, see details of work in previous action • A parent LCAP university was initiated to provide parents with first hand knowledge on priority areas of the LCAP. Parents met 5 times throughout the school year and were able to increase their knowledge about the following topics, which allowed them to better support their children at home: <ul style="list-style-type: none"> ◦ November 18, 2015 - Attendance ◦ January 13, 2016 - Parent Engagement ◦ February 10, 2016 - Common Core ◦ March 9, 2016 - Behavior ◦ April 13, 2016 - Technology • Hired an additional 1.0 FTE district-wide translator to support sites with translation of documents, newsletters, Site Council agendas, etc. Developed and communicated a protocol to support sites with translation services. An increase in translation district-wide occurred this year, getting more materials to families in their home language as well as an increase in the ability to offer translation at parent engagement activities. 	<p>Fund 01 - Unrestricted, Certificated salaries \$166,000.00</p> <p>Classified salaries \$239,000.00</p> <p>Benefits \$113,000.00</p> <p>Total: \$518,000.00</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>	<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district <ul style="list-style-type: none"> Maintain an Executive Director of Administrative Services and Community Engagement Administer a District-wide Effectiveness Survey 		Fund 01 — Unrestricted salaries \$157,000.00 Benefits \$24,000.00 Total: \$181,000.00	<ul style="list-style-type: none"> Position maintained, see detailed list of activities in previous action Effectiveness Survey recently completed and data collection underway (March 1) 	Fund 01 - Unrestricted \$0.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<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 iPad App. 		<p>Fund 01 — Unrestricted Classified salaries \$53,000.00</p> <p>Benefits \$24,000.00</p> <p>Fund 01 —Restricted Classified salaries \$23,000.00</p> <p>Benefits \$8,900.00</p> <p>Total: \$108,900.00</p>	<ul style="list-style-type: none"> Maintained the current staffing of Bilingual Community Liaisons at two schools, and the District is recommending the addition of 5 community liaison positions for the 2016-17 school year. Each site was provided an iPad with the Language Line app as well as a site license. We purchased \$10,000 worth of minutes/license last year and are already up to close to \$20,000 this year. Schools are inquiring about purchasing additional licenses on their own 	<p>Fund 01 - Unrestricted, Classified Salaries \$77,000.00</p> <p>Benefits \$28,000.00</p> <p>Fund 01 - Restricted, Services and other operating expenses \$3,000.00</p> <p>Total: \$108,000.00</p>	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<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 		<p>Fund 01 Unrestricted Cert salaries \$2,500.00</p>	<ul style="list-style-type: none"> Ongoing meetings with District English Learner Advisory Committee to determine services we need to provide for English Learners. 	<p>Fund 01 - Unrestricted, Services and other operating expenditures</p>	

<ul style="list-style-type: none"> • 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 	<p>Classified salaries \$6,800.00</p> <p>Benefits \$1,900.00</p> <p>Materials and supplies \$59,000.00</p> <p>Services and other operating expenditures \$34,600.00</p> <p>Fund 01 —Restricted Certificated salaries \$6,900.00</p> <p>Classified salaries \$8,900.00</p> <p>Benefits \$2,400.00</p> <p>Materials and supplies \$12,200.00</p> <p>Services and other operating expenditures \$36,700.00</p> <p>Total: \$171,900.00</p>	<ul style="list-style-type: none"> • Ongoing meetings with ELAC committees to gather information and determine actions needed for English Learners. • Ongoing meetings with Voces Unidas to discuss needs and concerns. • ESL classes offered at 4 different sites provided services to 864 students. • GED classes were held at the Adult School and served 1136 students. 	<p>\$500.00</p> <p>Fund 01 - Restricted \$0.00</p> <p>Total: \$500.00</p>
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Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a collaborative process with stakeholder groups specific to Foster Youth <ul style="list-style-type: none"> Members of Student Services attend the bi-monthly District Educational Liaison (DEL) meetings with County Foster Youth Services and neighboring districts. Members of Student Services serve on the quarterly Foster Youth Educational Planning (FYEP) meetings Research additional ways to support Foster Youth 		Fund 01 — Unrestricted Certificated salaries \$120,000.00 \$32,600.00 Total: \$152,600.00	<ul style="list-style-type: none"> Members of Student Services continued to attend the bimonthly District Educational Liaison (DEL) meetings with County Foster Youth Services and neighboring districts. Members of Student Services continued to serve on the quarterly Foster Youth Educational Planning (FYEP) meetings. Members of Ed Services and Student Services met with a small group of site administrators to discuss potential plans to address the needs of Foster Youth. Members of Ed Services and Student services met with representatives from Court Appointed Special Advocates (CASA) to discuss potential services to support foster youth. Providing staff that can help navigate the school system for foster youth was recommended by both committees and plans are underway to determine which staff would best be able to connect foster youth to the resources available within the school system. 		Fund 01 - Unrestricted, Certificated salaries \$119,000.00 Benefits \$29,000.00 Total: \$148,000.00

Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<p>In reviewing the data in relation to the actions and services, it was determined that a clear linkage between individual actions/services and outcomes would be beneficial in future decisions regarding the efficacy of those actions/services. Changes will be made to each action/service for the 2016-2017 school year to provide a clearer link to a measurable outcome. Future measures will include data at the local level that can be gathered, disseminated and discussed during the ongoing LCAP cycle to better inform decision making.</p> <p>Additional Annual Measurable Outcomes:</p> <p>It was determined that the data collection methodology utilized for the metric “Efforts to seek parent input and decision making” was not sufficient in determining actual efforts attempted. Data will be collected moving forward in relation to the School Effectiveness Survey and disaggregated by student demographics. The new Annual Measurable Outcome will be:</p> <ul style="list-style-type: none"> • There will be a minimum 5% growth annually in number of parents of unduplicated count students that complete the School Effectiveness Surveys. • Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night. <p>Additionally, community partnerships will also be measured. The following will be annual measurable outcomes related to community partnerships:</p> <ul style="list-style-type: none"> • There will be a minimum 10% growth annually in number of community based partnerships with FSUSD schools. • Every district and site level FSUSD administrator will attend at least two community events annually. <p>Changes to Actions and Services:</p> <p>Discontinue the use of sub-bullets within each action/service. Those were annual updates from the prior year and</p>				

not intended to be stand alone action items. Progress on the actions/services delineated within each goal in the annual update will continue to offer this level of detail, however, for future versions, these sub-bullets will be eliminated. Additional actions/services will be added, with an effort to more clearly articulate the District's specific plans.

