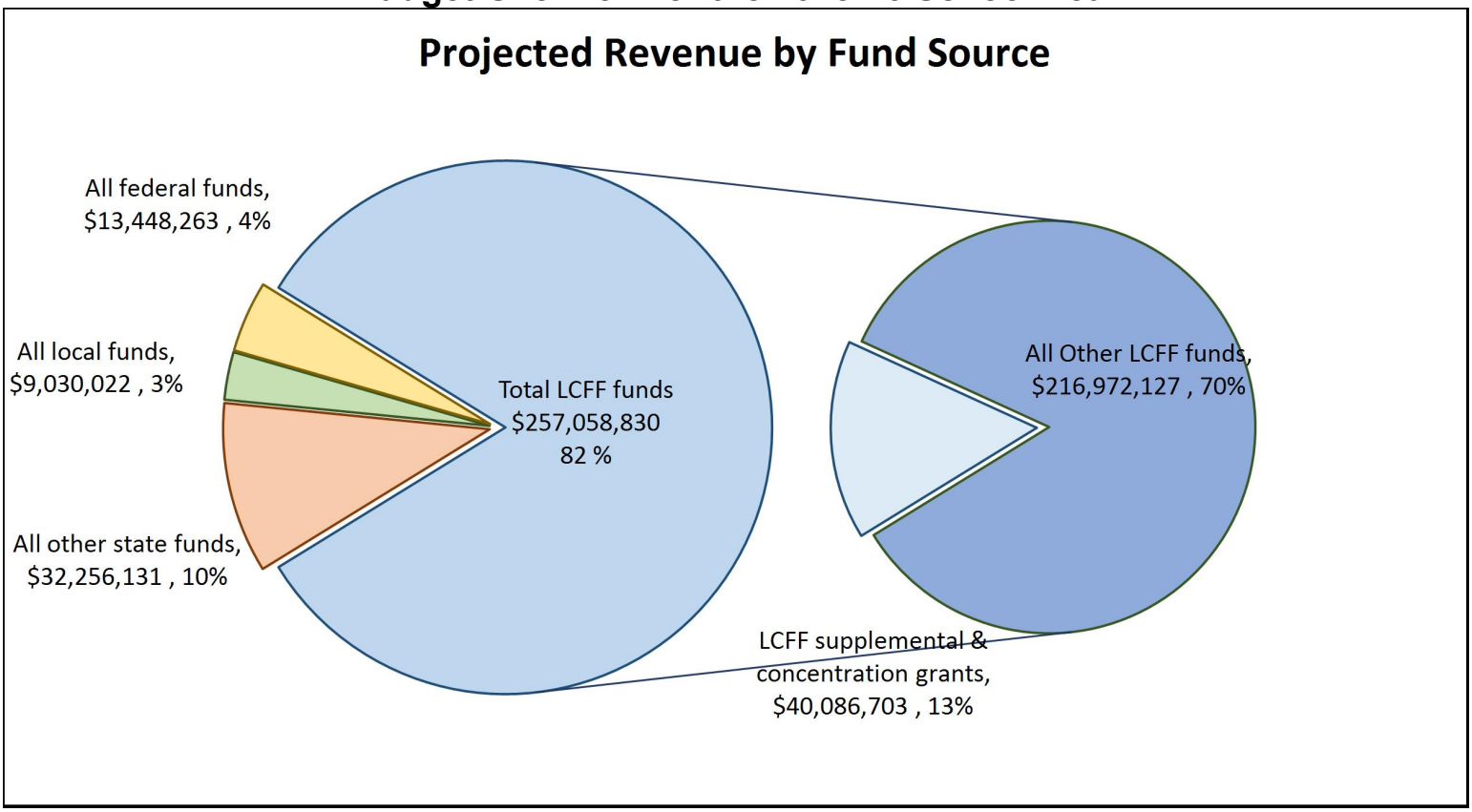
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fairfield-Suisun Unified School District
CDS Code: 48-70540-0000000
School Year: 2025-26
LEA contact information:
Jennifer Sachs
Superintendent
JenniferS@fsusd.org
(707) 399-5000

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

Budget Overview for the 2025-26 School Year

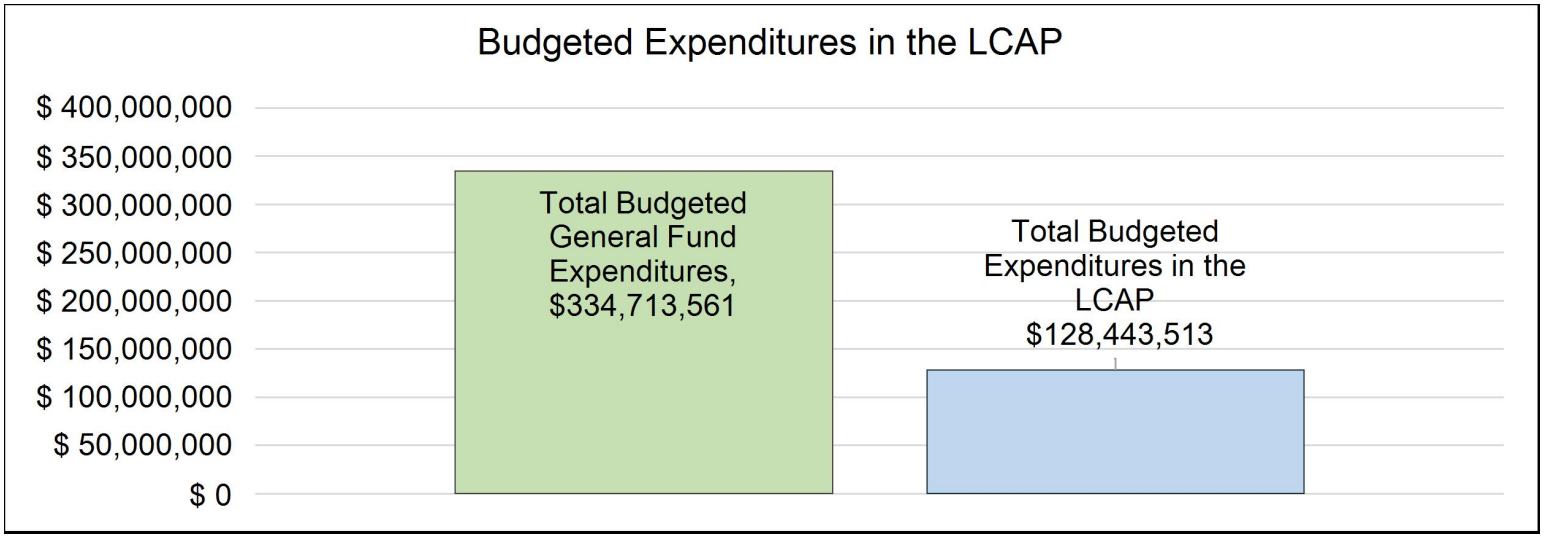


This chart shows the total general purpose revenue Fairfield-Suisun Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fairfield-Suisun Unified School District is $311,793,246, of which $257,058,830.00 is Local Control Funding Formula (LCFF), $32,256,131.00 is other state funds, $9,030,022.00 is local funds, and $13,448,263.00 is federal funds. Of the $257,058,830.00 in LCFF Funds, $40,086,703.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fairfield-Suisun Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fairfield-Suisun Unified School District plans to spend $334,713,561.00 for the 2025-26 school year. Of that amount, $128,443,513.00 is tied to actions/services in the LCAP and $206,270,048 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Fairfield-Suisun Unified School District's LCFF Revenue for the 2025-26 school year is $259,352,070.00. Of that amount, $118,875,044.00 is tied to actions/services in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

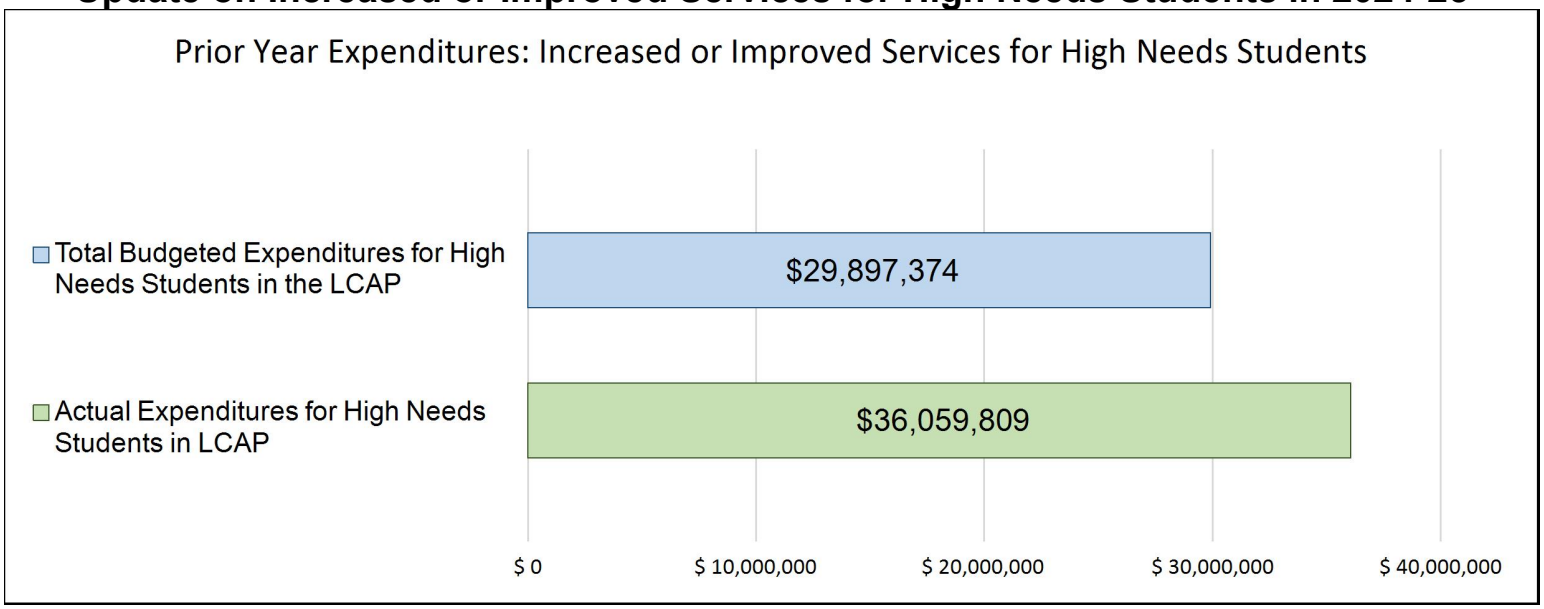
- Classified and certificated salaries
- Staff stipends
- Utilities
- Instructional materials
- Custodial and maintenance supplies
- Transportation
- Other overhead costs not tied to the goals/actions identified in the LCAP

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

In 2025-26, Fairfield-Suisun Unified School District is projecting it will receive $40,086,703.00 based on the enrollment of foster youth, English learner, and low-income students. Fairfield-Suisun Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fairfield-Suisun Unified School District plans to spend $41,817,774.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Fairfield-Suisun Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fairfield-Suisun Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Fairfield-Suisun Unified School District's LCAP budgeted $29,897,374.00 for planned actions to increase or improve services for high needs students. Fairfield-Suisun Unified School District actually spent $36,059,809.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $6,162,435 had the following impact on Fairfield-Suisun Unified School District’s ability to increase or improve services for high needs students:

The increase in budgeted and actual expenditures in the 2024/25 school year for high needs students provided additional educational options for students and lower class sizes at Title I schools. In addition, the funds supported positive behavior interventions and supports.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fairfield-Suisun Unified School District	Jennifer Sachs Superintendent	JenniferS@fsusd.org (707) 399-5000

Plan Summary [2025-26]

General Information

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

Fairfield-Suisun Unified School District (FSUSD) is located in the heart of Northern California and is the home to several high caliber educational opportunities. Dedicated parents, a supportive community, teachers, administrators, and support staff work tirelessly to implement the Board-adopted goals and utilize a roadmap that puts our students on a direct path to academic achievement. The District's central location provides easy access to numerous higher education institutions including UC schools and state universities, community colleges, and private universities alike.

The District is located in the cities of Fairfield and Suisun, with nearby Interstate 80, Interstate 680, and State Highway 12 providing convenient access to the San Francisco Bay Area and Sacramento regions. The community places a high value on education and supports the schools with generous commitments of time and money. Parents, businesses, government, churches, agencies, community organizations, and local colleges and universities actively participate in the educational process through collaboration, programs, public and private partnerships, and significant volunteer contributions.

FSUSD takes pride in our multi-cultural diversity and serves approximately 20,500 students. Of these students 47% are Hispanic, 13% are White, 13% are African American, 10% are Two or More Races, 9% are Filipino, and 6% are Asian. Our student subgroups consist of 65.9% low income, 15.3% English learners, and < 1% Foster, resulting in approximately 67.5% of our student population qualifying as "unduplicated students." The District consists of thirty-two schools, including three comprehensive high schools, four middle schools, fourteen transitional kindergarten-fifth grade schools, four transitional kindergarten-eighth grade schools, one alternative school, four schools of choice, one special education school, one adult school, and one early childhood education learning center.

In an effort to serve the diverse student needs in our community, FSUSD offers several programs and opportunities for our students which include:

- An International Baccalaureate (IB) Program
- An Early College High School housed on the Solano Community College campus
- A TK - 5 Language Immersion School
- A TK - 8 Virtual Academy Independent Study School
- Multiple Career Technical Education (CTE) Pathways

Middle grade students have opportunities to attend comprehensive middle schools, K-8 thematic schools, or a school of choice. The thematic focuses for K-8 schools include:

- Agri-Science
- Innovation in Learning
- Visual and Performing Arts
- College Preparatory

All middle grade students identified for Gifted and Talented Education (GATE) receive enrichment opportunities and GATE instruction at their home schools. GATE identified elementary students have the opportunity to attend K.I. Jones, our GATE Magnet elementary school, or attend their home schools for GATE instruction.

FSUSD is home to four Schools of Choice. The Fairfield-Suisun Public Safety Academy is a school of choice serving students in grades 5-12. The Public Safety Academy offers a unique opportunity for students to earn a certificate on their diploma for completing a pathway in public safety. Matt Garcia Career and College Academy is a school of choice serving students in grades 6-8. During the 2020/21 school year, the District opened the Virtual Academy of Fairfield-Suisun, serving families who find the online experience is best for their children's learning. During the 2021/22 school year, the District opened the Sullivan Language Immersion Academy serving students in grades TK - 5.

The 2024/25 school year was full of many challenges, the greatest being the nationwide teacher shortage that has resulted in unfilled positions and an increase in teachers who are working on earning their credential. According to the most recent data available on the CDE website, 78.2% of the FSUSD teachers hold a preliminary or clear teaching credential. This is a decrease from the year prior of 82% of the FSUSD teaching staff. Fiscally, FSUSD has been able to meet its financial obligations without having to layoff staff.

The belief in FSUSD is that every student deserves to be educated in a way that prepares them for college or a career. There is also the belief that creating a culture of support and fostering leadership are important components in preparing FSUSD's students for success. Programs that support this are the Leader in Me, No Excuses University, and Healing Centered Engagement.

FSUSD is committed to a shift in thinking and practice around student discipline. We continue to improve and expand the implementation of Multi-Tiered Systems of Support (MTSS) and the District's TK - 12 Literacy Plan. FSUSD's three-year LCAP is a plan for improving the educational experience for all students and creating schools where students can explore their interests, fully engage in their learning and acquire skills that enable them to become productive citizens in our communities. In order to accomplish this we have placed a high priority on the following goals:

- High quality, equitable learning opportunities
- Social-emotional learning
- Hiring and retaining a diverse staff
- Welcoming school culture
- Family and community involvement
- Targeted Support to meet the needs of students who attend Sem Yeto High School, FSUSD's only "Equity Multiplier" school

FSUSD has one Equity Multiplier School - Sem Yeto High School. The 2024 Dashboard documents improvements in the area ELA (increased by 20.9 points), English Learner Progress (increased by 19.8%), Graduation Rates (increased by 11.4%) and Suspension Rates (declined by 5.1%). Goal 6 of the LCAP will continue to focus on areas in which Sem Yeto is "Red" on the California State Dashboard. The 2023 Dashboard areas were Suspension Rate, English Learner Progress, and Graduation Rates. The 2024 Dashboard include College/Career Readiness, as well as mathematics. While the schoolwide suspension rate is "Yellow", English learners, Long-term English Learners, and students who are White remain in the "Red" on the Dashboard. The evidence-based actions in Goal 6 will continue to address the "Red" areas on the 2023 and 2024 Dashboard. It is anticipated Sem Yeto will have approximately $300,000.00 remaining from the 2023/24 allocation. That amount, along with the new allocation, will be reflected in Goal 6 which focuses on the targeted needs of the students at Sem Yeto High School.

The FSUSD Board, Superintendent, staff, and community are committed to the work identified in this plan which will lead us toward accomplishing these goals.

Reflections: Annual Performance

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

The Dashboard assigns colors to document the performance level of the school and/or district. The colors document progress from the year prior. Red represents the lowest rating and indicates that the performance was very low and/or there was a decline in performance. Orange represents the second lowest rating and indicates that there was low performance and/or a slight decline in performance. Yellow represents the middle rating and indicates that the school/district maintained from the prior year. Green represents the second highest rating and indicates that there is high achievement and/or increased growth from the prior year. Blue represents the highest rating and indicates that the school/district has very high achievement and/or increased significantly from the prior year. For more information on the California State Dashboard, please visit https://www.caschooldashboard.org/.

The 2023 Dashboard results were impactful in developing the 2024 - 2027 LCAP:

Below are the 2023 Dashboard results:
In English Language Arts, the District level performance is in "Orange" and has three student groups (English learners, Foster Youth, Students with Disabilities) in Red. In addition, six schools (Anna Kyle, Armijo, Cleo Gordon, Grange, Sheldon, and Tolenas) were identified in "Red". The following student groups were also identified as "Red" in English Language Arts:
- African American - Cleo Gordon, Dan O. Root, Dover, Sheldon, Grange, Armijo

- English learners - Anna Kyle, Cleo Gordon, David Weir, Dan O. Root, Sheldon, Tolenas, B. Gale Wilson, Grange
- Hispanic - Anna Kyle, Cleo Gordon, Sheldon, Tolenas, Grange, Armijo
- Low Income - Anna Kyle, Cleo Gordon, Crescent, Sheldon, Tolenas, Grange, Armijo
- Students with Disabilities - Anna Kyle, Crescent, David Weir, Dan O. Root, Dover, Oakbrook, Tolenas, Crystal, Grange, Green Valley, Armijo
- White - Armijo

In Mathematics, the District level performance is in "Orange" and has four student groups (African American, English learners, Foster Youth, and Students with Disabilities) in Red. In addition, seven schools (Anna Kyle, Cleo Gordon, Crystal, Grange, Matt Garcia, Sheldon, and Tolenas) were identified in "Red". The following student groups were also identified as "Red" in Mathematics:
- African American - Cleo Gordon, Dan O. Root, Sheldon, Suisun El, B. Gale Wilson, Crystal, Grange
- English learners - Anna Kyle, Cleo Gordon, David Weir, Sheldon, Suisun El, Tolenas, B. Gale Wilson, Crystal, Grange, Matt Garcia
- Hispanic - Anna Kyle, Cleo Gordon, Sheldon, Tolenas, Crystal, Grange, Matt Garcia
- Low Income - Anna Kyle, Cleo Gordon, Fairview, Sheldon, Tolenas, B. Gale Wilson, Grange, Matt Garcia
- Students with Disabilities - Anna Kyle, Crescent, David Weir, Dan O. Root, Fairview, Laurel Creek, Sheldon, Suisun El, Tolenas, Crystal, Grange, Green Valley
- Two or More Races - Tolenas, Grange
- White - Grange

In Graduation Rates, the District level performance is "Orange" and has one student group (Students with Disabilities) identified as "Red." In addition, two schools (Fairfield High and Sem Yeto) were identified in "Red". The following student groups were also identified as "Red" in graduation rates:
- Hispanic - Fairfield HS, Sem Yeto HS
- Low Income - Fairfield HS, Sem Yeto HS
- Students with Disabilities - Armijo HS, Fairfield HS

In College/Career Readiness, the District level performance is "Low" and has three student groups (English learners, Homeless, and Students with Disabilities) identified as "Very Low." In addition, one school (Sem Yeto) was identified in "Very Low". The following student groups were also identified as "Very Low" in college/career readiness:
- African American - Armijo HS, Fairfield HS, Sem Yeto HS
- English learners - Armijo HS, Fairfield HS, Sem Yeto HS
- Hispanic - Sem Yeto HS
- Homeless - Armijo HS, Sem Yeto HS
- Low Income - Sem Yeto HS
- Students with Disabilities - Armijo HS, Fairfield HS, Rodriguez HS, Sem Yeto HS
- White - Sem Yeto HS

In Chronic Absenteeism, the District level performance is "Yellow" and has three student group (American Indian, Asian, and Foster Youth) identified as "Red." In addition, five schools (Cleo Gordon, Dan O Root, Matt Garcia, Nelda Mundy, and Oakbrook) are identified in "Red". The following student groups were also identified as "Red" in chronic absenteeism rates:

- African American - Cleo Gordon, David Weir, Dan O. Root, Nelda Mundy, Oakbrook, Suisun El
- Asian - Cordelia Hills, Laurel Creek, Oakbrook, Grange
- English learners - Cleo Gordon, Crescent, Dan O. Root, Laurel Creek, Oakbrook, Virtual Academy, Grange
- Filipino - Dan O. Root, Laurel Creek, Nelda Mundy, Grange
- Hispanic - Dan O. Root, KI Jones, Laurel Creek, Nelda Mundy, Oakbrook
- Low Income - Cleo Gordon, Dan O. Root, Laurel Creek, Nelda Mundy, B. Gale Wilson
- Students with Disabilities - Dan O. Root, KI Jones, Nelda Mundy, Oakbrook, Sheldon, B. Gale Wilson, Crystal
- Two or More Races - David Weir, Dan O. Root, Dover, Laurel Creek, Suisun El, Suisun Valley, B. Gale Wilson
- White - Dan O. Root, Laurel Creek, Oakbrook, Crystal, Grange

In English learner Progress, the District level performance is "Green" and has has no student groups identified as "Red." In addition, one school (Sem Yeto) was identified in "Red", with their English learners in the "Red."

While these academic performance and academic engagement data sets are concerning, there are areas of celebration:
- FSUSD has a 7% increase on the percent of English learners making progress towards English language proficiency, resulting in "Green" on the dashboard.
- FSUSD has three student achievement groups (Asian, Filipino, and White) identified in the "Green" in English Language Arts.
- FSUSD has two student achievement groups (Filipino and White) identified in the "Green" in Mathematics.
- FSUSD has one student achievement group (White) identified in the "Green" and one achievement group (Filipino) be identified in the "Blue" in Graduation Rates.

The final Dashboard area is Conditions and Climate, in which Suspension Rates are reviewed. The District is "Orange" and has three student groups (African American, Homeless, Students with Disabilities) identified as "Red." In addition, six schools (B. Gale Wilson, Crystal, Grange, Matt Garcia, Sem Yeto, and Tolenas) are identified in "Red." The following student groups were also identified as "Red" in suspension rates:
- African American - Anna Kyle, Dan O. Root, Tolenas, B. Gale Wilson, Crystal, Grange, Green Valley, Armijo, Sem Yeto
- English learners - Rodriguez
- Filipino - Tolenas, B. Gale Wilson
- Hispanic - Dan O. Root, Suisun Valley, Sem Yeto
- Homeless - Grange
- Low Income - Dan O. Root, Oakbrook, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto
- Students with Disabilities - Anna Kyle, Dan O. Root, Suisun Valley, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto
- Two or More Races - Tolenas, Crystal, Grange
- White - Fairview, Tolenas, Grange, Sem Yeto

Of celebration in the area of Conditions and Climate at the District level is that one student achievement group, Filipino, is in the Green. It is important to note that two schools, Rolling Hills and the Public Safety Academy, had no student achievement groups in "Red." Beyond the State Dashboard, the two most concerning data sets are: (1) student attendance and (2) student/staff perceptions about bullying/harassing behavior. Both are a focus of the 2024 - 2027 LCAP.

The 2024 California State Dashboard documents areas of celebration and areas for continued growth:

In English Language Arts, FSUSD remains "Orange" with five groups (English learners, Long-term English learners, Foster Youth, Unsheltered, and Students with Disabilities) in Red. In addition, five schools (Anna Kyle, Cleo Gordon, Fairview, Suisun Elementary, and Tolenas) were identified as Red. Armijo and Grange showed improvement and Fairview declined.

In Mathematics, FSUSD remains "Orange" with five groups (Long-term English learners, Foster Youth, Unsheltered, African American, and Native Hawaiian/Pacific Islander) in Red. In addition, nine schools (Anna Kyle, Armijo, Crystal, Fairfield, Grange, Matt Garcia, Sem Yeto, Tolenas, and David Weir) are identified in "Red." This is an increase from the 2023 Dashboard.

Graduation Rates is an area of celebration for FSUSD, increasing by 4 percentage points from the 2023 Dashboard and moving from "Orange" to "Green." Graduation rates have all but two groups (Students with Disabilities and White) in Green or Blue. However, Students with Disabilities remain in the "Red." No schools are identified as "Red" in this metric.

College/Career Readiness is another area of growth as FSUSD is "Green" compared to "Low" on the 2023 Dashboard. This improved color is a result of an increase of 6.1 percentage points in students meeting "Prepared. The District has two student groups (Unsheltered and Students with Disabilities) in the "Red." In addition, Sem Yeto is also identified as a "Red" on this metric.

While the District decreased the percentage of students who were chronically absent by 6.2 percentage points, the metric remains "Yellow" on the Dashboard. However, there is now just one student group (Foster Youth) identified in "Red." In addition, no schools were identified as "Red" on the 2024 Dashboard.

In English learner Progress metric is documented as an area of growth as the District slipped from "Green" to "Orange." In addition, the Long-term English Learners were identified as "Red." No schools were identified as "Red" on this metric.

The final Dashboard area is Conditions and Climate, in which Suspension Rates showed progress moving from "Orange" to "Yellow" on the 2024 Dashboard. The District has four achievement groups (Long-term English learners, Foster Youth, Students with Disabilities, and American Indian/Alaskan Native) in the "Red." In addition, two schools (Armijo and David Weir) are identified in "Red."

Overall, the Dashboard results document improvements, particularly in the area of Chronic Absenteeism, Suspension Rates, Graduation Rates, and College/Career Readiness Rates. It also documents a need for more intensive focus on the academic program in English Language Arts, Mathematics, and English Language Proficiency.

As part of the Dashboard results, FSUSD is pleased with progress related to schools being designated CSI or ATSI. Two schools (Cleo Gordon and Grange) exited CSI. In addition, four schools (Anna Kyle, Dover, Laurel Creek, and Oakbrook) exited ATSI. Of particular note is of the six schools remaining in ATSI, all but one has just one student group that qualifies them for this oversight.

In reviewing Dashboard Data, as well as the Local Indicator Report, the areas of more intensive focus for the update to the 2024 - 2027 LCAP will include actions associated with (1) improving English Language Arts and Mathematics outcomes, (2) continuing to reduce Chronic Absenteeism, as well as (3) addressing the increasing number of teachers without a preliminary/clear credential.

Learning Recovery Emergency Block Grant Funds

As a part of the focus on improving academic achievement and reducing chronic absenteeism, FSUSD has identified specific actions associated with the Learning Recovery Emergency Block Grant funds. At present, the District has approximately $16,000,000.00 remaining in these one-time dollars. It is anticipated that the District will expend approximately $6,700,000.00 of these funds during the 2025/26 school year.

During its January 21, 2025, meeting, the LCAP Advisory Committee completed a through needs assessment using the template created by the California Statewide System of Support. The process identified three schools in the greatest need of targeted support (Anna Kyle, David Weir, Tolenas). In addition, the committee identified five student groups (Long Term English Learners, Unsheltered, Foster Youth, Low Income, and Students with Disabilities) as the student groups in greatest need of support. In addition to these schools and student achievement groups, the following schools/student groups where identified in those data sets required in the Needs Assessment:
English Language Arts:
- Schools: Anna Kyle, Cleo Gordon, David Weir, Dover, Fairview, Suisun Elementary, Tolenas
- Student Achievement Groups: TK - 2 Learners (Literacy), English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, Unsheltered

Mathematics:
- Schools: Armijo, Anna Kyle, Dan O. Root, David Weir, Fairfield, Oakbrook, Rodriguez, Sem Yeto, Sheldon, Tolenas
- Student Achievement Groups: Foster Youth, Unsheltered, Long-Term English Learners, Native Hawaiian/Pacific Islander, African American, English Learners, Low Income, Hispanic

Chronic Absenteeism:
- Schools: Armijo, Crystal, Grange, Public Safety Academy, Sem Yeto, Tolenas
- Student Achievement Groups: Long-Term English Learners, Unsheltered, Foster Youth, Low Income, Students with Disabilities

Specific actions in Goal 1 and Goal 4 are being added to the LCAP to reflect the actions associated with the expenditure of the Learning Recovery Emergency Block Grant Funds which will be used on evidence-based practices to address the needs of the student groups identified in the needs assessment. The following actions have been modified and/or added to reflect the addition of the Learning Recovery Emergency Block Grant Funds.

Modify Goal 1, Action 4 - Literacy Across Content Areas

Modify Goal 1, Action 8 - Tier I and Tier II Mathematics Program

Add Goal 1, Action 10 - English Language Arts Intervention

Add Goal 1, Action 11 - Small Group Instruction/Opportunity Culture

Add Goal 1, Action 12 - Extended School Year (Summer School and Intersessions)

Add Goal 1, Action 13 - English Learner Counseling Services

Add Goal 1, Action 14 - Additional Academic Services

Add Goal 1, Action 15 - Support small group instruction/intervention at David Weir

Add Goal 4, Action 6 - Support for Learning Recovery

The required rationale for each action can be found in the action descriptions.

Reflections: Technical Assistance

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

FSUSD qualified for Technical Assistance from the Solano County Office of Education and the California Collaborative for Educational Excellence based on four student groups who received the lowest status level in two or more state priority areas:

- Foster Youth (Pupil Achievement and Academic Engagement)
- Homeless (Pupil Achievement and Broad Course of Study)
- Long-Term English Learner (Pupil Achievement and Conditions/Climate)
- Students with Disabilities (Pupil Achievement, Pupil Engagement, School Climate and Broad Course of Study)

The Technical Assistance work is reflected in the following actions in the 2024 - 2027 LCAP:

- Action 1.1 - Continuous Improvement Cycles
- Action 1.2 - Systems of Data Analysis
- Action 1.3 - Rigorous and Meaningful Learning
- Action 1.5 - Literacy Across Content Areas

Following a meeting with the Solano County Office of Education (SCOE) team, as well as a meeting with California Collaborative for Educational Excellence (CCEE), it was agreed to have SCOE continue to support the District and Comprehensive School Improvement site (Tolenas Elementary) with the development and implementation of the Single Plan for Student Achievement. Further, SCOE will be supporting the District and our elementary team with a comprehensive plan to address TK - 2 literacy. The goal is no child leaves second grade without the ability to read. This technical assistance will have the greatest impact on Action 1.5, Literacy Across Content Areas.

Recognizing that there has been minimal growth in student achievement in ELA/Math, the District is working with CCEE, along with the Center for Assessment, to bring alignment with curriculum, instruction, and assessment. The work includes helping the District identify key standards, communicate what curriculum should be used to address the standards, ensure the rigor matches the level of the standard, implement assessments to identify if students are mastering the standards, incorporate the Plan-Do-Study-Act process to ensure the data

from the assessments is informing instruction. This technical assistance will have the greatest impact on Action 1.1, Continuous Improvement Cycles, Action 1.2, Systems of Data Analysis, and 1.3, Rigorous and Meaningful Learning.