Actions and services will be enumerated in future versions of the LCAP for ease of use.

Change "Continue to develop and implement a plan to improve community and parent engagement" and expand to:

- Each school site will provide a minimum of 4 parent engagement activities throughout the school year. (2.1)
- Implement LCAP Parent University workshop series to provide parents with interactive opportunities to learn about specific goals/actions in the LCAP. (2.2)
- Provide non-academic community engagement activities such as Trunk-or-Treat and Back to School Resource Fair. (2.3)

Change "Continue to develop and implement a plan for increased parent and community communication" to:

- Utilize a variety of 21st century communication tools such as texting and social media to inform the community of events and celebrations. (2.4)

Change "Continue to develop a plan to provide Spanish bilingual support staff at school sites with high concentrations of Spanish speaking parents and students, English Learners, and/or Reclassified Fluent English Proficient to increase the level of stakeholder satisfaction with service provided across the district" and expand to:

- Recruit, hire, train and deploy 5 FTE additional bilingual community liaisons at sites with high percentages of Spanish speaking families to provide access to community resources and additional translation/interpretation. (2.5)
- Provide additional Language Line site licenses to increase access to face to face interpreters for a variety of second language speaking families. (2.6)
- Recruit, hire and train interpreters/translators of languages other than Spanish. (2.7)

Change "Continue to promote parental and community participation in programs for English Learners" to:

- Provide English as a Second Language (ESL) classes for second language parents at designated school sites to increase their ability to support students at home. (2.8)
- Hold Parent Leader Training Institute (PLTI) for Spanish speaking parents. (2.9)

Change "Develop a collaborative process with stakeholder groups specific to Foster Youth" to:

- Establish a formally developed group and meet on a quarterly basis with foster parents/community

	<p>members to continue to refine and improve services for Foster Youth. (2.10)</p> <p>In order to further engage parent and community partners, FSUSD is committed to continuing to explore options for engagement and working to meet with parents and advocacy groups regarding their needs. This commitment is reflected in the additional actions below.</p> <p>Add:</p> <ul style="list-style-type: none"> • Provide mandatory training to all site administrators on establishing and facilitating School Site Councils (SSCs) and English Learner Advisory Councils (ELACs) and ensure that all sites hold a training on roles and responsibilities for members (2.11) • The Superintendent and District staff will meet with parent leadership and advocacy groups to discuss LCAP recommendations and implementation (2.12) • Designate 5% of each sites discretionary funds to be dedicated to parent engagement and community engagement related activities and expenditures. (2.13) • Maintain Parent Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand parent engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps. (2.14) • Maintain Community Engagement Task Force (created in January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve and expand community engagement opportunities through analyzing data, reviewing research and making recommendations for implementation steps. (2.15)
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Original Goal from prior year LCAP:	Refine and expand targeted intervention and supports for students' academic, health, and social-emotional development.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local:				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>LEA Wide/All Schools</td> </tr> <tr> <td>Grades:</td> <td>All</td> </tr> </table>	Schools:	LEA Wide/All Schools	Grades:	All	
Schools:	LEA Wide/All Schools					
Grades:	All					
	Applicable Pupil Subgroups:	All				

<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. 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>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • CAASP ELA: 43% met or exceeded standard, CAASP Math: 30% met or exceeded (Baseline data) • Academic Performance Index (API) - Does not apply for 2015-2016 • UC/CSU requirements: 29% met - Outcome Met • EL English Proficient as measured by CELDT: <ul style="list-style-type: none"> ◦ 23.1% (Less than 5 years) - Outcome Met ◦ 40.8% (5 years or More) - Outcome Not Met • AP Exam passage rate (3 or higher): 48% Outcome Not Met • EAP Ready: <ul style="list-style-type: none"> ◦ ELA 23% - Outcome Not Met ◦ Math 9% - Outcome Not Met • CAHSEE: No longer administered • CTE Enrollment: 2,393 students - Outcome Met
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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>Fund 01— Unrestricted Certificated salaries \$372,000.00 Classified salaries \$368,000.00 Benefits \$299,800.00 Services and other operating expenditures \$209,500.00</p> <p>Fund 01— Restricted Certificated salaries \$126,000.00 Benefits \$35,700.00</p> <p>Total: \$1,411,000.00</p>	<ul style="list-style-type: none"> Ten schools continued their participation in PBIS with twelve additional schools added this school year Suisun Elementary participated in Trauma Informed Schools professional development. This includes instruction for teachers as well as in class coaching and support for teachers throughout the school year. Increasing Child Nurturing Project (CNP) services at Sem Yeto. Continued funding a counselor at Grange with Title I funds, increasing student access to staff support. Bilingual psychologist was hired but ultimately transferred to perform special education related duties where her bilingual abilities are still utilized. Hired 7 RNs Hired 7 healthcare specialists who continue to serve growing need related to students' health Provided professional development on Restorative Practices 	<p>Fund 01 - Unrestricted, Certificated salaries \$386,000.00 Classified benefits \$238,000.00 Fund 01 - Restricted, Certificated salaries \$151,000.00 Benefits \$44,000.00 Services and other operating expenditures \$140,000.00 Total: \$959,000.00</p>