FSUSD made progress in this area and had two student groups who are no longer identified for this targeted assistance: Students who are English learners and students who are African American.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Sem Yeto Continuation High School
Tolenas Elementary School

Support for Identified Schools

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

Educational Services staff are assigned to each CSI-identified school to support and monitor the development of comprehensive support and improvement plans through a robust needs analysis process. The process includes root-cause analysis activities, such as SWIFT Fidelity Integrity Assessment, and data dives into student performance utilizing an equity lens facilitated by Solano County Office of Education staff as a part of the District's eligibility for differentiated assistance. A variety of educational partners contribute to the assessment of needs at each specific site as a part of the plan development included in the School Plan for Student Achievement (SPSA). Strategies included in the SPSA to address comprehensive support and improvement are evidence-based, utilizing the "What Works Clearinghouse" database and meta-research from the work of Dr. John Hattie to ensure that planned activities and efforts will have a positive impact on student achievement. Educational Services staff also review and provide specific feedback to each school on the SPSA/CSI plan to ensure alignment with the goals, actions, and services outlined in the district's Local Control and Accountability Plan.

Monitoring and Evaluating Effectiveness

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

Each CSI-identified school's plan will be monitored and evaluated by school and Educational Services staff through quarterly Progress Review meetings. Current student outcomes and progress monitoring data will be collaboratively analyzed to determine the effectiveness of strategies and activities, in order to make mid-cycle adjustments within a continuous improvement process and specifically to target and improve specific dashboard indicators and metrics for underserved student populations. Senior Directors in Educational Services meet monthly to conduct learning walks with site leaders and provide feedback and coaching of administrators. School administrators will involve staff in appropriate data analysis and program evaluation activities through designated collaborative planning sessions each month.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	The District met with the Committee on March 4, 2025, and May 20, 2025. During the March meeting, members of DELAC provided input on the district goals and success indicators for each goal. During the May meeting, staff reviewed the LCAP and received input regarding the goals, actions, and budget allocations.
Fairfield-Suisun Unified Teachers Association (FSUTA)	FSUTA leadership facilitated a workshop in March, 2025, with their Executive Board where they provided input on the district goals and success indicators for each goal.
Parent Leaders	The District met with Parent Leaders on March 12, 2025, and May 14, 2025. During the March meeting, parents provided input on the district goals and success indicators for each goal. During the May meeting, staff reviewed the LCAP and received input regarding the goals, actions, and budget allocations.
FSUSD Administrative Staff (Site and Central Office)	The District met with site leaders and central office leaders on March 12, 2025. During the March meeting, members of DELAC provided input on the district goals and success indicators for each goal.
Student Advisory Council	The District met with Student Advisory Council on March 5, 2025, and May 7, 2025. During the March meeting, students provided input on

Educational Partner(s)	Process for Engagement
	the district goals and success indicators for each goal. During the May meeting, staff reviewed the LCAP and received input regarding the goals, actions, and budget allocations.
Student Leaders	The District met with Student Leaders on January 28, 2025 and May 13, 2025. During the January meeting, staff provided an overview of the LCAP and requested student volunteers to join the LCAP Advisory Committee. During the May meeting, staff reviewed the LCAP and received input regarding the goals, actions, and budget allocations.
LCAP Advisory Committee	The District LCAP Advisory Committee is made up of site and District representatives, labor unions (CSEA, FSUTA, and APA), parents, students, and SELPA representatives. The committee has met monthly since January 2025. During the January meeting, the committee completed a needs assessment for the use of the Learning Recovery Emergency Block Grant funds. During the March meeting, the committee reviewed the findings of the Learning Recovery Emergency Block Grant needs assessment. In addition, they reviewed the data from the mid-year report and feedback from a variety of Educational Partners. During the April meeting, the committee reviewed, and provided feedback on, the actions associated with the LCAP. During the May meeting, the committee reviewed the entire LCAP.
Sem Yeto High School (Equity Multiplier School) - Parents, students and staff	District staff and Sem Yeto administrators met with Sem Yeto parents and students on March 17, 2025, to discuss the criteria that qualified the school as an Equity Multiplier school. For Sem Yeto, their low graduation rate directly contributes to this identification. Their areas of "Red" include College/Career Readiness and Mathematics. Staff then facilitated a discussion to begin identifying causes that contribute to low attendance rates and low graduation rates. On April 1, 2025, District staff and Sem Yeto administrators met with Sem Yeto staff to discuss criteria and gather input regarding barriers to student success.

Educational Partner(s)	Process for Engagement
	On May 6, 2025, District staff met with Sem Yeto staff to review a draft of the Equity Multiplier goal, metrics, actions, and budget. On May 7, 2025, District staff met with Sem Yeto students to obtain feedback on the proposed actions. On May 22, 2025, district staff met with the Sem Yeto School Site Council and ELAC committees to review the draft of the Equity Multiplier goal, metrics, actions, and budget.
Union Leadership (FSUTA/CSEA/APA)	On May 15, 2025, the District met with Union leadership to review the entire LCAP and gather input regarding actions and budget allocations.
Solano SELPA	Consultation with Solano SELPA takes place through the LCAP Advisory Committee. Solano SELPA assigns a team member to serve on the LCAP Advisory Committee, providing input throughout the process of developing and finalizing the LCAP.
Foster Youth Liaison	On May 19, 2025, the District received input from the FSUSD Foster Youth Liaison who participates with the County Foster Youth Liaison program to learn about system-wide issues and helps to create solutions in FSUSD.

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

The 2025/26 Update to the 2024 - 2027 LCAP is heavily influenced by the feedback provided by our educational partners.

During the January/February/March meetings, each group identified above was asked to identify what success looked like in achieving the goals identified in the LCAP. The information gathered from the Educational Partners (parents, students and staff) was then reviewed by the LCAP Advisory Meeting and they affirmed overarching areas that would be success indicators. That information was then used to review progress on meeting LCAP goals as well as any possible changes to the LCAP metrics, desired outcomes, and/or actions.

The LCAP Advisory Committee also played a significant role in completing the needs assessment for the Learning Recovery Emergency Block Grant (LREBG) funds. During their January 2025, meeting, the committee reviewed English Language Arts, Mathematics, and Chronic Absenteeism data. They also identified the lowest performing student groups and lowest performing schools. The Committee again reviewed the needs assessment during its March, 2025 meeting to confirm the focus of the District aligned with the needs assessment.

In addition to reviewing goal statements and priority order, each group of educational partners also provided input on the success indicators that were used to frame each set of actions associated with each goal.

- Modifications to Goal 1, High Quality Educational Program/Educational Options, was influenced by the LCAP Advisory Committee and the results of the LREBG needs assessment. Actions that focused on literacy were modified and new actions were added that focused on mathematics.

- Goal 2, Social Emotional Learning, was also influenced by each group of educational partners to ensure that the district continues to allocate resources towards social emotional supports for students.

- Goal 3, Hiring and Retaining Staff, was influenced mostly by parents and staff. Topics that were of most importance included continuous professional development and learning opportunities, competitive compensation and benefits, supportive work environment, staff appreciation, and competitive recruitment.

- Modifications to Goal 4, School Climate and Culture, was influenced by the LCAP Advisory Committee and the results of the LREBG needs assessment. An action was added to further support a reduction in Chronic Absenteeism. Their input led to actions that focused on the physical environment, connectedness/relationships building, extra-curricular opportunities, and recognitions/celebrations.

- Goal 5, Family and Community Engagement, was mostly influenced by parents, including those on DELAC. Their input led to maintaining family resources and supports, ensuring an inclusive environment, and empowering parent education. It also resulted in enhancing goals around open/effective communication and collaborative community engagement.

- Goal 6, Equity Multiplier School (Sem Yeto), was influenced by Sem Yeto High School staff, students, and family members who provided insight into barriers that prevent students from attending school, earning credits towards graduation, and ultimately earning a high school diploma. Their input became the foundation for each of the actions identified in Goal 6.

In May, FSUSD staff again met with educational partners to review the final draft of the document. Individual comments received by educational partners (DELAC, Parent Advisory, Student Advisory, and LCAP Advisory) were responded to in writing, as well as provided to the Governing Board during the June 12, 2025, and June 26, 2025, meeting. The LCAP was also available during the month of May for Public Comment which was shared with the Governing Board during its June 12, 2025, and June 26, 2025, meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Execute an equitable, high-quality educational program and provide educational options to ensure every student graduates high school college or career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District's educational program is in need of intensive focus. The 2023 California Dashboard documents that students are being underserved. FSUSD was identified as "Orange" in English Language Arts (ELA), with students scoring 30 points below standard on the State assessment. The disaggregation of the data indicates that there is a need for intensive focus on reading at the primary grade levels and writing instructional at all grade levels. In Mathematics, the District is identified as "Orange" with students scoring 67 points below standard on the State assessment. The District has the greatest need of focus at the Title I schools where six individual schools are also identified as "Red" in Mathematics. In addition to the State ELA and Mathematics data, the College/Career indicator also documents academic performance as an area of growth. The District is identified as "Low" with 30.4% deemed prepared.

While the overall data indicates that this needs to be FSUSD's top priority, there is also an achievement gap that needs to be addressed. English learners are in the "Red" on ELA, Mathematics, and College/Career, while showing progress on the ELPI. The gap also exists with Foster Youth and Socioeconomically Disadvantaged (SED) students when compared to All Students in the area of ELA and Mathematics. In addition, there is an achievement gap for the Homeless and Students with Disabilities when comparing to All Students in the area of College/Career Readiness.

FSUSD educational partners have identified the following criteria to communicate success towards this goal:

- College/Career readiness
- Universal academic supports/assessment progress monitoring
- Tiered academic supports
- Equitable access
- Broad course of study

The District has one school (Sem Yeto) identified as "Red" on the State Dashboard for English learner progress.

The District has three achievement groups (English learners, Unsheltered, and Students with Disabilities) who are identified as "Very Low" on

the State Dashboard for College/Career Readiness. In addition, one school (Sem Yeto) is identified as "Very Low" on the State Dashboard for College/Career Readiness.

The District has three achievement groups (English learners, Foster Youth, and Students with Disabilities) who are identified as "Red" on the State Dashboard for ELA. In addition, six schools (Anna Kyle, Armijo, Cleo Gordon, Grange, Sheldon, and Tolenas) are identified as "Red" on the State Dashboard for ELA.

The District has four achievement groups (African American, English learners, Foster Youth, and Students with Disabilities) who are identified as "Red" on the State Dashboard for Mathematics. In addition, seven schools (Anna Kyle, Cleo Gordon, Crystal, Grange, Matt Garcia, Sheldon, and Tolenas) are identified as "Red" on the State Dashboard for Mathematics.

This goal was developed to address English learner progress, College/Career Readiness, as well as academic attainment in English Language Arts, and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard - CAASPP ELA (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: All Students: 30 points below standard English learners: 84.6 points below standard Foster Youth: 89.8 points below standard Homeless Youth: 96.7 points below standard Socioeconomically Disadvantaged: 57.8 points below standard Students with Disabilities: 113.5 points below standard African American: 69.3 points below standard	June 2024 Data All Students: 29.2 points below standard English learners: 83 points below standard Foster Youth: 102.8 points below standard Homeless Youth: 101.7 points below standard Socioeconomically Disadvantaged: 56.2 points below standard Students with Disabilities: 111.1		The District will use June 2026 data: All Students: 5 points below standard English learners: 54.6 points below standard Foster Youth: 59.8 points below standard Homeless Youth: 66.7 points below standard Socioeconomically Disadvantaged Youth: 27.8 points below standard	Difference: All Students: 0.8 point gain English learners: 1.6 point gain Foster Youth: 13.0 points loss Homeless Youth: -5.0 point loss Socioeconomically Disadvantaged: 1.6 point gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard African American: 64.2 points below standard		Students with Disabilities: 70 points below standard African American: 39.3 points below standard	Students with Disabilities: 2.4 point gain African American: 5.1 point gain
1.2	Distance from Standard - CAASPP Mathematics (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: All Students: 67 points below standard English learners: 113.7 points below standard Foster Youth: 117.6 points below standard Homeless Youth: 125.1 points below standard Socioeconomically Disadvantaged: 95.2 points below standard Students with Disabilities: 141.8 points below standard African American: 113.5 points below standard	June 2024 Data All Students: 67.4 points below standard English learners: 110.1 points below standard Foster Youth: 141.3 points below standard Homeless Youth: 143.5 points below standard Socioeconomically Disadvantaged: 94.9 points below standard Students with Disabilities: 138.6 points below standard African American: 114.7 points below standard		The District will use June 2026 data: All Students:25 points below standard English learners: 95 points below standard Foster Youth: 95 points below standard Homeless Youth: 95 points below standard Socioeconomically Disadvantaged Youth: 45.2 points below standard Students with Disabilities: 95 points below standard African American: 95 points below standard	Difference All Students: 0.4 point loss English learners: 3.6 point gain Foster Youth: 23.7 point loss Homeless Youth: 18.4 point loss Socioeconomically Disadvantaged: 0.3 point gain Students with Disabilities: 3.2 point gain African American: 1.2 point loss

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP ELA/Literacy - Standard Met/Exceeded (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: All Students: 39.86% English learners: 6.38% Foster Youth: 22.23% Homeless Youth: 16.33% Socioeconomically Disadvantaged: 28.62% Students with Disabilities: 10.62% African American: 24.16%	June 2024 Data All Students: 40.36% English Learners: 7.48% Foster Youth: 21.74% Homeless Youth: 16.61% Socioeconomically Disadvantaged: 29.33% Students with Disabilities: 11.42% African American: 26.48%		The District will use June 2026 data: All Students: 48.86% English learners: 18.38% Foster Youth: 34.23% Homeless Youth: 28.33% Socioeconomically Disadvantaged: 40.62% Students with Disabilities: 22.62% African American: 36.16%	Difference All Students: 0.5% gain English learners: 1.1% gain Foster Youth: 0.49% loss Homeless Youth: 0.28% gain Socioeconomically Disadvantaged: 0.71% gain Students with Disabilities: 0.8% gain African American: 2.32% gain
1.4	CAASPP Mathematics - Standard Met/Exceeded (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: All Students: 27.85% English learners: 5.58% Foster Youth: 15.00% Homeless Youth: 8.13% Socioeconomically Disadvantaged: 17.91%	June 2024 Data All Students: 27.53% English Learners: 6.27% Foster Youth: 0% Homeless Youth: 7.25%		The District will use June 2026 data: All Students: 42.85% English learners: 20.58% Foster Youth: 30.00%	Difference All Students: 0.32% decline English Learners: 0.69% increase Foster Youth: 15% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 8.42% African American: 13.56%	Socioeconomically Disadvantaged: 17.41% Students with Disabilities: 7.21% African American: 12.36%		Homeless Youth: 23.13% Socioeconomically Disadvantaged: 32.91% Students with Disabilities: 23.42% African American: 28.56%	Homeless Youth: 0.88% decline Socioeconomically Disadvantaged: 0.50% decline Students with Disabilities: 1.21% decline African American: 1.2% decline
1.5	ELPAC Summative Assessment (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: 51.1% of all current EL students made progress towards English language proficiency.	June 2024 Data 42.2% of all current EL students made progress towards English language proficiency.		The District will use June 2026 data: 65% of all current English learner students made progress towards English language proficiency	Difference 8.9% decline of all current EL students made progress towards English language proficiency
1.6	English Learner Reclassification Rate (Data Source: CALPADs)	The District used January 2024 for baseline data: Reclassification Rate: 18.57%	January 2025 Reclassification Rate: 15.28%		The District will use January 2027 data: Exit/ Reclassification Rate: 20%	Difference 3.29% decline
1.7	College/Career Readiness Indicator	The District used January 2024 for baseline data:	January 2025 Data		The District will use June 2026 data:	Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	Percentage Prepared: All Students: 30.4% English learners: 4.4% Homeless Youth: 7.0% Socioeconomically Disadvantaged: 21.4% Students with Disabilities: 3.7% African American: 12.7%	Percentage Prepared: All Students: 36.5% English learners: 7.1% Homeless Youth: 4.1% Socioeconomically Disadvantaged: 27.6% Students with Disabilities: 3.1% African American: 21.6%		Percentage Prepared: All Students: 54.1% (green) English learners: 29.4% Homeless Youth: 32% Socioeconomically Disadvantaged: 46.4% (green) Students with Disabilities: 27.7% African American: 37.7%	Percentage Prepared: All Students: 6.1% increase English learners: 2.7% increase Homeless Youth: 2.9% decline Socioeconomically Disadvantaged: 6.2% increase Students with Disabilities: .06% decline African American: 8.9% increase
1.8	Advanced Placement Examinations (Data Source: AERIES)	The District used June 2023 for baseline data: The percent of students who passed an advanced placement (AP) examination with a score of 3 or higher. All Students: 21.49% English learners: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 4.62%	June 2024 Data The percent of students who passed an advanced placement (AP) examination with a score of 3 or higher. All Students: 20.2% English learners: 16.7%		The District will use 2026 data: All Students: 27.49% English learners: 18% Foster Youth: 5% Homeless Youth: 5% Socioeconomically Disadvantaged: 13.62% Students with Disabilities: 5%	Difference The percent of students who passed an advanced placement (AP) examination with a score of 3 or higher. All Students: 1.29% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 0% African American: 0.40%	Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 14.2% Students with Disabilities: 0% African American: 12.5%		African American: 15%	English learners: 16.7% increase Foster Youth: no change Socioeconomically Disadvantaged: 9.58% increase Students with Disabilities: no change African American: 12.5% increase
1.9	Early Assessment Program Preparedness - CAASPP ELA/Literacy (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: The percent of 11th-grade students who exceeded standards on CAASPP - ELA. All Students: 20.85% English learners: 0% Foster Youth: No State Data Homeless Youth: 0% Socioeconomically Disadvantaged: 14.06% Students with Disabilities: 0.70% African American: 10.75%	June 2024 Data The percent of 11th-grade students who exceeded standards on CAASPP - ELA. All Students: 22.19% English learners: 0% Foster Youth: No State Data Homeless Youth: 4.35%		The District will use 2026 data: All Students: 29.85% English learners: 9% Foster Youth: 9% Homeless Youth: 9% Socioeconomically Disadvantaged: 23.06% Students with Disabilities: 9.7% African American: 19.75%	Difference The percent of 11th-grade students who exceeded standards on CAASPP - ELA. All Students: 1.34% increase English learners: No Change Foster Youth: No State Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 13.58% Students with Disabilities: 0.63% African American: 10.67%			Homeless Youth: 74.35% increase Socioeconomically Disadvantaged: 0.48% decline Students with Disabilities: 0.07% decline African American:0.08% decline
1.10	Early Assessment Program Preparedness - CAASPP Mathematics (Data Source: Data Quest/CAASPP)	The District used June 2023 for baseline data: The percent of 11th-grade students who exceeded standards on CAASPP - Math. All Students: 7.75% English learners: 0% Foster Youth: No State Data Homeless Youth: 0% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 0% African American: 1.86%	June 2024 Data The percent of 11th-grade students who exceeded standards on CAASPP - Math. All Students: 6.27% English Learners: 0% Foster Youth: No State Data Homeless Youth: 0% Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 0%		The District will use 2026 data: All Students: 16.75% English learners: 9% Foster Youth: 9% Homeless Youth: 9% Socioeconomically Disadvantaged: 12.1% Students with Disabilities: 9% African American: 10%	Difference The percent of 11th-grade students who exceeded standards on CAASPP - Math. All Students: 1.48% decline English Learners: No Change Foster Youth: No State Data Homeless Youth: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 1.77%			Socioeconomically Disadvantaged: o.5% increase Students with Disabilities: No Change African American: 0.9% decline
1.11	University of California and the California State University “A-G” Requirements Completion Rate (Data Source: CALPADs)	The District used January 2024 for baseline data: The percent of students meeting UC/CSU requirements. All Students: 33.20% English learners: 7.40% Foster Youth: 0% Homeless Youth: 4.20% Socioeconomically Disadvantaged: 22.50% Students with Disabilities: 6.10% African American: 22.00%	January 2025 data The percent of students meeting UC/CSU requirements. All Students: 36.6% English learners: 9.4% Foster Youth: 7.1% Homeless Youth: 5.3% Socioeconomically Disadvantaged: 27.7% Students with Disabilities: 7.7% African American: 24.7%		The District will use 2026 data: All Students: 45.20% English learners: 12% Foster Youth: 9% Homeless Youth: 13.20% Socioeconomically Disadvantaged: 31.50% Students with Disabilities: 15.10% African American: 31.00%	Difference The percent of students meeting UC/CSU requirements. All Students: 3.4% increase English learners: 2% increase Foster Youth: 7.1% increase Homeless Youth: 9.5% increase Socioeconomically Disadvantaged: 5.2% increase Students with Disabilities: 1.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: 2.7% increase
1.12	Career Technical Education or CTE Pathway Completion Rate (Data Source: CA School Dashboard)	The District used January 2024 for baseline data: The percent of students who graduate and complete a CTE pathway. All Students: 18.80% English learners: 13.30% Foster Youth: 0% Homeless Youth: 13.90% Socioeconomically Disadvantaged: 19.00% Students with Disabilities: 10.70% African American: 13.80%	January 2025 data The percent of students who graduate and complete a CTE pathway. All Students: 22.7% English Learners: 15.3% Foster Youth: 21.4% Homeless Youth: 4% Socioeconomically Disadvantaged: 22.5% Students with Disabilities: 13.8% African American: 16.6%		The District will use 2026 data: All Students: 25% English learners: 21.30% Foster Youth: 8% Homeless Youth: 21.90% Socioeconomically Disadvantaged: 27% Students with Disabilities: 18.7% African American: 21.8%	Difference The percent of students who graduate and complete a CTE pathway. All Students: 3.9% increase English Learners: 2% increase Foster Youth: 21.4% increase Homeless Youth: 9.9% decline Socioeconomically Disadvantaged: 3.5% increase Students with Disabilities: 3.1% increase African American: 2.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Both A-G and CTE Pathway Completion Rate (Data Source: CA School Dashboard)	The District used January 2024 for baseline data: The percent of students who meet a-g requirements AND complete a CTE pathway. All Students: 6.20% English learners: 2.20% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 4.50% Students with Disabilities: 1.50% African American: 3.40%	January 2025 data: The percent of students who meet a-g requirements AND complete a CTE pathway. All Students: 9.40% English Learners: 2.90% Foster Youth: 0.0% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 7.40% Students with Disabilites: 1.5% African American: 5.40%		The District will use 2026 data: The percent of students who meet a-g requirements AND complete a CTE pathway. All Students: 12.2% English learners: 11.2% Foster Youth: 9% Homeless Youth: 9% Socioeconomically Disadvantaged: 13.50% Students with Disabilities: 10.50% African American: 12.40%	Difference The percent of students who meet a-g requirements AND complete a CTE pathway. All Students: 3.2% increase English Learners: 0.7% increase Foster Youth: no change Homeless Youth: no change Socioeconomically Disadvantaged: 2.9% increase Students with Disabilities: no change African American: 2.0% increase
1.14	NWEA - Measures of Academic Progress (MAP) - Reading	The District used January 2024 for baseline data: All Students: 47.00 %ile	January 2025 Data All Students: 47.97 %ile		The District will use January 2027 data:	Difference All Students: 0.97% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The Fall to Winter NWEA MAP Average Growth Percentile (CGP) in Reading for grades 3-11. (Data Source: NWEA)	English learners: 44.00 %ile Foster Youth: 48.00 %ile Homeless Youth: 42.00 %ile Socioeconomically Disadvantaged: 46.00 %ile Students with Disabilities: 43.00 %ile African American: 46.00 %ile	English learners: 43.63 %ile Foster Youth: 51.88 %ile Homeless Youth: 39.35 %ile Socioeconomically Disadvantaged: 47.68 %ile Students with Disabilities: 42.55 %ile African American: 49.39 %ile		All Students: 56.0 %ile English learners: 56.0 %ile Foster Youth: 60.0 %ile Homeless Youth: 54.0 %ile Socioeconomically Disadvantaged: 58.0 %ile Students with Disabilities: 55.0 %ile African American: 58.0 %ile	English learners: 0.37% decline Foster Youth: 3.88% increase Homeless Youth: 2.65% decline Socioeconomically Disadvantaged: 1.68% increase Students with Disabilities: 0.45% decline African American: 3.39% increase
1.15	NWEA - Measures of Academic Progress (MAP) - Mathematics The Fall to Winter NWEA MAP Average Growth Percentile (CGP) in Mathematics for grades 1-11. (Data Source: NWEA)	The District used January 2024 for baseline data: All Students: 54.00 %ile English learners: 50.00 %ile Foster Youth: 49.00 %ile Homeless Youth: 51.00 %ile Socioeconomically Disadvantaged: 52.00 %ile Students with Disabilities: 50.00 %ile	January 2025 Data All Students: 54.83 %ile English learners: 51.96 %ile Foster Youth: 52.82 %ile Homeless Youth: 53.08 %ile Socioeconomically Disadvantaged: 52.46 %ile Students with Disabilities: 50.28 %ile		The District will use January 2027 data: All Students: 63.0 %ile English learners: 62.0 %ile Foster Youth: 61.0 %ile Homeless Youth: 63.0 %ile Socioeconomically Disadvantaged: 64.0 %ile	Difference All Students: 0.83% increase English learners: 1.96% increase Foster Youth: 3.82% increase Homeless Youth: 2.08% increase Socioeconomically Disadvantaged: 0.46% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 52.00 %ile	African American: 51.71 %ile		Students with Disabilities: 62.0 %ile African American: 64.0 %ile	Students with Disabilities: 0.28% increase African American: 0.29% decline
1.16	Implementation of Common Core State Standards, including English Language Development standards for English Learners (Data Source: Priority 2 Local Indicator Survey)	The District used February 2024 for baseline data: ELA : Full Implementation, with Sustainability ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	February 2025 ELA : Full Implementation, with Sustainability ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation		The District will use February 2027 data: ELA: Full Implementation Math: Full Implementation ELD: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	Difference ELA: no change ELD: no change Math: no change NGSS: no change History/Social Science: no change
1.17	Course Access (Data Source: AERIES)	The District used the 2023/24 course schedules for baseline data: College Prep English Enrollment All Students: 91% English learners: 78.62% Foster Youth: 68.66% Socioeconomically Disadvantaged:	2024/25 Course Schedules: College Prep English Enrollment All Students: 86.9% English learners: 71% Foster Youth: 54.8%		The District will use 2026/27 course schedule data: College Prep English Enrollment All Students: 94% English learners: 82.62% Foster Youth: 80% Socioeconomically	Difference College Prep English Enrollment All Students: 4.1% decline English learners: 7.62% decline Foster Youth: 13.86% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		89.86% Students with Disabilities: 67.41% College Prep Mathematics Enrollment All Students: 82.95 % English learners: 86.96 % Foster Youth: 67.16 % Socioeconomically Disadvantaged: 82.54 % Students with Disabilities: 58.97 % Career Technical Education Enrollment All Students: 37.15 % English learners: 26.63 % Foster Youth: 29.85 % Socioeconomically Disadvantaged: 39.13 % Students with Disabilities: 33.18 %	Socioeconomically Disadvantaged: 85% Students with Disabilities: 67.6% College Prep Mathematics Enrollment All Students: 80.5% English learners: 88% Foster Youth: 46.7% Socioeconomically Disadvantaged: 79.7% Students with Disabilities: 59.6% Career Technical Education Enrollment All Students: 31% English learners: 16.7% Foster Youth: 19.3% Socioeconomically Disadvantaged: 31.2% Students with Disabilities: 28%		Disadvantaged: 95% Students with Disabilities: 80% College Prep Mathematics Enrollment All Students: 90% English learners: 94.96% Foster Youth: 85% Socioeconomically Disadvantaged: 90.54% Students with Disabilities: 70% Career Technical Education Enrollment All Students: 40% English learners: 30% Foster Youth: 35% Socioeconomically Disadvantaged: 45% Students with Disabilities: 36.18%	Socioeconomically Disadvantaged: 4.86% decline Students with Disabilities: 0.19% increase College Prep Mathematics Enrollment All Students: 2.45% decline English learners: 1.04% increase Foster Youth: 20.46% decline Socioeconomically Disadvantaged: 2.84% decline Students with Disabilities: 0.63% increase Career Technical Education Enrollment All Students: 6.15% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English learners: 9.93% decline Foster Youth: 10.55% decline Socioeconomically Disadvantaged: 7.93% decline Students with Disabilities: 5.18% decline
1.18	Number of Graduating English Learner students who earn Seal of Biliteracy (Data Source: AERIES)	The District used January 2024 for baseline data: Total Seals: 85 English learners/Ever EL: 40 English Only: 45	January 2025 Data Total Seals: 117 English Learners/Ever EL: 43 English Only: 74		The District will use January 2027 data: Total Seals: 170 English learners/Ever EL: 105 English Only: 65	Difference Total Seals: 32 improvement English Learners/Ever EL: 3 improvement English Only: 29 improvement
1.19	Percent of low-income, English Learner, or Foster Youth students who participate in after-school programs (ELO-P) (Data Source: AERIES)	The District used March 2024 for baseline data: English learners: 12.96% Foster Youth: 7.02% Unsheltered (Homeless): 17.6% Socioeconomically Disadvantaged: 12.25%	March 2025 English learners: 3.76% Foster Youth: .03% Unsheltered (Homeless): .09% Socioeconomically Disadvantaged: 15.74%		The District will use March 2027 data: English learners: 25% Foster Youth: 20% Unsheltered (Homeless): 25%	Difference English learners: 9.2% loss Foster Youth: 6.99% loss Unsheltered (Homeless): 17.51% loss

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 9.67%	Students with Disabilities: 1.76%		Socioeconomically Disadvantaged: 25% Students with Disabilities: 20%	Socioeconomically Disadvantaged: 3.49% gain Students with Disabilities: 7.91% loss
1.20	Percent of Students with Disabilities who complete at least 50 hours of transition classwork or work-based experience (Data Source: AERIES)	The District used March 2024 for baseline data: 0% of student that earned a certificate of completion completed at least 50 hours of transition classwork or work-based experience.	March 2025 Data 1% of students that are earning a certificate of completion have completed at least 50 hours of transition classwork or work-based experiences		The District will use March 2027 data: 100% of students that earn a certificate of completion earned at least 50 hours of transition classwork or work-based experience.	Difference 1% gain

Goal Analysis [2024-25]

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

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

The District identified nine actions needed to meet Goal 1. After year one of the three-year plan, the District has "Partially Implemented" all nine actions.

Action 1.1: Partially Implemented - By September 30, 2024, a Theory of Action was developed, outlining departmental actions over three years. Site administrators created and refined PDSA cycles, which are now embedded in level meetings and 1:1 coaching sessions to support continuous improvement. Additionally, progress monitoring tools, including fluency data, guide instructional decisions, and MTSS coordinators provide ongoing coaching to strengthen Tier 1 practices.

Action 1.2: Partially Implemented - The district continues to develop and refine MTSS to address achievement gaps, with two MTSS Coordinators supporting 20 schools, including seven receiving ongoing support. A triannual MTSS Communication was introduced through district newsletters, and resources such as the MTSS Maps, Intervention Matrices, and SST Handbook were created to guide site-level implementation. The MTSS Task Force is finalizing a Districtwide MTSS & Data Handbook, aligning identified areas of growth from the LEA Self-Assessment to LCAP goals.

Action 1.3: Partially Implemented - The district continues to enhance rigorous and meaningful learning through curriculum support and professional learning. A monthly TK-5 curriculum newsletter is distributed to grade-level leads to support instructional planning. Grade-level lead and department chair meetings focus on the PLC+ model and writing instruction to ensure essential standards are taught by year-end.