<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 counselors at all high schools 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>Fund 01— Unrestricted Certificated salaries \$1,234,000.00 0 Classified salaries \$208,000.00 Benefits \$323,000.00</p> <p>Fund 01— Restricted Certificated salaries \$102,000.00 Benefits \$34,700.00</p> <p>Total: \$1,901,700.00 0</p>	<ul style="list-style-type: none"> There are 12 high school counselors and a district lead counselor was hired this year. District will continue to explore opportunities for an additional 3 FTE to be hired. Each of the four comprehensive middle schools added a full-time counselor. One additional counselor was shared between the four K-8 sites to provide equitable services to the 6th-8th grade teachers at these sites. A total of 8 College and Career Technician positions were supported by the district. Additional counselor at Grange (funded through Title I, as mentioned in previous action) was maintained. The following professional development for high school counselors was held: Dealing with High-Risk Students and Families, Solution Focused Counseling in Schools, Tramua Informed Practices Training, and Naviance Training in addition to monthly counseling meetings. Providing ongoing, current professional development to high school counselors has positively impacted their ability to assist with the myriad of needs in a high school setting. 		<p>Fund 01 - Unrestricted, Certificated salaries \$951,000.00 Classified salaries \$86,000.00 Benefits \$266,000.00 Fund 01 - Restricted \$0.00 Total: \$1,303,000.00</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<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>Fund 01— Unrestricted Certificated salaries: \$47,000.00 Classified salaries \$1,700.00 Benefits \$28,800.00 Materials and supplies \$8,200.00 Services and other operating expenditures \$113,500.00</p> <p>Fund 01— Restricted Certificated salaries \$83,000.00 Benefits \$23,900.00 Services and other operating expenditures \$203,000.00</p> <p>Total: \$509,100.00</p>	<ul style="list-style-type: none"> • An administrative Task Force focused on RTI was established to work on researching and developing an RTI system. • Extended School Year was provided in June 2015 for 8 sites. • 22 sites (more than originally planned) participated in professional development on PBIS. • Bilingual Psychologist was hired, but ultimately transferred to special education where she continues to utilize her bilingual skills. • Access to Plato was increased by adding World Language. 	<p>Fund 01 - Unrestricted, Services and other operating expenditures \$59,000.00 Fund 01 - Restricted, Services and other operating expenditures \$18,000.00 Total: \$77,000.00</p>
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<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Fund 01— Unrestricted Certificated salaries: \$47,000.00 Classified salaries \$55,000.00 Benefits \$35,800.00 Services and other operating expenditures \$59,000.00</p> <p>Fund 01— Restricted Services and other operating expenditures \$5,600.00</p> <p>Total: \$202,400.00</p>	<ul style="list-style-type: none"> 22 schools have participated in either Year 2 training (10 schools) or Year 1 training (12 schools). PBIS Coordinator was hired and continues to support sites and act as facilitator for PBIS. 9 schools are currently using site funds to pay for School-Wide Information System (SWIS). We can anticipate additional costs related to incentives, pro-social boosters and parent outreach. PBIS requires a large cultural shift and schools are at the beginning process of this shift. Bilingual Psychologist was hired, but ultimately transferred to special education where she continues to utilize her bilingual skills. CNP is having difficulty remaining fully staffed and currently is needing to pull clinicians to cover needs at other sites. Professional development was provided regarding Restorative Justice. 		<p>Fund 01 - Unrestricted, Certificated salaries \$13,000.00 Classified salaries \$114,000.00 Benefits \$39,000.00 Services and other operating expenditures \$126,000.00 Fund 01 - Restricted, Services and other operating expenditures \$18,000.00 Total: \$310,000.00</p>
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 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 \$52,000.00 Benefits \$6,600.00</p> <p>Fund 01— Restricted Services and other operating expenditures \$239,000.00</p> <p>Total: \$297,600.00</p>	<ul style="list-style-type: none"> The district did not provide an English Mastery Academy. Funds were disbursed to Extended School Year (ESY) sites to serve students at their home sites during ESY. Not all of the ESY sites used their funds to target LTEL students in grades 4-8. Currently, there is not funding available for the English Mastery Academy for the summer of 15-16. CELDT boot camps occurred at a limited number of sites. District-wide coordination of a CELDT boot camp prior to annual testing did not occur. CELDT testing booklets need to be ordered prior to the start of school for 2016-17 and training provided to EL Program Managers/site admin on effective structures for a CELDT boot camp. Fast ForWord research based digital reading intervention was piloted at two Title I schools. Professional Development was provided and data collected to determine student growth. The licensed was renewed based on data indicating positive student growth and student licenses were extended to a third school. English 3D was not used for LTELs at high school as they were provided ELD and support using the EL components of the Board adopted materials, Springboard. Extensive professional development (collaborative lesson planning, modeling and coaching) on integrated/designated ELD, the ELA/ELD Framework and extended academic discourse was provided to specific grade 	<p>Fund 01 - Unrestricted \$0.00 Fund 01 - Restricted \$0.00</p>

		<p>levels at focus schools and to non Title I school TK-2 and 3-5 cohorts of teachers and all site administrators.</p> <ul style="list-style-type: none"> • Site administrators and coaches participated in professional development provided by West Ed regarding ELA/ELD framework. • A team of Education Services representatives (Director and Assistant Director of English Learners/Instructional Support and Assistant Director of Elementary Education) participated in the Stanford EL Leadership Network which included utilizing the blended Massive Online Open Course (MOOC) on formative assessments around student talk and collaboratively analyzing LTEL student data with partner districts which yielded a revision of the EL/SP.Ed reclassification protocol. <p>* No expenditures to date for ESY as it occurs at the end of the year. ** Staff time spent is not included here. Many duties here are included as a part of regular staff time.</p>		
Scope of service:	<p>LEA Wide/ All Schools</p> <p>English Learners.</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	