Action 1.4: Partially Implemented - Site administrators have prioritized writing instruction across all content areas as their instructional goal, with several sites engaging in The Writing Revolution professional development. Many sites administered and scored writing assessments in the first trimester, using collaboration time to analyze student work. Efforts continue to develop districtwide rubrics, with common rubrics already in place for grades 3-5 and K-2 rubrics expected by spring 2025.

Action 1.5: Partially Implemented - The district has made progress in aligning instruction with College and Career readiness standards, integrating them into TK-5 curriculum maps. Ongoing work includes the development of curriculum maps for grades 6-8 and CTE courses, with completion expected by June 2025. A Personal Financial Literacy course was recently adopted, and several middle schools now offer the College and Career Ready Lab elective course. Plans for further professional development and strategies to enhance the visibility of anchor standards will be discussed in the Curriculum Collaboration meetings.

Action 1.6: Partially Implemented - Work has started on implementing two new recommendations from the revised English Learner Roadmap: increasing the rate of students earning the State Seal of Biliteracy (SSOB) and incorporating the OPTEL into reclassification criteria and progress monitoring. Information about the SSOB has been shared with DELAC, as well as with Parent Leaders and Student Leaders in January, to raise awareness and support student achievement in these areas.

Action 1.7: Partially Implemented - The district continues to offer a variety of educational options to meet the diverse needs of students and families, including K-8 schools, the K-8 Virtual Academy, and Long Term Independent Study for grades 9-12. Additional programs include the Matt Garcia Career and College Academy, The Public Safety Academy, Early College High School, Sem Yeto Continuation High School, and the International Baccalaureate Program at Armijo High School. These programs aim to enrich students' educational experiences and provide pathways for success.

Action 1.8: Partially Implemented - The district has completed a comprehensive needs assessment using the California Department of Education’s template for the Learning Recovery Emergency Block Grant. Actions are now being developed to address the identified needs and support students' recovery and academic progress.

Action 1.9: Partially Implemented - Teachers have received training on curricular materials, and Curriculum Guides for middle and high school English Language Development (ELD) courses are being developed. The first cycle of instructional coaching support has been completed, with the second cycle currently underway to further enhance support for students advancing to Reclassified Fluent English Proficiency (RFEP).

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

The District budgeted $39,683,305.00 to implement the actions/services identified in Goal 1 and has expended $47,182,951.00. Of these funds, $27,291,272.00 was allocated, with $37,240,396.00 being expended, to support the needs of unduplicated students.

Action 1.1: The District budgeted $1,546,329.00 on implementing continuous improvement cycles, and estimates expending approximately $1,321,150.00. There is no material difference between budgeted and estimated actuals.

Action 1.2: The District budgeted $10,621,170.00 towards implementing a system of data analysis, and estimates expending approximately $13,109,011.00. As significant portion of these funds are associated with restricted funds, the district will increase the budget for 2025/26 based on estimated expenditures.

Action 1.3: The District budgeted $4,700,000.00 towards implementing rigorous and meaningful learning, and estimates expending approximately $3,171,668.00. A significant portion of these funds were associated with restricted funds and expenditures (mathematics textbook adoption) that will occur in the 2025/26 school year.

Action 1.4: The District budgeted $1,575,000.00 on the implementation of the Literacy Plan, and estimates expending approximately $1,619,960.00. There is no material difference between budgeted and estimated actuals.

Action 1.5: The District budgeted $1,416,943.00 towards college/career readiness curriculum integration, and estimates expending approximately $1,455,355.00. There is no material difference between budgeted and estimated actuals.

Action 1.6: The District budgeted $1,313,203.00 towards the implementation of the English Learner Roadmap, and estimates expending approximately $4,356,092.00. As a portion of these funds are associated with restricted funds, the district will increase the budget for 2025/26 based on estimated expenditures.

Action 1.7: The District budgeted $13,068,966.00 towards creating educational options, and estimates expending approximately $18,032,503.00. As a portion of these funds are associated with restricted funds, the district will increase the budget for 2025/26 based on estimated expenditures.

Action 1.8: The District budgeted $4,700,000.00 towards the implementation of the Learning Recovery Emergency Block Grant, and estimates expending approximately $3,695,572.00. While the majority of the actions were completed, some were funded from other restricted dollars that needed to be expended during the 2024/25 school year.

Action 1.9: The District budgeted $741,604.00 towards providing intensive English Language Development classes, and estimates expending approximately $421,640.00. The costs to provide the additional lab classes was less than originally budgeted.

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

The District identified twenty metrics to evaluate the effectiveness of the actions associated with Goal 1. After careful analysis, it was determined that four actions have been effective at impacting the identified metrics. In addition, five actions have not yet been effective.

Effective Actions
Action 1.1 has been effective, as evidenced by the improvement in the CAASPP ELA and EAP metrics. (Metrics: 1.1 and 1.9)
Action 1.4 has been effective, as evidenced by the improvement in CAASPP ELA/Literacy results and implementation of the State Standards. (Metrics: 1.3 and 1.16)
Action 1.5 has been effective, as evidenced by the positive trend in College/Career Readiness rates and CTE pathway completion rates. (Metrics: 1.7 and 1.12)
Action 1.8 has been moderately effective, as evidenced by student progress in the NWEA Measures of Academic Progress (MAP) assessments for Reading and Mathematics, as well as the completion of CTE and/or "a-g" pathways. (Metrics:1.13, 1.14 and 1.15)

Not Effective Yet Actions - While these actions have not yet had the desired effect, there will be no changes as there is a need for additional time to fully implement.
Action 1.2 has not yet been effective as evidenced by a lack of improvement in CAASPP and EAP Mathematics. (Metrics: 1.2, 1.4 and 1.10)
Action 1.3 has not yet been effective as evidenced by the lack of substantial improvements in the AP exam pass rates, as well as the UC/CSU "a-g" completion rates. (Metrics: 1.8 and 1.11)
Action 1.6 has not yet been effective as evidenced by the decline in the Reclassification rate and the Seal of Biliteracy rate. (Metrics: 1.6 and 1.18)
Action 1.7 has not yet been effective as evidenced by declines in College Prep English, College Prep Mathematics, and Career Technical Education (CTE) enrollment across multiple student groups, and Students receiving Special Education services completing 50 hours of transition classwork or work-based experiences. (Metrics: 1.17, 1.19, and 1.20)
Action 1.9 has not yet been effective as evidenced by a decline in the percentage of English Learner (EL) students making progress toward English language proficiency, as measured by the ELPAC Summative Assessment. (Metric: 1.5)

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

Goal: No Changes

Metrics:
Metric 1.9 is being modified to reflect the current Dashboard reporting of students who exceed standards on the CAASPP ELA assessment.
Metric 1.10 is being modified to reflect the current Dashboard reporting of students who exceed standards on the CAASPP mathematics assessment.

Desired Outcomes:
Modifications to the Desired outcomes are a result of input from the educational partners.
Metric 1.2 - Adjust the following student achievement group outcomes to reflect progress in 2024/25: English Learners (95 points below standard);
Foster Youth (95 points below standard); Unsheltered (95 points below standard); Students with Disabilities (95 points below standards); African American Students (95 points below standard).
Metric 1.8 - Adjust the following student achievement groups to reflect progress in 2024/25: English Learners (18%); Foster Youth (5%); Unsheltered (5%); Students with Disabilities (5%); African American Students (15%).
Metric 1.11 - Reduce the desired outcome of English Learners to 12%.

Actions:
Action 1.4 - Modified to address the ELA needs identified in the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.8 - Modify this action to have it more targeted to supporting Tier I and Tier II mathematics programs as the majority of students in FSUSD were identified as in great need through the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.10 - Added to address English Language Arts intervention at two of the schools identified as in greatest need through the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.11 - Added to address the implementation of small group instruction at Tolenas Elementary and Grange Middle School.
Action 1.12 - Added to address summer and intersession programs for students identified as in greatest need through the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.13 - Added to provide additional counseling services to English Learners and Long Term English Learners as these two student achievement groups were identified as in greatest need through the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.14 - Added to provide "Additional Academic Services" in order to obtain data and monitor the effectiveness of the supports being provided to the student groups identified as in greatest need through the Learning Recovery Emergency Block Grant Needs Assessment.
Action 1.15 - Added to address small group instruction at David Weir, one of the schools identified as in greatest need through the Learning Recovery Emergency Block Grant Needs Assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continuous Improvement Cycles	Implement continuous cycles of data analysis to set goals, formulate and adjust action plans, and monitor student progress and success in the following metrics: Academic achievement, English learner progress, and College and career readiness.	$1,546,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed to meet the needs of English learners, Foster Youth, and low Income students, who have been identified as 'Red' in English Language Arts, Mathematics, and/or College/Career Readiness. By prioritizing these students, the District aims to provide them with the necessary resources and support to thrive academically and overcome barriers to success with targeted supports that will include tailored interventions, personalized learning strategies, and enhanced resources designed to address the unique needs of each student group. While all students will benefit from implementation of a continuous cycle of data analysis, a focus will be placed on schools and students who are currently identified as "Red" on the State Dashboard. In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (African American, English learners, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American, English learners, and Students with Disabilities), Dover (African American and Students with Disabilities), Grange (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (African American, English learners, Hispanic, and Low Income), and Tolenas (English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and students with disabilities), Dan O. Root (African American and Students with Disabilities), Fairview (Low Income and Students with Disabilities), Grange (African American,		

Action #	Title	Description	Total Funds	Contributing
		English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and White), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (English learners, Hispanic, Low Income), Nelda Mundy (Students with Disabilities), Sheldon (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Suisun Elementary (African American, English learners, and Students with Disabilities), and Tolenas (English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). In English learner progress, the schools of focus include Crescent (Students with Disabilities) and Sem Yeto (English learners). In college and career readiness, on the District level, this includes English learners, Homeless, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Homeless, Students with Disabilities, and African American), Fairfield High, (English learners, Students with Disabilities, and African American), and Sem Yeto (All Students, Low Income, African American, and Hispanic). In order to evaluate the effectiveness of this action, staff will review credit audits, UC/CSU "a-g" audits, CTE pathway audits, progress report and report card grades in ELA and Math, RLAP report cards, AP and IB progress report/report card grades, Lexile levels, and quantile levels.		
1.2	Systems of Data Analysis	Develop and implement articulated multi-tiered systems of support aimed at addressing identified student needs, by providing supplemental and/or intensified support, in order to close the achievement gap for: English learners, Foster Youth, Homeless Youth, African American, Socioeconomically Disadvantaged, and Students with Disabilities. This action is primarily aimed at meeting the needs of English learners, Foster Youth, and Low Income students, as they have been identified as 'Red' in English Language Arts, Mathematics, and/or College/Career Readiness. By prioritizing these students, the District seeks to provide targeted support and resources that address the unique challenges they	$13,076,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		may face, thereby promoting equitable opportunities for academic achievement. While all students will benefit from unified systems for tracking and data analysis, a focus will be placed on schools that are currently identified as "Red" on the State Dashboard. In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (All students, English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (All students, African American, English learner, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and students with disabilities), Dan O. Root (African American, English learners, and Students with Disabilities), Dover (African American and Students with Disabilities), Grange (All students, African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (All students, African American, English learners, Hispanic, and Low Income), and Tolenas (All students, English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (All students, English learners, Hispanic, and Low Income), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (All students, African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (All students, African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American and Students with Disabilities), Fairview (Low Income and Students with Disabilities), Grange (All students, African American, English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and White), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (All students, English learners, Hispanic, Low Income), Sheldon (All students, African American, English learners, Hispanic, Low Income, and		

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities), Suisun Elementary (African American, English learners, and Students with Disabilities), and Tolenas (All students, English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). Recognizing that there has been minimal growth in student achievement in ELA/Math, the District is receiving Technical Assistance (Differentiated Assistance) from the California Collaborative for Educational Excellence and the Center for Assessment to bring alignment with curriculum, instruction, and assessment. The work includes helping the District identify key standards, communicate what curriculum should be used to address the standards, ensure the rigor matches the level of the standard, implement assessments to identify if students are mastering the standards, incorporate the Plan-Do-Study-Act process to ensure the data from the assessments is informing instruction. In order to evaluate the effectiveness of this action, staff will review districtwide screeners, ELO-P screener, and pre and post intervention data.		
1.3	Rigorous and Meaningful Learning	Deliver rigorous and meaningful learning experiences in all programs, pathways, and courses, ensuring that all essential grade-level standards and concepts are taught by the end of the school year. While all students will benefit from rigorous and meaningful learning experiences in all programs, pathways, and courses, a focus will be placed on schools that are currently identified as "Red" on the State Dashboard. In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (African American, English learners, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American, English learners, and	$4,700,090.00	No

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities), Dover (African American and Students with Disabilities), Grange (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (African American, English learners, Hispanic, and Low Income), and Tolenas (English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American and Students with Disabilities), Fairview (Low Income and Students with Disabilities), Grange (African American, English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and White), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (English learners, Hispanic, Low Income), Nelda Mundy (Students with Disabilities), Sheldon (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Suisun Elementary (African American, English learners, and Students with Disabilities), and Tolenas (English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). In order to evaluate the effectiveness of this action, staff will review CAASPP distance from standard disaggregated by student group, % of students earning State Seal of Biliteracy, % of students earning Golden State Seal Merit diploma, and AP/IB exam pass rates.		
1.4	Literacy Across Content Areas (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment documented the need to focus on ELA across all schools, but with a particular focus at Tolenas, Anna Kyle, Fairview, David Weir, Dover, Suisun Elementary, and Cleo Gordon. In addition, this action will be focused on English learners, Long Term English Learners, Foster Youth,	$1,660,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Unsheltered, and Students with Disabilities. There will also be a focus on developing strong foundational literacy skills for students in TK - 2. This action aligns to the following allowable expenditures: (B1) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, (B2) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both., (B3) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access, as well (B6) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve. Through this action, staff will coordinate, deliver and engage in professional learning (including coaching) on instruction supporting the California State Standards for ELA and ELD, including supports for integrated ELD and strategies for supporting students with disabilities. In addition, Literacy Specialists will be assigned to the identified schools to provide small group instruction to the students whose interim assessments document the need for more intensive support. Finally, staff will be secured to ensure students up to grade three have access to school libraries. These strategies are grounded in the science of reading, learning and development as reported by the California Department of Education. Finally, a coordinator will provide professional development and monitor the successful implementation of this high impact, comprehensive action. Technical Assistance (Differentiated Assistance) is being provided with this action by the Solano County Office of Education. In order to evaluate the effectiveness of this action, staff will use Metrics 1.1, 1.3, and 1.14.		
1.5	College and Career Readiness	Align instruction to the College and Career readiness anchor standards and embed cross-disciplinary expectations (i.e. critical thinking skills,	$1,416,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Curriculum Integration	problem-solving, financial literacy, career exploration, and college preparation), into each content area and grade level TK-12, to prepare students for life after graduation. While all students will benefit from alignment of instruction to the College and Career readiness anchor standards and cross-disciplinary expectations, a focus will be placed on schools that are currently identified as "Red" on the State Dashboard. In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American, English learners, and Students with Disabilities), Dover (African American and Students with Disabilities), Grange (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (African American, English learners, Hispanic, and Low Income), and Tolenas (English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and students with disabilities), Dan O. Root (African American and students with disabilities), Fairview (Low Income and Students with Disabilities), Grange (African American, English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and White), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (English learners, Hispanic, Low Income), Nelda Mundy (Students with Disabilities), Sheldon		

Action #	Title	Description	Total Funds	Contributing
		(African American, English learners, Hispanic, Low Income, and Students with Disabilities), Suisun Elementary (African American, English learners, and Students with Disabilities), and Tolenas (English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). In College and Career Readiness, on the District level, this includes English learners, Homeless, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Homeless, Students with Disabilities, and African American), Fairfield High, (English learners, Students with Disabilities, and African American), and Sem Yeto (All students, English learners, Homeless, Low Income, African American, Hispanic, and White). In order to evaluate the effectiveness of this action, staff will review the % of students participating in work based learning experiences, the % of students earning near standard or above standard for each claim in CAASPP in both ELA & Math, and the % of students earning an IB Diploma.		
1.6	English Learner Roadmap Implementation	Implement the actions associated with the English Learner Roadmap which was adopted in 2018/19 school and revised in the 2023/24 school year. Additional support tailored specifically for Long Term English learners (LTELs) will focus on early intervention. Provide additional language development instruction and intervention focused on Speaking, Listening, Reading, and Writing in an academic register for 4th and 5th grade students who are at risk of becoming Long-term English learners. Provide instructional coaching to middle and high school language development teachers to engage students cognitively and linguistically in every lesson through structured, accountable responses and consistent instructional routines in designated ELD. Provide professional development in evidence-based practices for integrated ELD instruction to equip students	$4,480,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for the reading and writing demands of state standards. Provide academic tutoring for English learner students at each high school. Additional supports tailored specifically for English learners will be implemented to address their unique needs, focusing on acquiring proficiency in English while simultaneously meeting rigorous state standards across content areas. By providing English learners with these targeted supports, the District aims to not only enhance their proficiency in English but also ensure their success in meeting rigorous academic standards. While implementation of the actions associated with the English Learner Roadmap will benefit all English learners, a focus will be placed on schools that are currently identified as "Red" on the State Dashboard. In English learner progress, the schools of focus include Crescent (Students with Disabilities) and Sem Yeto (English learners). In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American, English learners, and Students with Disabilities), Dover (African American and Students with Disabilities), Grange (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (African American, English learners, Hispanic, and Low Income), and Tolenas (English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and		

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American and Students with Disabilities), Fairview (Low Income and Students with Disabilities), Grange (African American, English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and white), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (English learners, Hispanic, Low Income), Nelda Mundy (Students with Disabilities), Sheldon (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Suisun Elementary (African American, English learners, and Students with Disabilities), and Tolenas (English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). In College and Career Readiness, on the District level, this includes English learners, Homeless, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Homeless, Students with Disabilities, and African American), Fairfield High, (English learners, Students with Disabilities, and African American), and Sem Yeto (All Students, Low Income, African American, and Hispanic). In order to evaluate the effectiveness of this action, staff will review reclassification data, and ELPI.		
1.7	Educational Options	Provide a wide variety of educational options and programs that are accessible and available to all students and families to enrich each student's educational experience. This action is primarily aimed at meeting the needs of English learners, Foster Youth, and Low Income students. Offering a wide array of educational programs and ensuring equitable access to them will play a pivotal role in supporting English learners, Foster Youth, and Low Income	$16,812,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students by providing them with additional opportunities to address their individual needs. While all students will benefit from a wide variety of educational options and programs, a focus will be placed on schools that are currently identified as "Red" on the State Dashboard. In English Language Arts, on the District level, this includes English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), Armijo (African American, Hispanic, Low Income, Students with Disabilities, and White), B. Gale Wilson (English learners), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Low Income and Students with Disabilities), Crystal (Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American, English learners, and Students with Disabilities), Dover (African American and Students with Disabilities), Grange (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Green Valley (Students with Disabilities), Oakbrook (Students with Disabilities), Sheldon (African American, English learners, Hispanic, and Low Income), and Tolenas (English learners, Hispanic, Low Income, and Students with Disabilities). In Mathematics, on the District level, this includes African American, English learners, Foster Youth, and Students with Disabilities. The schools of focus include Anna Kyle (English learners, Hispanic, Low Income, and Students with Disabilities), B. Gale Wilson (African American, English learners, and Low Income), Cleo Gordon (African American, English learner, Hispanic, and Low Income), Crescent (Students with Disabilities), Crystal (African American, English learners, Hispanic, and Students with Disabilities), David Weir (English learners and Students with Disabilities), Dan O. Root (African American and Students with Disabilities), Fairview (Low Income and Students with Disabilities), Grange (African American, English learners, Hispanic, Two or More Races, Low Income, Students with Disabilities, and White), Green Valley (Students with Disabilities), Laurel Creek (Students with Disabilities), Matt Garcia (English learners, Hispanic, Low Income), Nelda Mundy (Students with Disabilities), Sheldon (African American, English learners, Hispanic, Low Income, and Students with Disabilities), Suisun Elementary (African American, English learners,		

Action #	Title	Description	Total Funds	Contributing
		and Students with Disabilities), and Tolenas (English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities). In English learner progress, the schools of focus include Crescent (Students with Disabilities) and Sem Yeto (English learners). In graduation rates, on the District level, this includes Students with Disabilities. The schools of focus include Armijo (Students with Disabilities), and Fairfield High (All Students, Low Income, Students with Disabilities, and Hispanic). In college and career readiness, on the District level, this includes English learners, Homeless, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Homeless, Students with Disabilities, and African American), Fairfield High, (English learners, Students with Disabilities, and African American), and Sem Yeto (All Students, Low Income, African American, and Hispanic). In order to evaluate the effectiveness of this action, staff will review course enrollment.		
1.8	Tier I and Tier II Mathematics Program (LREBG Funded)	The 2024 California Dashboard documents that mathematics is an area of growth for FSUSD. While the District is "Orange", five student groups were identified as "Red" (Long-Term English learners, Foster Youth, Unsheltered, African American, and Native Hawaiian/Pacific Islander). In addition, six student groups were identified as Orange (English learners, Low Income, Students with Disabilities, Hispanic, White, and Two or More Races). The LCAP Advisory Committee, who completed the Learning Recovery Emergency Block Grant Needs Assessment, identified math as the greatest area of focus, particularly because the student groups in Red or Orange make up nearly 85% of the student population. This action aligns to the following allowable expenditures: (B2) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both, as well (B6) Providing	$1,140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve. To address this need, funds will be used to contract with vendors, organizations and/or independent consultants who can provide intensive professional development and coaching around the California Math Framework so that staff understand the instructional strategies and rigor necessary for students to be successful. In addition, three math specialists will be hired to work at targeted schools with intervention blocks and providing small group instruction. Finally, math intervention will be provided to students at schools and student groups identified through the needs assessment. The effectiveness of this action will be measured by Metrics 1.2 and 1.15.		
1.9	English Language Development	Provide additional, intensive English Language Development laboratory classes (beyond the required courses) to support students at the secondary level in advancing to Reclassified Fluent English Proficiency (R-FEP).	$741,604.00	Yes
1.10	English Language Arts Intervention (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified Anna Kyle, David Weir, and Tolenas as schools in greatest need. All three schools have the greatest number of students scoring in the lowest range on the ELA State Assessment. Anna Kyle is a "Red" on the Dashboard in ELA and has four student achievement groups in Red (English Learners, Hispanic, Low Income, and Students with Disabilities). David Weir is in Orange with three student groups in Red (English learners, Hispanic, and Students with Disabilities). Tolenas is in the Red with six student groups (African American, English learners, Hispanic, Two or More Races, Low Income, and Students with Disabilities).	$435,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action aligns to the following allowable expenditure: (B1) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, (B2) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both, and (B3) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access. This action is designed to support small group instruction specific to ELA intervention using UFLI and SIPPS. Research conducted by WestEd (UFLI) documents it is an effective evidence-based program for supporting primary literacy. In addition, Evidence for ESSA notes that SIPPS has received a "Moderate" rating for effectiveness in developing foundational reading skills. In order to evaluate the effectiveness of this action, staff will use Metrics 1.1, 1.3, and 1.14 specific for the three schools.		
1.11	Small Group Instruction/Opportunity Culture (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified Tolenas Elementary School as the lowest performing school in the District. In addition, the assessment identified mathematics (low income) as an area of great need. Tolenas Elementary and Grange Middle School are incorporating the strategies of Opportunity Culture in grades TK - 2 (Tolenas) and in ELA and Mathematics (Grange). Opportunity Culture is referenced in the National Council on Teacher Quality as a strategy that that attract and retain effective teachers. High teacher turnover is impacting student achievement in the core areas at both schools. In addition, Brookings documents the impact of Opportunity Culture in improvement for students in mathematics. This action aligns to the following allowable expenditure: (B1) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff and (B6) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English	$325,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve. This action supports the implementation of Opportunity Culture at Tolenas Elementary and Grange Middle School. This action will include the the addition of "Reach Associates" at the two schools who work with classroom teachers to conduct small group instruction. In addition, it will fund the stipends for the "Multi Classroom Teachers" who will lead collaborative planning sessions and support the teachers who are in the cohort. Finally, it covers the cost of the professional development that supports the classified and certificated staff in these new roles. In order to evaluate the effectiveness of this action, staff will use Metrics 1.1, 1.3, and 1.14 at Tolenas and Grange to measure the effectiveness of this action.		
1.12	Extended School Year (Summer School and Intersessions) (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified five student groups who demonstrated the greatest need: Long-Term English Learners, Unsheltered, Foster Youth, Low Income and Students with Disabilities. The students identified above will have the opportunity to participate in an extended school year - a combination of intersession and summer school. The focus of the program will be on strengthening content knowledge in English Language Arts and Mathematics, as well as support students with meeting graduation and/or promotion requirements. The Board adopted core curriculum will be the foundation for summer learning. This action aligns to the following allowable expenditure: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs; and (D)	$570,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Access to instruction for credit-deficient pupils to complete graduation or promotion requirements and increase or improve pupil's college eligibility. There is a significant body of research that addresses the benefits of extended learning. The Harvard Graduate School of Education documented how summer programs can help students catch up after COVID. The Wallace Foundation (through a RAND Study) found drew the same conclusion after conducting a longitudinal analysis of extended learning. Finally, the US Department of Education issues their findings that mirrored that of Harvard and Wallace Foundation. Staff will use Metrics 1.1, 1.2, 1.3, 1.14, and 1.15 to determine the effectiveness of this action.		
1.13	English Learner Counseling Services (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified English Learners and Long-Term English Learners as two of the student groups in greatest need of additional support. In working with the English Learner - Instructional Support Department, it was determined that an EL Counselor would best complement the services being provided through other funding sources. The role of the EL Counselor would be to provide additional case management for EL students, and particularly the Long Term English Learners, to ensure they had accesses to the resources that would support their ELA and mathematics growth. This action aligns to the following allowable expenditure: (C) Pupil Supports (Counseling). Research conducted by the University of Massachusetts, as well as that which was reported by the American School Counselor Association, documents the role of the school counselor promoting student academic success. Staff will use Metrics 1.1, 1.2, 1.3, 1.5, 1.6, and 1.15 (for English Learners and Long Term English Learners) to determine the effectiveness of this Action.	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Additional Academic Services (LREBG Funded)	In order to monitor progress in ELA, mathematics and chronic absenteeism, as well as to ensure the students in greatest need are receiving the necessary support in these areas, FSUSD will be securing data tracking systems. Systems will include, but not be limited to EduClimber, NWEA, and Illuminate. The systems will support the implementation of MTSS and funded through the Learning Recovery Emergency Block Grant funds. This action aligns to the following allowable expenditure: (E) Additional Academic Services. The Institute of Education Sciences (REL Midwest) have documented the positive impact of MAP can have on student achievement. In addition, the same organization has documented the positive impact of MTSS. Staff will be using Metric 1.1, 1.2, 1.3, 1.5, 1.6, and 1.15 to determine the effectiveness of these tools.	$530,000.00	No
1.15	Small Group Instruction (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified students at David Weir as some of the students in greatest need in both English Language Arts and Mathematics. The site will be hiring a Teacher on Special Assignment to provide small group instruction/Intervention in the area of ELA and mathematics. This action aligns to the following allowable expenditure: (B1) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Research conducted by John Hattie documents that small group learning has the potential to accelerate learning. The teacher will be using Board adopted Tier I and Tier II instructional materials. Staff will use Metrics 1.2, 1.3, and 1.5 at David Weir to measure the effectiveness of this action.	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Social emotional learning and support continue to be an area of focus for the District and its educational partners. Local Climate Survey results document that students are experiencing harassment and bullying behaviors at a high rate. While there has been efforts to address this behavior, there has been little improvement over the last three years. In addition, the Annual Update to the LCAP documents that while there has been slight improvements in overall suspension rates, the District remains in the "Orange" and did not meet the desired outcome.

FSUSD educational partners have identified the following criteria to communicate success towards this goal:

- Students have social-emotional skills (self-esteem, coping strategies, communications, emotional regulation, etc.) and the learning/practice of those skills is incorporated throughout the school day.
- Resources are available; students and staff access the resources.
- Students and staff have healthy relationships, creating a classroom environment where students take risks, persevere, and engage in the learning process.
- Students and staff feel physically and emotionally safe at school in an inclusive environment.
- Students and staff engage in restorative practices to resolve conflict, make responsible decisions, and take personal responsibility to repair harm to others.

The District has three achievement groups (African American, Unsheltered, and Students with Disabilities) who are identified as "Red" on the State Dashboard for Suspension Rate. In addition, six schools (B. Gale Wilson, Crystal, Grange, Matt Garcia, Sem Yeto, and Tolenas) are identified as "Red" on the State Dashboard for Suspension Rate. This goal has been developed to support the District and the sites in reducing suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (Data Source: AERIES)	The District used April 1, 2024, for baseline data: District-Wide: 4.18% for all students 11.11% for Foster Youth 6.12% for Unsheltered Youth 2.79% for English learners 8.9% for Students with Disabilities 5.39% for Low Youth 9.98% African American 0.85% Asian School Sites: 6.82% - B Gale Wilson 7.12% - Crystal Middle School 10.46% - Grange Middle School 5.94% - Matt Garcia College and Career Academy 15.57% - Sem Yeto at AHS 16.94% - Sem Yeto at FHS 8.64% - Tolenas	As of March 27, 2025 District-Wide: 3.32% for all students 12% for Foster Youth 0% for Unsheltered Youth 2.06% for English learners 6.49% for Students with Disabilities 3.96% for Low Income Youth 8.36% African American 0.78% Asian School Sites: 5.77% - B Gale Wilson 6.48% - Crystal Middle School 7.82% - Grange Middle School 6.83% - Matt Garcia College and Career Academy 2.74% - Sem Yeto at AHS 3.98% - Sem Yeto at FHS 3.35% - Tolenas		The District will use April 2027 data: Decrease by 5% or maintain below 1% District-Wide: less than 3.97% for All Students less than 10.55% for Foster Youth less than 5.81% for Unsheltered Youth less than 2.65% for English learners less than 8.46% for Students with Disabilities less than 5.12% for Low income Youth less than 9.48% for African American less than 1% for Asian School Sites: less than 6.48% - B Gale Wilson	Difference (decline is good) District-Wide: 0.86% for all students decline 0.89% for Foster Youth increase 6.12% for Unsheltered Youth decline 0.73% for English learners decline 2.41% for Students with Disabilities decline 1.43% for Low Income Youth decline 1.62% African American decline 0.07% Asian decline School Sites: 1.05% - B Gale Wilson decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					less than 6.76% - Crystal Middle School less than 9.94% - Grange Middle School less than 5.64% - Matt Garcia College and Career Academy 14.79% - Sem Yeto at AHS 16.09% - Sem Yeto at FHS 8.21% - Tolenas	0.64% - Crystal Middle School decline 2.64% - Grange Middle School decline 0.89% - Matt Garcia College and Career Academy increase 12.83% - Sem Yeto at AHS decline 12.96% - Sem Yeto at FHS decline 5.12% - Tolenas decline
2.2	Expulsion Rates (Data Source: AERIES)	The District used April 1, 2024, for baseline data: 14 expulsions • 11 out of the 14 were Low Income students • 9 out of the 14 were African American students	Current data (3.27.25): Total expulsions: 0.12%: 25 students SED students: 0.33%: 22 students African American students: 0.48%: 13 students		The District will use April 2027 data: Decrease total number of expulsions to no more than 12 expulsions with no more than: • 10 Low Income students	Difference Total expulsions: 0.04% - increase of +11 students SED students: 0.23% - increase of +11 students African American students: 0.34% -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• 8 African American students	increase of 4 students
2.3	Perception regarding School Safety as measured on the California Healthy Kids Survey's "Experienced any harassment or bullying" question. (Data Source: California Healthy Kids Survey)	The District used the 2024 survey for baseline data: 7th Grade: 46% 9th Grade: 31% 11th Grade: 29%	2025 Survey Data 7th Grade: 44% 9th Grade: 25% 11th Grade: 23%		The District will use 2027 data: Increase by 6% points on California Healthy Kids Survey "Experienced any harassment or bullying" question: 7th Grade: 52% 9th Grade: 37% 11th Grade: 35%	Difference 7th Grade: 2% decline 9th Grade: 6% decline 11th Grade: 6% decline
2.4	"Anti-Bullying Climate" score as reported on the Students' California Healthy Kids Survey. (Data Source: California Healthy Kids Survey)	The District used the 2024 survey for baseline data: 5th Grade: Anti-bullying climate: 72% - Average reporting “Yes, most of the time” or “Yes, all of the time”	2025 Survey Data 5th Grade: Anti-bullying climate: 73% - Average reporting “Yes, most of the time” or “Yes, all of the time”		The District will use 2027 data: Increase by 6% points California Healthy Kids Survey "Anti-Bullying Climate" score: 5th Grade: Anti-bullying climate: 78% - Average reporting “Yes, most of the time” or “Yes, all of the time”	Difference 5th Grade: Anti-bullying climate: Average reporting “Yes, most of the time” or “Yes, all of the time” improved by 1%

Goal Analysis [2024-25]

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

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

The District identified five actions needed to meet Goal 2. After year one of the three-year plan, the District has "Partially Implemented" four actions and is "Planning" one action.