Implement services to support Special Education Long Term English Learner (LTEL) <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 		Fund 01— Restricted Services and other operating expenditures \$239,000.00 Total: \$239,000.00	<ul style="list-style-type: none"> Provided training to case managers regarding home language survey use during transition IEP meetings. Offered RTI program for preschoolers initially identified as needing additional support. <p>* No easily identifiable costs and the budgeted \$239,000 was actually more appropriate for professional development rather than these actions. Direct expenditures can not be tracked to these actions.</p>	Fund 01 - Unrestricted \$0.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Special Education)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Develop a system for identifying and tracking Foster Youth Collaboration with county social services and FSUSD <ul style="list-style-type: none"> • Student Services including use of California Department of Education (CDE) database, and internal FSUSD flagging and tracking in the district database. • Training on use of Aeries student database 		Fund 01— Unrestricted Certificated salaries \$118,000.00 Benefits \$32,000.00 Services and other operating expenditures \$5,000.00 Total: \$155,000.00	<ul style="list-style-type: none"> • Student Services utilizes District procedures to improve tracking foster youth in the Aeries student database. Student Services sends out notifications requesting foster parents to update this information. SCOE and county social services rarely provide accurate information. • Training at Secretarial Meetings offered on an ongoing basis. 	Fund 01 - Certificated salaries \$124,000.00 Benefits \$35,000.00 Total: \$159,000.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/School Services Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, servivces, and expenditures	In reviewing the data in relation to the actions and services, it was determined that a clear linkage between individual actions/services and outcomes would be beneficial in future decisions regarding the efficacy of those actions/services. Changes will be made to each action/service for the 2016-2017 school year to provide a clearer link to a measurable outcome. Future measures will include data at the local level that can be gathered, disseminated and discussed during the ongoing LCAP cycle to better inform decision making.			
	Additional Annual Measurable Outcomes: <ul style="list-style-type: none"> • There will be a minimum of 15% reduction in the rate of suspensions for African-American students. • There will be a minimum of 15% reduction in the rate of suspensions for Unduplicated Count students. 			

- There will be a minimum 15% reduction in the rate of expulsions for African-American students.
- There will be a minimum of 15% reduction in the rate of expulsions for Unduplicated Count students.
- There will be a minimum 7% growth annually in the number of English Learner students who meet or exceed the standards on SBAC Math.
- There will be a minimum 7% growth annually in the number of Foster Youth/Homeless students who meet or exceed the standards on SBAC Math.
- There will be a minimum 7% growth annually in the number of Socio-economically disadvantaged students who meet or exceed the standards on SBAC Math.
- There will be a minimum 7percentage points growth annually in the percent of English Learner students who complete University of California/California State University approved course requirements.
- There will be a minimum 7percentage points growth annually in the percent of Foster Youth/Homeless students who complete University of California/California State University approved course requirements.
- There will be a minimum 7 percentage points growth annually in the percent of Socio-economically disadvantaged students who complete University of California/California State University approved course requirements.
- There will be a minimum 7 percentage points growth annually in the percent of English Learner students who pass attempted AP exams.
- There will be a minimum 7 percentage points growth annually in the percent of Foster Youth/Homeless students who pass attempted AP exams.
- There will be a minimum 7 percentage points growth annually in the percent of Socio-economically disadvantaged students who pass attempted AP exams.
- There will be a minimum 7 percentage points growth annually in the percent of English Learner students who are college ready (EAP).
- There will be a minimum 7 percentage points growth annually in the percent of Foster Youth/Homeless students who are college ready (EAP).
- There will be a minimum 7 percentage points growth annually in the percent of Socio-economically disadvantaged students who are college ready (EAP).
- 80% of all schools participating in Positive Behavior Intervention Supports (PBIS) will achieve a minimum score of 70% annually on the Schoolwide Evaluation Tool (SET) measuring implementation of Tier 1 schools.
- There will be a minimum 10% reduction annually of the percentage of 9th grade students receiving D's or Fs' in University of California/California State University approved core courses.
- A minimum of 50% of Long Term English Learner (LTEL) students will be reclassified annually as Fluent English Proficient within one year following English 3D designated English language development.
- A minimum of 2 schools will be added annually to participate in Trauma Informed Care professional development.

Changes to Actions and Services:

Discontinue the use of sub-bullets within each action/service. Those were annual updates from the prior year and not intended to be stand alone action items. Progress on the actions/services delineated within each goal in the annual update will continue to offer this level of detail, however, for future versions, these sub-bullets will be eliminated. Additional actions/services will be added, with an effort to more clearly articulate the District's specific

plans.

Actions and services will be enumerated in future versions of the LCAP for ease of use.

Continue:

"Continue to develop a Positive Behavioral Intervention and Support (PBIS) system." (3.1)

Change "Develop a Systematic plan to address students' health and socio-emotional needs" and expand to:

- Expand socio-emotional counseling services throughout the District. (3.2)
- Expand trauma informed professional development and services at school sites. (3.3)

Change "Continue to increase and adjust counseling services to address graduation needs to the following actions/services" to:

- High School counselors will create an individualized learning plan for all foster and homeless youth to ensure they are on track for graduation. (3.4)

Consolidate "Develop and implement a comprehensive system to address the needs of Long Term English Learners (LTEL) and "Implement services to support Special Education Long Term English Learners"

- Provide materials for implementation of CELDT boot camp at all sites prior to CELDT testing to improve results. (3.5)
- Develop specific high school placement protocol for English Learner students to ensure they are placed in appropriate classes to graduate a-g eligible. (3.6)
- Provide specialized English Language Development instruction targeted at long term EL students in grades 4 - 8 utilizing State Board Approved Program 5 materials, English 3D in order to target students scoring in the Intermediate/Early Advanced proficiency level. (3.7)
- Provide training and distribute training on revised protocol to reclassify Special Education Long Term English Learner students using alternative methods. (3.8)

Eliminate: "Develop a system for identifying and tracking foster youth" as other actions added address the specific components of the system and plan. Counselors at the high school level will support foster youth through individualized learning plans (addition to Goal #3), sites will have systems in place for identifying foster youth through mandatory training (addition to Goal #1) and the work of the attendance liaisons is being shifted to focus on creating a home to school link (Goal #1).