Action 2.1: Partially Implemented - On October 14, 2024, 27 classified staff members participated in an NCI de-escalation training session. Another session is scheduled for April 18, 2025, for classified staff. Plans are also underway to expand training opportunities, including a summer session for classified staff and a potential summer session specifically for certificated staff. Additionally, staff are analyzing current expulsion data to identify sites with heightened needs and potential areas for additional support.

Action 2.2: Partially Implemented - Three SEL professional development session have already been successfully offered and completed. One additional session is planned for the remainder of the 2024-25 school year to further support staff. Additionally, information about CASEL and Second Step has been shared in both the Elementary and Secondary newsletters.

Action 2.3: Planned - Plans are underway to establish common messaging for social-emotional learning (SEL) across the District, families, and community partners. This initiative aims to provide actionable steps that empower families and community partners to support students' social-emotional development outside of school. As part of this effort, a toolkit will be developed for District staff to share, including resources on SEL, CASEL, Second Step, and available services, ensuring consistent communication and support for all.

Action 2.4: Partially Implemented - A comprehensive bullying prevention strategy is being implemented to promote safe and respectful school environments. Sites began the anti-bullying unit in late September and October, with progress monitored through site communication and a admin-facing survey to track Second Step program implementation. The survey will be completed by the end 2024-2025 school.

Action 2.5: Partially Implemented - Some school sites are utilizing restorative practices, with four sites attending a restorative circles training hosted by Crystal Middle School. Currently there is one Restorative Practices training being offered in May with implementation support being provided on an as-needed basis. Efforts are underway to review the training provided at Crystal MS and explore ways to incorporate restorative practices into the District's MTSS framework, including the MTSS handbook and future trainings focused on classroom culture, management, and verbal de-escalation. Additionally, discussions with Student and Family Services are ongoing to embed restorative practices into alternatives to suspension and disciplinary practices.

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

The District budgeted $3,132,433.00 to implement the actions/services identified in Goal 2 and has expended approximately $2,999,648.00. Of these funds, $2,581,467.00 was allocated, with $2,597,062.00 being expended, to support the needs of unduplicated students.

Action 2.1: The District budgeted $152,143.00 towards the development/implementation of de-escalation strategies and estimates expending approximately $161.005.00. There is no material difference between budgeted and estimated actuals.

Action 2.2: The District budgeted $85,200.00 towards the integration of SEL curriculum and estimates expending approximately $66,560.00. While this is slightly less than originally anticipated, the District will maintain the same dollar amount for the 2025/26 LCAP.

Action 2.3: The District budgeted $173,623.00 towards SEL Resources outside of school and estimates expending approximately $101,065.00. The District will maintain the original budget as this is an action that was not yet effective and will continue to require the fiscal resources.

Action 2.4: The District budgeted $140,000.00 towards establishing an anti-bullying climate and estimates expending approximately $73,956.00. The District will maintain the original budget. While the action was deemed effective, there continues to be more work that needs to take place in improving the climate and culture.

Action 2.5: The District budgeted $2,581,467.00 towards implementing restorative practices and estimates expending approximately $2,597,062.00. There is no material difference between budgeted and estimated actuals.

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

The District identified four metrics to evaluate the effectiveness of the actions associated with Goal 2.

Effective Actions
Action 2.1 has been effective as evidence by a decrease in the Suspension Rate, even though there was an increase in the expulsion rate (Metric: 2.1 and 2.2).
Action 2.2 has been effective as evidence by the improvement in students reporting their school has an anti-bullying climate as measured by the CalSCHLS School Climate Report (Metric: 2.4).
Action 2.3 has been effective as evidence by the improvement in students reporting their school has an anti-bullying climate as measured by the CalSCHLS School Climate Report(Metric: 2.4).
Action 2.4 has been effective as evidence by the decline in students reporting they experienced any harassment or bullying as measured by the CalSCHLS School Climate Report (Metric 2.3).
Action 2.5 has been effective as evidence by a decrease in the Suspension Rate (Metric: 2.1).

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

Goal: No Changes

Metrics: No Changes

Desired Outcomes: No Changes

Actions: No Changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	De-Escalation Strategies (NCI)	By 2027, campus monitors, office staff, paraeducators, administrators, and teachers will consistently utilize de-escalation strategies to effectively manage student behavior, leading to a reduction in behavioral incidents and an improvement in overall school climate. This action will be monitored during the course of the year by reviewing monthly suspension/expulsion rates, as well as annually on the CalSCHLS School Climate Report. While all schools will receive the professional development, B. Gale Wilson Middle, Crystal Middle, Grange Middle, Matt Garcia, Sem Yeto, and Tolenas will be centered in this work given that they are currently identified as "Red" for suspension rate. In addition, focus will be directed toward the following schools and achievement groups of students who are: • African American - Districtwide, Anna Kyle, Dan O. Root, Tolenas, B. Gale Wilson, Crystal, Grange, Green Valley, Armijo, Sem Yeto • English learners - Rodriguez • Filipino - Tolenas, B. Gale Wilson • Hispanic - Dan O. Root, Suisun Valley, Sem Yeto • Homeless - Districtwide, Grange • Low Income - Dan O. Root, Oakbrook, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto • Students with Disabilities - Districtwide, Anna Kyle, Dan O. Root, Suisun Valley, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto	$152,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Two or More Races - Tolenas, Crystal, Grange • White - Fairview, Tolenas, Grange, Sem Yeto		
2.2	SEL Curriculum Integration	Integrate SEL practices and elements of the CASEL SEL Framework into district curriculum guides and classroom practices to foster the holistic development and well-being of all students. This action will be monitored during the course of the year by reviewing twice a year using a locally administered SEL screener. In addition, it will be monitored monthly based on class suspension rates.	$85,200.00	No
2.3	SEL Resources Outside of School	Establish common messaging for social-emotional learning (SEL) across the District, families, and community partners, while providing actionable steps to empower families and community partners to support students' social-emotional development outside of school. This action will be monitored using the CalSCHLS annual survey, as well as the monthly CareSolace usage report.	$173,623.00	No
2.4	Anti-Bullying Climate	Implement a comprehensive bullying prevention strategy to foster a safe, respectful school environment through policy refinement, education, training, student empowerment, and robust reporting, promoting empathy, accountability, and proactive intervention to prevent incidents and enhance academic and social-emotional well-being. This action will be monitored using the CalSCHLS annual survey, as well as the monthly StopIt report.	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Restorative Practices	Cultivate a restorative school climate where students and staff actively participate in restorative practices to address conflicts, make responsible decisions, and take personal responsibility for repairing harm to others. This action will be monitored using the CalSCHLS annual survey, as well as the monthly Aeries report. While all schools will receive the professional development, B. Gale Wilson Middle, Crystal Middle, Grange Middle, Matt Garcia, Sem Yeto, and Tolenas will be centered in this work given that they are currently identified as "Red" for suspension rate. In addition, focus will be directed toward the following schools and achievement groups of students who are: • African American - Districtwide, Anna Kyle, Dan O. Root, Tolenas, B. Gale Wilson, Crystal, Grange, Green Valley, Armijo, Sem Yeto • English learners - Rodriguez • Filipino - Tolenas, B. Gale Wilson • Hispanic - Dan O. Root, Suisun Valley, Sem Yeto • Homeless - Districtwide, Grange • Low Income - Dan O. Root, Oakbrook, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto • Students with Disabilities - Districtwide, Anna Kyle, Dan O. Root, Suisun Valley, Tolenas, B. Gale Wilson, Crystal, Grange, Sem Yeto • Two or More Races - Tolenas, Crystal, Grange • White - Fairview, Tolenas, Grange, Sem Yeto	$2,581,467.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement and refine a staffing plan that includes competitive recruitment, as well as professional learning and support, in order to retain and develop staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Throughout the educational partner engagement process, recruiting and retaining high quality staff was identified as one of the areas in which the district needed to continue to provide support.

FSUSD Educational partners have identified the following criteria to communicate success towards this goal:

- Continuous Professional Development (PD) and Learning Opportunities: There is a strong emphasis on providing ongoing training and learning opportunities for staff, both new and veteran, to enhance their skills and expertise.
- Competitive Compensation and Benefits: The trend towards offering competitive pay and benefits packages reflects an acknowledgment of the importance of adequately compensating staff to reflect the cost of living and to attract and retain talent.
- Supportive Work Environment: Ensuring a safe and supportive work environment is a significant trend, including providing resources and support for managing workload, addressing behavioral student issues, and promoting health and wellness programs.
- Staff Appreciation and Value: Creating a culture where staff feel appreciated, valued, and recognized for their expertise is emphasized, leading to higher staff satisfaction and retention rates.
- Focus on Recruitment and Retention Strategies: There is a trend towards implementing strategies to recruit and retain high-quality staff, including mentorship programs, collaborative work culture, onboarding programs, and opportunities for career growth and advancement. This encompasses efforts to minimize staff turnover and build a cohesive and engaged workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of new hires who have a preliminary credential	The District used 2024 District employee	41% of new hires in 2024/25 have		The District will use 2027 data:	Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: District employee records)	records for baseline data: 53% of new hires in 2023/24 have preliminary credentials.	preliminary credentials.		68% of new hires will have preliminary credentials.	12 percentage points lower than baseline
3.2	Rate of 1st and 2nd year teacher retention (Data Source: District employee records)	The District used 2024 District employee records for baseline data: For the 2023/24 school year, the District retained 64% of the 2021/22 and 2022/23 hires.	For the 2024/25 school year, the District retained 70% of the 2022/23 and 2023/24 hires.		The District will use 2027 data: 79% of 1st and 2nd year teachers will be retained.	Difference 6 percentage points higher than baseline
3.3	Staff Perception on California School Staff Survey (Data Source: California School Staff Survey)	The District used 2024 California School Staff Survey as baseline data: % That Agree or Strongly Agree This school is a supportive and inviting place for staff to work. - 93% This school promotes trust and collegiality among staff. - 86% This school promotes personnel participation in decision-making that	2025 Data % That Agree or Strongly Agree This school is a supportive and inviting place for staff to work. - 87% This school promotes trust and collegiality among staff. - 85% This school promotes personnel participation in		The District will use 2027 data: The percent of staff that Agree or Strongly Agree that their school is a supportive and inviting place for staff to work will increase to 95%. The percent of staff that Agree or Strongly Agree for the following statements will increase to or exceed 90%:	Difference This school is a supportive and inviting place for staff to work. Decreased by 6% This school promotes trust and collegiality among staff. Decreased by 1% This school promotes personnel participation in decision-making

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		affects school practices and policies. - 80% This school is a safe place for staff. - 82%	decision-making that affects school practices and policies. - 82% This school is a safe place for staff. - 85%		-This school promotes trust and collegiality among staff. -This school promotes personnel participation in decision-making that affects school practices and policies. -This school is a safe place for staff.	that affects school practices and policies. Increased by 2% This school is a safe place for staff. Increased by 3%
3.4	Certificated staff ethnicity compared to student ethnicity (Data Source: District employee records)	The District used the 2023 District employee records for baseline data: African American: 3.6% Gap Asian: 6% Gap Filipino: 0.6% Gap Hispanic: 27.2% Gap White: 54.8% Gap Two or more races: No Gap	The District used the 2024 District employee records for baseline data: African American: 2.87% Gap Asian: 0.18% Gap Filipino: 3.5% Gap Hispanic: 40.96% Gap White: 50.8% Gap Two or more races: No Gap		The District will use 2026 data: African American: < 3% Gap Asian: <4% Gap Filipino: <3% Gap Hispanic: <20% Gap White: <50% Gap Two or more races: <3% Gap	Difference African American gap improved by .73% Asian gap improved by 5.82% Filipino gap decreased 2.9% Hispanic decreased 13.76% White Improved 4.0% Two or more races No Gap
3.5	Rate of Teacher Mis-assignment (Data Source: CA School Dashboard)	The District used the 2023 Dashboard: Clear (% of teaching FTE) - 82%	Based on the 2024 Dashboard		The District will use 2026 data:	Difference Decreased by 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Clear (% of teaching FTE) - 78.2%		Clear (% of teaching FTE) - 85%	
3.6	Access to Instructional Materials as determined by William's Reports (Data Source: Local Indicator Report)	The District used the 2023 Local Indicator Report for baseline data: 100% of the students have access to standards aligned instructional materials.	100% of the students have access to standards aligned instructional materials.		The District will use Fall 2026 data: 100% of the students have access to standards aligned instructional materials.	Difference 100% of the students have access to standards aligned instructional materials.
3.7	Well Maintained School Facilities (Data Source: Local Indicator Report)	The District used the 2023 Local Indicator Report for baseline data: 100% of the schools have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT).	100% of the schools have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT).		The District will use Fall 2026 data: 100% of the schools have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT).	Difference 100% of the schools have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT).

Goal Analysis [2024-25]

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

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

The District identified six actions needed to meet Goal 3. After year one of the three-year plan, the District has partially implemented five actions and fully implemented one action.

Action 3.1: Fully Implemented - The Human Resources department implemented a competitive and robust recruitment plan during the 2024/25 school year. This included recruiting at 16 job fairs and hosting two job fairs. The Human Resources department will reviewed and revised the plan prior to the 2025/26 recruitment season.

Action 3.2: Partially Implemented - Members of the Educational Services and Human Resources teams began the process of creating on onboarding documents to ensure orientation sessions, mentorship opportunities, and ongoing training in the essential functions required for the positions. The team will review and revise the document with various members of the District prior to implementing the new process.

Action 3.3: Partially Implemented - The District supported sites with the second year of Districtwide collaboration. The District also expanded Grade Level Leads to include K-2 teachers. The District instituted monthly labor management meetings with all bargaining partners in order to improve communication and address concerns in a timely fashion.

Action 3.4: Partially Implemented - Department Chairpersons and Grade Level Leads received bimonthly training on the Professional Learning Community model (PLC) which aligns with the District's goal of Continuous Cycles of Improvement. Training for Preschool teachers occurred in January 2025, focusing on services and supports for students with Autism, behavior training for SCIL Paraeducators, and Unique Learning System (ULS) training for SCIL Teachers. Elementary and secondary Para professional training regarding behavior supports for special education students was also completed. For Elementary, 90 Paras completed the course. For Secondary, 50 Paras completed the course. Since the beginning of the 2024/25 school year, 2,565 staff registered for training. 141 professional developments have occurred.

Action 3.5: Partially Implemented - 150 new teachers participated in the New Teacher Academy which focused on Universal Design for Learning. 81 teachers participated in Induction. Four special education teachers completed coaching and are now receiving further training/mentoring interdepartmentally.