In order to improve student achievement (as measured by statewide assessment, as well as less formal classroom data), it is clear that our students need access to strengthened academic intervention systems. In addition to strengthened intervention systems, school sites are voicing their need for ongoing and increased support of the PBIS initiative district-wide. Most schools are in year 1 or year 2 of PBIS, and overwhelmingly the

	<p>message has been that while it is working, increased support is needed to continue developing the tiers of support our students need. Those needs are reflected in the actions below.</p> <p>Add:</p> <ul style="list-style-type: none"> • Designate 5% of each site’s supplemental and concentration funds to be dedicated to PBIS related expenditures, such as substitutes for training and award systems.(3.9) • Add additional staff to support PBIS as schools progress in their implementation, 1 FTE classified management to provide coaching support and .2FTE at secondary sites to support school specific PBIS work. (3.10) • Elementary and Secondary Education departments will work with RTI Task Force to create a District-wide RTI system. (3.11) • Maintain PBIS Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to further develop and expand PBIS through analyzing data, reviewing research and making recommendations for implementation steps (3.12) • Maintain RTI Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts develop, articulate and implement RTI systems through analyzing data, reviewing research and making recommendations for implementation steps (3.13)
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Original Goal from prior year LCAP:	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 X 2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	LEA Wide/ All Schools	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<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 2: Implementation of State Standards, Priority Area 7: Course Access, and Priority Area 8: Other Pupil Outcomes.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • CCCSS PD: 29% ELA - Outcome Met, 16% Math - Outcome Met, 12 % ELD - Outcome Not Met • FSUSD currently developing plans to measure professional development focused on ELD standards. • Advanced placement enrollment: 12.76% - Outcome Not Met • International Baccalaureate enrollment: 7.02% - Outcome Not Met • Honors classes enrollment: 22.8% - Outcome Not Met • Teach for Success Student Engagement rating: 30% (Fall Sweep data), this data is now collected using a different observation instrument, and does not correlate directly to the previous instrument in the category of student engagement - Outcome Not met
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Improve practices, procedures, and programs to attract, maintain, and retain high quality teachers District sponsored career fairs</p> <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 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>Fund 01 — Unrestricted</p> <p>Certificated salaries \$145,300.00</p> <p>teacher \$381,000.00</p> <p>administration Benefits \$313,000.00</p> <p>teacher \$66,000.00</p> <p>administration Services and other operating expenditures \$60,000.00</p>	<ul style="list-style-type: none"> Human Resources hosted hiring Fairs on January 9, 2016 and May 21, 2016 and attended seven (7) in state and eleven (11) out of state hiring fairs. Hired an Assistant Director of Human Resources focused on recruiting and retention. This position enabled a more focused approach to recruiting and the ability to visit each site to check in with each new teacher periodically throughout the school year. Teacher Support Center continues to support teachers. There are currently 9 Consulting Teachers to support new teachers in Induction (BTSA), 2 Curriculum, Assessment and Instruction Support (CAIS) Teachers for Literacy, 2 CAIS Math, 2 CAIS EL, and 7 Educational Technology Support providers (ETS). Assistant Director of HR meets regularly with new teachers to address need and offers support. In partnership with the Fairfield-Suisun Chamber of Commerce, "swag bags" for created and distributed for new teachers to welcome them to the Fairfield-Suisun community. Support provider program for new teachers those not participating in BTSA Induction was created and implemented. 	<p>Fund 01 - Unrestricted, Certificated salaries \$1,875,000.00</p> <p>Benefits \$460,000.00</p> <p>Materials and supplies \$6,000.00</p> <p>Services and other operating expenditures \$60,000.00</p> <p>Total: \$2,401,000.00</p>

Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement the Common Core State Standards in ELA/ELD and Mathematics <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 and coaching support via Curriculum, Assessment, and Instruction Specialists (CAIS) 		Fund 01 — Unrestricted Certificated salaries \$295,800.00 Benefits \$66,000.00 Services and other operating expenditures \$120,700.00	<ul style="list-style-type: none"> • There is currently discussion regarding revisions to the Units of Instruction and alignment with pacings guides in ELA district-wide across all grade levels. • CAIS teachers continue to update online resources available to assist teachers in lesson development. • The plan to host district-wide Support Saturdays for the Units of Instruction is currently under review by the Educational Services team. • Professional development and coaching support is provided on an ongoing basis by CAIS and ETS. 	Fund 01 - Unrestricted, Certificated salaries \$325,000.00 Benefits \$89,000.00 Total: \$414,000.00	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue planning for implementation of the Next Generation Science Standards in 2016-17 <ul style="list-style-type: none"> Participate in the implementation of the PRISM Grant Attend conferences on roll-out of Next Generation Science Standards 		Fund 01 —Restricted Services and other operating expenditures \$11,000.00	<ul style="list-style-type: none"> Teachers participated in PRISM professional development and have integrated the program into their curriculum. SASP provided PD for administrators (12/7/2015) as well as teachers (spring). Teachers and Administrators attended the NGSS Symposiums in April and May 2015. Teachers attended CSTA in October 2015 and an in-district NGSS workshop series was offered. 	Fund 01 - Unrestricted, Services and other expenditures \$4,000.00 Total: \$4,000.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<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 		<p>Fund 01 — Unrestricted</p> <p>Services and other operating expenditures \$228,000.00</p>	<ul style="list-style-type: none"> District wide benchmark assessment for 1st-12th grades was administered in November 2015 and February 2016. Early Literacy assessment were part of the benchmarks for K-1. The writing assessment was administered in January 2016 for K-12. Sweeps were completed with a new protocol in October 2015. The next sweeps (teams, often containing West Ed consultants and/or district staff visit school classrooms and complete an observation and checklist, which highlights high-yield instructional practices that the District has been working on improving) were completed in March. 	<p>Fund 01 - Unrestricted \$0.00</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Develop a district-wide early learning program for students Developed plan for increasing early learning opportunities <ul style="list-style-type: none"> Continue discussion regarding expansion of inclusive preschool placements for students receiving special education services through California State Preschool Program and Special Education 		Fund 25 — Unrestricted Services and other operating expenditures \$830,000.00	<ul style="list-style-type: none"> Plans underway to continue expansion of inclusive preschool programs. One program piloted this year and renovation construction completed at Mary Bird Early Childhood Education Center. Classroom supplies and materials purchased for classrooms at Mary Bird ECEC. *Funds significantly over initial projections due to large influx of one-time funds issued in May, with \$2,000,000 earmarked for the renovation of Mary Bird Early Childhood Education Center	Fund 01 - Unrestricted, Services and other operating expenditures \$5,000.00 Capital outlay \$1,794,000.00 Total: \$1,799,000.00	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service:	LEA Wide/All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>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 each individual site. 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>Fund 01 — Unrestricted</p> <p>\$1,540,000.00 0 teacher</p> <p>\$262,000.00 administration Benefits</p> <p>\$330,000.00 teacher</p> <p>\$51,000.00 a dministration</p> <p>Services and other operating expenditures \$738,000.00</p>	<ul style="list-style-type: none"> District Wide PD From July 2015-Nov 2015 ? <ul style="list-style-type: none"> Technology PD: 102 Special Education: 57 Literacy Common Core: 27 Math Common Core: 15 NGSS PD: 3 General Common Core/Assessment: 42 Teacher Support Center exists including Induction support and added Support Provider positions at sites for interns, STSPs, and PIPs. After school PD occurred throughout the District on Teach for Success, high-yield instructional strategies, throughout the year. The plan regarding the Units of Instruction is currently under review in the Educational Services department and no action has been taken at this time in regards to the ELD integration with the Units. 	<p>Fund 01 - Unrestricted, Certificated salaries \$1,740,000.00 Benefits \$424,000.00</p> <p>Services and other operating expenditures \$844,000.00 Total: \$3,008,000.00</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<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>Fund 01 Restricted</p> <p>Services and other operating expenditures \$239,000.00</p>	<ul style="list-style-type: none"> • The plan regarding the Units of Instruction is currently under review in the Educational Services department and no action has been taken at this time in regards to the ELD integration with the Units. • Electronic documentation of ELD placement and services continued to ensure that students receive necessary ELD instruction. • Extensive professional development (collaborative lesson planning, modeling and coaching) on integrated/designated ELD, the ELA/ELD Framework and extended academic discourse was provided to specific grade levels at focus schools and to non Title I school TK-2 and 3-5 cohorts of teachers and all site administrators. • Site administrators and coaches participated in professional development provided by West Ed regarding ELA/ELD framework. 	<p>Fund 01 - Restricted, Services and other operating expenditures \$288,000.00</p> <p>Total: \$288,000.00</p>	
<p>Scope of service:</p>	<p>LEA Wide/ All Schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide/All Schools</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>		
<p>What changes in actions, services, and expenditures</p>		<p>In reviewing the data in relation to the actions and services, it was determined that a clear linkage between individual actions/services and outcomes would be beneficial in future decisions regarding the efficacy of those actions/services. Changes will be made to each action/service for the 2016-2017 school year to provide a clearer</p>			

link to a measurable outcome. Future measures will include data at the local level that can be gathered, disseminated and discussed during the ongoing LCAP cycle to better inform decision making.

Additional Annual Measurable Outcomes:

- There will be a minimum 5% growth annually in the number of all students enrolled in Advanced Placement and International Baccalaureate courses.
- There will be a minimum 10% growth annually in the number of English Learner students enrolled in Advanced Placement and International Baccalaureate courses.
- There will be a minimum 10% growth annually in the number of Foster Youth/Homeless students enrolled in Advanced Placement and International Baccalaureate courses.
- There will be a minimum 10% growth annually in the number of Socio-economically disadvantaged students enrolled in Advanced Placement and International Baccalaureate courses.
- There will be a minimum 5 percent growth annually in the number of 9th - 12th grade students enrolled in University of California and California State University (A - G) approved courses.
- There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP math skills based assessments.
- There will be a minimum 10% growth annually in the percentage of students that meet their RIT growth goal on MAP language arts skill based assessments.
- Increase student devices toward 1:1 at each site by at least 10% annually.
- There will be a minimum 10% growth annually in the number of Level 2 or above Academic Conversations and Depth of Knowledge (DOK) level 3 or above learning activities observed during instructional sweeps each Fall and Spring.

Changes in actions and services:

Discontinue the use of sub-bullets within each action/service. Those were annual updates from the prior year and not intended to be stand alone action items. Progress on the actions/services delineated within each goal in the annual update will continue to offer this level of detail, however, for future versions and ease of use, these sub-bullets will be eliminated. Additional actions/services will be added when necessary to reflect changes to the overall plan.

Actions and services will be enumerated in future versions of the LCAP

Change “Improve practices, procedures, and programs to attract, maintain and retain high quality teachers,” to include bi-lingual teachers in an effort to specifically address this need in the district. Change to:

- Continue to host as well as attend in-state and out of state teacher recruitment fairs, and enlist teachers and site administrators to assist with the recruitment process. (4.1)
- Implement year two of the Support Provider, New Teacher Program for PIPS and STIPS. (4.2)

Change “Implement the Common Core State Standards in ELD/ELA and Mathematics” and expand to:

- Implement new State Board approved Common Core aligned mathematics instructional materials for kindergarten through fifth grade. (4.3)
- Provide ongoing professional development, coaching and modeling effective instructional practices for teachers via Curriculum, Assessment and Instruction Specialists (CAIS). (4.4)
- Provide professional development to support the implementation of Common Core standards. (4.5)
- Designate 10% of each sites discretionary funds to provide Common Core aligned professional development. (4.6)
- Establish and facilitate a curriculum council for determining the addition of new courses and the deletion of obsolete courses. (4.7)

Change “Continue planning for implementation of the Next Generation Science Standards in 2016-2017” and expand to:

- Designate 5% of each sites discretionary funds to be dedicated to the implementation of Next Generation Science Standards. (4.8)

Change “Develop an aligned system of assessment and data analysis to improve teaching and learning” and expand to:

- Implement a district-wide assessment system for all grade levels in reading and mathematics utilizing the Northwest Evaluation Association’s (NWEA) Measure of Academic Progress (MAP) system. (4.9)
- Designate assessment program managers at each school site to provide professional development and implementation support of the district-wide assessment system. (4.10)

Change “Develop a district-wide early learning program for students” and expand to:

- Expand the District operated State Preschool program to include 4 additional classrooms, to be housed at the Mary Bird Early Childhood Education Center and the Public Safety Academy. (4.11)
- Partner each State Preschool program classroom with special education staff to offer additional inclusive placements for preschoolers with special education services. (4.12)
- Develop an early learning collaborative community to include preschool and transitional teachers to develop and articulate the continuum of student outcomes for preschool and transitional kindergarten. (4.13)

Eliminate “Provide a comprehensive professional development program for teachers, para educators, and administrators to improve instruction and assessment for all students including our low income pupils, English Learners, Foster Youth, and Special Education students,” as it will be addressed in a combination of the actions around Common Core as well as the actions around implementation of English Language Development standards.

Change “Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language Development” and expand:

- Provide research based professional development, including coaching, modeling and collaborative lesson development focused on rigorous academic conversations and integrated/designated English Language Development to grade span teacher cohorts in non Title I schools. (4.14)
- Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to specific grade levels of teachers at Title I schools with significant English Learner populations. (4.15)
- Provide research based professional development, including coaching, modeling and collaborative lesson development, focused on rigorous academic conversations and integrated/designated English Language Development to ELD teachers at secondary sites. (4.16)
- Provide professional development and ongoing coaching to support the implementation of English 3D as specialized English Language Development (ELD) instruction to identified Long Term English Learners in grades four through eight. (4.17)

The intent to focus the needs of technology around quality implementation and use for educational growth, as well as the District's intent to continually monitor and improve the high quality teaching systems are reflected in the additional actions below.

Add:

- Continue to provide intensive coaching for teachers to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists. (4.18)
- Continue to provide intensive professional development to support the use of technology as a tool to improve 21st century learning by Education Technology Specialists. (4.19)
- Increase student devices toward 1:1 at each site by at least 10%, considering the current device to student ratio is 66%. (4.20)
- Maintain Writing Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve writing instruction through analyzing data, reviewing research and making recommendations for implementation steps. (4.21)
- Maintain Teach for Success Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to continue training and expectation of teach for success high yield instructional practices through analyzing data, reviewing research and making recommendations for implementation steps. (4.22)
- Maintain Technology Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve technology as it relates to high quality instructional use through analyzing data, reviewing research and making recommendations for implementation steps. (4.23)
- Maintain Assessment Task Force (created January 2016), a group of site and central office administrators tasked with guiding sites in efforts to improve assessment processes and systems through analyzing data, reviewing research and making recommendations for implementation steps. (4.24)

Original Goal from prior year LCAP:	5. Maintain and develop technologically progressive schools		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 _8 Local:	
Goal Applies to:	Schools:	LEA Wide/All Schools		
		Grades: All		
	Applicable Pupil Subgroups:	All		
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>		Actual Annual Measurable Outcomes:	<p>Teacher vacancies: 14 - Outcome Not Met</p> <p>Williams Reports for pupil access: 100% - Outcome Met</p> <p>SARC ratings: 100% on FIT report at Good or Better - Outcome Met</p> <p>1:1 learning environments: 55% - Outcome Met</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 	<p>Fund 14 — Unrestricted Materials and supplies \$121,000.00 Services and</p>	<ul style="list-style-type: none"> • Major maintenance projects completed in 2015/16 include: <ul style="list-style-type: none"> ◦ Paving: <ul style="list-style-type: none"> ▪ Cordelia Hill:Crack fill, seal and strip. 	<p>Fund 14 - Unrestricted, Services and other operating expenditures \$31,000.00 Capital outlay</p>	

other operating expenditures \$880,000.00

Capital outlay \$1,100,000.00

Fund 01 —Restricted Classified salaries \$3,159,000.00

Benefits \$1,160,000.00

Materials and supplies \$644,600.00

Services and other operating expenditures \$473,000.00

Total: \$7,537,600.00

- Dan O Root:Crack fill, seal and strip. \$1,125,000.00
 - Fairfield High:Repair and replace asphalt (Basketball courts, Faculty parking behind C-wing) Fund 01 - Restricted, Classified salaries \$3,300,000.00
 - Grange:Repair and replace asphalt (Quad area, Faculty parking) Benefits \$1,227,000.00
 - H G R: Crack fill, seal and strip. Materials and supplies \$520,000.00
 - Rolling Hills: Crack fill, seal and strip. Services and other operating expenditures \$542,000.00
 - Suisun Elem.: Crack fill, seal and strip. Total: \$6,745,000.00
- Roofing
- Fairfield High:Gym and Locker rooms. 1 portable roof in K-wing
 - Cordelia Hill: Walkway at rear of school.
 - David Weir: Flooring in P-29.
 - Fairfield High: K-wing Portables rehab. Sem Yeto Portables rehab.
 - Fairview: Paint MPR, classroom closets in several class rooms.
 - H G R: Walls in A Pod.
 - K I Jones: Flooring I pod (last one), P-37 and Portable restroom.
 - MGLC: Science room add sink,

			<p>flooring in rooms 14 & 15.</p> <ul style="list-style-type: none"> ▪ Wilson: Track around field, flooring in P-29, repaired fence around Electrical equipment, front of school. ▪ Sheldon: Flooring P-17, Boys restroom floor by room 10, painted P-24 (I think that room number) ramp/hand rails. ▪ Suisun Valley: Asphalt path to garden area, shade structure, 6' fence by rooms 9 and 10. <ul style="list-style-type: none"> ◦ Staffed restricted routine repair and maintenance at 66.69 FTE 	
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service: LEA Wide/All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Develop and implement a comprehensive plan to support the integration of technology in the classroom		Fund 01 — Unrestricted Certificated salaries \$413,000.00 Benefits \$84,000.00 Classified salaries \$1,943,000.00 0 Benefits \$667,000.00 Materials and supplies \$712,000.00 Services and other operating expenditures \$427,000.00 Total: \$4,246,000.00 0	FSUSD has a comprehensive 3 year plan to support the integration of technology in the classroom. The plan includes ensuring 1:1 device access for students, providing professional development for teachers and administrators, and the continuous maintenance of the network infrastructure. Implementation is in progress and ongoing. Recommend closing out this action and replacing it with individual action items for implementation purposes.	Fund 01 - Unrestricted, Certificated salaries \$544,000.00 Classified salaries \$45,000.00 Benefits \$146,000.00 Materials and supplies \$1,149,000.00 Fund 01 - Certificated salaries \$92,000.00 Benefits \$26,000.00 Total: \$2,002,000.00
Scope of service:	LEA Wide/ All Schools Grades: All		Scope of service: LEA Wide/All Schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>The original purpose of goal 5 with an intense focus on Technology was to provide a transparent and concentrated effort in the area of acquiring and supporting the infrastructure to be broadly implemented throughout our instructional practices. The district believes it has made significant growth in meeting this goal. At this time, technology-related actions will be more appropriately reflected in Goal #4, where technology is an integral component of executing high quality instruction for our students and contributes to college and career readiness.</p> <p>The actions and services focusing on maintaining the physical plant throughout the District will move to Goal #1, where this action will serve to assist the District in reaching its goal of providing safe and welcoming school environments.</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.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p>22615184</p>
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Fairfield-Suisun Unified School District (FSUSD) is guided by our mission statement which states that we are a premier learning community that empowers each student to thrive in an ever-changing world. As a result, FSUSD utilizes the proportionate share of the total Local Control

Funding Formula (LCFF) Supplemental and Concentration Grant allocations estimated at \$3,652.060.00 to ensure our English learners, low income, and foster/homeless youth, as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. In an effort to reach all students in need of additional support, many of the actions and services contained in the FSUSD LCAP are Local Educational Agency (LEA) wide for all schools.

In order to identify services, actions and corresponding expenditures, the district solicited stakeholder input which led to the development of the LCAP. The following represents examples of the actions and services recommended to support English learners, Socio-economically disadvantaged students, foster/homeless youth, as well as other identified subgroups:

- Redefine the eight (8) attendance liaison's job descriptions to include support in connecting foster youth to services and supports within the school system.
- Increase the number of schools participating in Positive Behavior and Intervention Systems as well as increasing the level of support provided to these schools.
- Expand Language Line interpreting services including interpreting via ipad app.
- Increase the number of Bilingual Community Liaisons support staff at school sites with a high concentration of Spanish speaking parents and students, English Learners, and/or Reclassified Fluent English Proficient students to provide access to school information and community resources.
- Increase social-emotional supports at schools sites by adding additional counselors and mental health clinicians.
- Implement State Board approved instructional materials (English 3D) to provide targeted instruction to Long Term English Learners (LTEL) and students in danger of becoming LTELs.

FSUSD has 59% English learners, low-income and foster youth that have generated the LCFF Supplemental funding. As a result, FSUSD believes the funding provided must be allocated with a focus on the learning needs of these students. All schools will implement research based school-wide/targeted support programs to provide English language development and/or academic achievement for all English learners. In addition, funding will be used to provide increased/improved services to low income and foster youth to ensure their social-emotional and academic needs are met. It is important to note that targeted support for underperforming students will be provided to ensure all students have the opportunity to reach their full potential. The district has determined that using supplemental funding to provide research based, targeted, school-wide and district-wide services ensures at-risk students are not only provided with high quality academic and social-emotional support, but done so in the most cost efficient and responsible manner. We believe that structuring the services to benefit unduplicated students at all schools in the district, while optimizing resources, ensures the needs of all students are met in a variety of ways.

Research-based actions and services that helped shape the LCAP include:

- 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

- 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 iPads and 1:1 devices in education from securEdge Networks
- Coaching combined with professional development opportunities from the Annenberg Institute for School Reform and the research of Joyce & Showers

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.

8.02	%
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The information below demonstrates how the academic and social-emotional needs of FSUSD's English learners, low income, students with disabilities, foster/homeless youth and other significant subgroups will be addressed by increasing or improving services.

1. Providing home to school routes for Tolenas elementary, a site with a student population that includes over 80% socio-economically disadvantaged students will assist students in accessing their school site in an area that historically has low attendance and a lack of safe routes to school.
2. Rewriting Attendance Liaison job descriptions to add the additional focus of supporting Foster Youth/Homeless students. Currently, attendance liaisons focus on chronically absent students, regardless of subgroup, this new focus will ensure that foster youth students are receiving this home to school connection and improved access to resources, regardless of attendance needs.
3. Adding 5 FTE bilingual community liaisons to support families of students who are English Learners to improve access to community and school resources. Many families have reported their hesitancy to engage with their school site due to the inability to be understood by office staff. By adding bilingual community liaisons at school sites that have high percentages of Spanish speaking families, there will be a dramatic increase in parent engagement for these families and the ability to access school/community support services.
4. Adding Language Line licenses to support families of students who are English Learners by providing additional access to on-the spot interpretation services for a variety of languages.
5. Intensifying the recruitment of translators/interpreters other than Spanish to support families of primarily English Learner students who are speak another language other than English or Spanish to provide access to school information.
6. Providing ESL classes for parents of students who are English Learners.
7. Providing Parent Leadership Training Institute (PLTI) for Spanish speaking parents supports students who are English Learners by providing them the opportunity to engage with their community and participate in guided leadership opportunities.
8. Providing California English Language Development Test (CELDT) boot camp will support English Learners by providing targeted English Language Development (ELD) to support students' increased performance on CELDT.
9. Providing additional specialized ELD intervention instruction for LTELs will significantly improve reclassification rates for LTEL students.
10. Providing professional development focusing on embedding rigorous academic discourse within integrated/designated English Language Development using the ELD standards will significantly improve the quality of instruction for EL students and providing them access to core content.
11. Allocating additional counselors at secondary schools will provide a targeted focus on improving completion of A-G course requirements for all unduplicated count student groups.

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).