Action 3.6: Partially Implemented - Twelve staff members participated in the San Diego State Fall 2024 Aspiring Leader cohort.

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

The District budgeted $6,242,876.00 to implement the actions/services identified in Goal 3 and has expended approximately $6,509,866.00. Of these funds, $1,719,358.00 was allocated, with $1,794,801.00 being expended, to support the needs of unduplicated students.

Action 3.1: The District budgeted $283,559.00 towards staff onboarding and estimates expending approximately $432,805.00. As the cost to implement the plan has increased, additional funds will be allocated to this action.

Action 3.2: The District budgeted $1,494,182.00 towards the integration of SEL curriculum and estimates expending approximately $1,515,418.00. There is no material difference between budgeted and estimated actuals.

Action 3.3: The District budgeted $1,141,197.00 towards staff retention/satisfaction and estimates expending approximately $1,394,381.00. As the cost to implement the plan has increased, additional funds will be allocated to this action.

Action 3.4: The District budgeted $1,435,799.00 towards high quality professional development and estimates expending approximately $1,361,996.00. There is no material difference between budgeted and estimated actuals.

Action 3.5: The District budgeted $1,422,966.00 towards providing support to new teachers and estimates expending approximately $1,294,175.00. There is no material difference between budgeted and estimated actuals.

Action 3.6: The District budgeted $465,173.00 towards developing classified and certificated leaders, and estimates expending approximately $511,091.00. There is no material difference between budgeted and estimated actuals.

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

The District identified seven metrics to evaluate the effectiveness of the actions associated with Goal 3. After careful analysis, it was determined that two actions have been effective at impacting the identified metrics and four metrics have been partially effective.

Effective Actions
Action 3.1 has been partially effective as evidenced by the reduction in ethnicity gaps and the reduction in teacher mis-assignments. However, the percentage of hires who have a preliminary credential is also declining. (Metrics: 3.1, 3.4 and 3.5).
Action 3.2 has been partially effective as evidenced by staff perception surveys regarding the school being a safe place for all staff. (Metric: 3.3)
Action 3.3 has been effective as evidenced by the increase in retention of 1st and 2nd year teachers. A contributing factor to teacher retention is all staff having instructional materials and having facilities in "good" condition. (Metrics: 3.2, 3.6, and 3.7)
Action 3.4 has been partially effective as evidenced by the CalSCHLS staff survey. (Metric: 3.3)
Action 3.5 has been effective as evidenced by the percentage of 1st and 2nd year teachers who have been retained (Metric: 3.2)
Action 3.6 has been partially effective as evidence by retention rates of first and second year teachers (Metric 3.2)

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

Goal: No Changes

Metrics: No Changes

Desired Outcomes: No Changes

Actions: No Changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Recruitment Plan	Implement a competitive and robust recruitment plan to hire staff who are more reflective of our learning community, with a focus on hiring fully-credentialed teachers who work in our schools that serve our Low Income students. These funds will principally support low-income students by placing highly qualified teachers in classrooms that serve unduplicated students. This will provide students with high quality instruction and consistency in the classroom.	$456,929.00	Yes
3.2	Staff Onboarding	Refine and expand the current onboarding process to include orientation sessions, mentorship opportunities, and ongoing training in the essential functions required for the positions (this may include software training, customer service training, and/or job specific protocol). Additionally, the District will provide training for supervisors to ensure an effective onboarding process and incorporate feedback mechanisms to improve retention.	$1,626,898.00	No
3.3	Staff Retention and Satisfaction	Establish and maintain work environments where staff feel their schools are a supportive and inviting place to work, promotes trust and collegiality among staff, promotes personnel participation in decision-making that affects school practices and policies, and the school is a safe place for staff.	$1,572,449.00	No
3.4	High Quality Professional Development	Provide comprehensive professional learning for classified and certificated staff that is aligned with organizational goals, offers diverse opportunities, fosters collaboration among staff, and is continuously refined based on feedback support.	$1,571,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is principally directed at meeting the needs of our students who are Foster Youth, Low Income, Unsheltered youth, and English learners. The professional development will be standards based and embed strategies for supporting our diverse learning population, including providing instruction and coaching in effective strategies such as Universal Design for Learning, with a focus on targeted instruction for English Language Arts, Mathematics, and Designated/Integrated English Language Development.		
3.5	Support for New Teachers	Provide focused, research-based professional development and coaching for new teachers, including pre-induction teachers, special education teachers, and teachers who hold a preliminary credential.	$1,422,966.00	Yes
3.6	Developing Leaders	Prepare and support current and aspiring leaders by providing training and leadership opportunities for classified and certificated staff to enhance their skills and expertise, allowing them to be successful in both informal and formal leadership roles within the organization.	$471,775.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Create safe, inclusive, and welcoming environments where students and staff are connected and engaged in one united culture focused on student success.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The State Dashboard documents the need to maintain a school climate and culture goal, though there have been modifications in the wording of the goal to reflect one united culture focused on student success. Chronic absenteeism rates, while declining, remain well above pre-Covid percentages and no student groups in the "Green" or "Blue." In addition, the District is about eight percentage points above the State average. The graduation rates are also an area of needed focus. While slightly above the State average at 84.8%, the equity gaps are significant. Students with Disabilities have a graduation rate of 57.7% and students who are Unsheltered have a graduation rate of 69.4%. In addition, students who are English learners or Socioeconomically Disadvantaged are hovering around the 80% graduation rate.

Further, the District's suspension rate is about 1.8% higher than the State rate. While the District has narrowed this gap over the last few years, it needs to remain an area of focus particularly as it relates to the equity gaps. While the District rate is 5.2%, students who are African American are suspended at a rate of 12.5%, students who are Unsheltered are suspended at a rate of 11.9%, and Students with Disabilities are suspended at a rate of 8.8%.

FSUSD educational partners have identified the following criteria to communicate success towards this goal:

- Physical Environment
- Climate and culture are visibly represented in mission and schoolwide expectations
- Nurturing connectedness/relationships
- Extra-curricular/enrichment opportunities
- Recognitions/celebrations
- Positive behavior interventions and disciplinary measurers

The District has three achievement groups (African American, Asian, and Foster Youth) who are identified as "Red" on the State Dashboard for Chronic Absenteeism. In addition, five schools (Cleo Gordon, Dan O. Root, Matt Garcia, Nelda Mundy, and Oakbrook) are identified as "Red" on the State Dashboard for Chronic Absenteeism.

The District also has one achievement group (Students with Disabilities) who are identified as "Red" on the State Dashboard for Graduation

Rate. In addition, two schools (Fairfield High School and Sem Yeto High School) are identified as "Red" on the State Dashboard for Graduation Rate.

This goal has been developed to support the District and the sites in improving chronic absenteeism rates and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism (Data Source: AERIES)	The District used April 1, 2024, for baseline data: District-Wide: 22.5% for All Students 32.93% for Foster Youth 35.22% for Unsheltered Youth 23.68% for English learners 27.00% for Low Income Youth 32.31% for American Indian 13.19% for Asian School Sites: 24.58% - Cleo Gordon 22.85% - Dan O Root 14.29% - Matt Garcia 13.07% - Nelda Mundy 22.81% - Oakbrook	The District used March 27, 2025, for Year 1 Outcome data: District-Wide: 21.2% for All Students 21.93% for Foster Youth 41.41% for Unsheltered Youth 24.19% for English learners 25.81% for Low Income Youth 25.35% for American Indian 10.466% for Asian School Sites: 27.88% - Cleo Gordon 30.1% - Dan O Root 19.51% - Matt Garcia 11.25% - Nelda Mundy		The District will use April 2027 data: District-Wide: 12.5% for All Students 22.93% for Foster Youth 25.22% for Unsheltered Youth 13.68% for English learners 17% for Low Income Youth 22.31% for American Indian 3.19% for Asian School Sites: 14.58% - Cleo Gordon 12.85% - Dan O Root 4.29% - Matt Garcia 14.07% - Nelda Mundy	Difference (decline is good) District-Wide: All Students: 1.3% decline Foster Youth: 11% decline Unsheltered Youth: 6.19% English learners: 0.51% decline Low Income Youth: 1.19% decline American Indian: 6.96% decline Asian: 2.72% decline School Sites: Cleo Gordon: 3.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18.63% - Oakbrook		12.81% - Oakbrook	Dan O Root: 7.25% increase Matt Garcia: 5.22% increase Nelda Mundy: 1.82% decline Oakbrook: 4.18% decline
4.2	Attendance Rates (Data Source: AERIES)	The District used April 1, 2024, for baseline data: District-Wide: 92.19% for All Students 89.98% for Foster Youth 87.61% for Unsheltered Youth 91.71% for English learners 91.02% for Socioeconomically Disadvantaged Youth 91.83% American Indian 94.46% Asian	The District used March 27, 2025, for Year 1 Outcome data: District-Wide: 92.51% for All Students 93.19% for Foster Youth 87.66% for Unsheltered Youth 91.78% for English learners 91.5% for Socioeconomically Disadvantaged Youth 92.28% American Indian 94.96% Asian		The District will use April 2027 data: District-Wide: 95% for All Students 92.98% for Foster Youth 90.61% for Unsheltered Youth 94.71% for English learners 94.02% for Socioeconomically Disadvantaged Youth 94.83% American Indian Youth 95% Asian Youth	Difference District-Wide: All Students: 0.32% increase Foster Youth: 3.21% increase Unsheltered Youth: 0.05% increase English learners: 0.07% increase Socioeconomically Disadvantaged Youth: 0.48% increase American Indian: 0.45% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian: 0.5% increase
4.3	Key Indicator of School Supports for Staff ("All" respondents under indicators of: Staff Working Environment and Staff Collegiality) (Data Source: CalSCHLS Staff Survey)	The District used the 2024 survey for baseline data: Staff Working Environment: Average of 34% of all respondents reporting "Strongly Agree." Staff Collegiality: Average of 38% of all respondents reporting "Strongly Agree."	2025 Survey Results Staff Working Environment: An average of 34% of all respondents reported "Strongly Agree." Staff Collegiality: An average of 37% of all respondents reported "Strongly Agree."		The District will use 2027 data: Staff Working Environment: Average of 40% of respondents reporting "Strongly Agree." Staff Collegiality: Average of 44% of respondents reporting "Strongly Agree."	Difference Staff Working Environment: No difference Staff Collegiality: 1% decline
4.4	CalSCHLS Student Survey Key Indicator of Total School Supports (respondents from grades 5, 7, 9, and 11) (Data Source: CalSCHLS Survey)	The District used the 2024 survey for baseline data: Total School Supports: Grade 5: 66% Grade 7: 49% Grade 9: 43% Grade 11: 42% *Scale is based on the average of students reporting “Yes, most of the time” or “Yes, all of the time.”	2025 Survey Results Total School Supports: Grade 5: 65% Grade 7: 49% Grade 9: 42% Grade 11: 48% Note: The scale for 5th grade is based on the average of students reporting “Yes, most of the time” or “Yes, all of the time;” the scale		The District will use 2027 data: Increase by 6% points under CalSCHLS Student Survey Key Indicator of Total School Supports (respondents from grades 5, 7, 9, and 11) Total School Supports: Grade 5: 72%	Difference Grade 5: 1% decline Grade 7: no difference Grade 9: -1% decline Grade 11: 6% increase Note: The scale for 5th grade is based on the average of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for 7th, 9th and 11th grades is "Pretty much true" or "Very much true."		Grade 7: 55% Grade 9: 49% Grade 11: 48% *Scale is based on the average of students reporting "Yes, most of the time" or "Yes, all of the time"	students reporting "Yes, most of the time" or "Yes, all of the time;" the scale for 7th, 9th and 11th grades is "Pretty much true" or "Very much true."
4.5	CalSCHLS Climate Report Card Indicator: Facilities Upkeep for Elementary, Middle and High Schools (Data Source: CalSCHLS Survey)	The District used the 2024 survey for baseline data: Climate Report Card Indicator Facilities Upkeep: Elementary School Level: 67% Middle School Level: 29% High School Level: 25%	2025 Survey Results: Climate Report Card Indicator Facilities Upkeep: Elementary School Level: 57% Middle School Level: 31% High School Level: 30%		The District will use 2027 data: Increase by 5 percentage points or until the rating reaches 70% under the CalSCHLS Climate Report Card Indicator: Facilities Upkeep for Elementary, Middle and High Schools. Climate Report Card Indicator: Facilities Upkeep: Elementary School Level: equal to or greater than 73% Middle School Level: 35%	Difference Elementary School Level: 10% decline Middle School Level: 2% increase High School Level: 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					High School Level: 31%	
4.6	CalSCHLS Climate Report Card Indicator: School Connectedness for Elementary, Middle, and High Schools (Data Source: CalSCHLS Survey)	The District used the 2024 survey for baseline data: Climate Report Card Indicator School Connectedness: Elementary School Level: 72% Middle School Level: 48% High School Level: 44%	2025 Survey Results Climate Report Card Indicator School Connectedness: Elementary School Level: 69% Middle School Level: 50% High School Level: 45%		The District will use 2027 data: Increase by 30% or until the rating reaches 80% under the CalSCHLS Climate Report Card Indicator: School Connectedness for Elementary, Middle and High Schools. Climate Report Card Indicator: School Connectedness Elementary School Level: equal to or greater than 78% Middle School Level: 54% High School Level: 50%	Difference Elementary School Level: 3% decline Middle School Level: 2% increase High School Level: 1% increase
4.7	CalSCHLS Staff Survey Key Indicator of Fairness, Rule Clarity, and Respect for Diversity (All Respondents under Fairness and Rule	The District used the 2024 survey for baseline data: Fairness and Rule Clarity: Average of 29% of all respondents	2025 Survey Results Fairness and Rule Clarity: An average of 30% of all respondents		The District will use 2027 data: Fairness and Rule Clarity: Average of 34% of all respondents	Difference Fairness and Rule Clarity: 1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Clarity and Respect for Diversity) (Data Source: CalSCHLS Survey)	reporting "Strongly Agree." Respect for Diversity: Average of 37% of all respondents reporting "Strongly Agree."	reported "Strongly Agree." Respect for Diversity: An average of 37% of all respondents reported "Strongly Agree."		reporting "Strongly Agree." Respect for Diversity: Average of 42% of all respondents reporting "Strongly Agree."	Respect for Diversity: no difference
4.8	Middle School Dropout Rate (Data Source: CALPADS)	The District used the 2022/23 school year for baseline data: 4 middle grade students dropped out	2023/24 Data 6 middle grade students dropped out		The District will use 2025/26 data: Less than 3 middle grade students	Difference Middle grade students dropped out: 2 increase
4.9	High School Dropout Rate (Data Source: CALPADS)	The District used the 2022/23 school year for baseline data: 2% (133 dropouts out of 6,622 9th - 12th grade students)	2023/24 Data 1.46% (94 dropouts out of 6,458 9th - 12th grade students		The District will use 2025/26 data: Less than 1%	Difference (9th - 12th grade students): 0.54% decline
4.10	High School Graduation Rate The percent of students who graduated from the combined four and five-year graduation rate. (Source: CA School Dashboard)	The District used December 2023 for baseline data: District-Wide: All Students: 84.8% English learners: 75.6% Homeless Youth: 69.40%	The District used December 2024 for baseline data: District-Wide: All Students: 88.8% English learners: 82.9% Homeless Youth: 80%		The District will use 2026 data: District-Wide: All Students: 95% English learners: 80% Homeless Youth: 80%	Difference District-Wide: All Students: 4% increase English learners: 7.3% increase Homeless Youth: 10.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 80.70% Students with Disabilities: 57.70% African American: 83.20% Hispanic: 81.30% Foster Youth: no rate displayed due having 8 students School Sites: Fairfield High School: 75.5% Sem Yeto: 63.1%	Socioeconomically Disadvantaged: 86.8% Students with Disabilities: 65.1% African American: 84.8% Hispanic: 87.7% Foster Youth: 50% School Sites: Fairfield High School: 87.4% Sem Yeto: 74.4%		Socioeconomically Disadvantaged: 83.7% Students with Disabilities: 68% African American: 95% Hispanic: 95% School Sites: Fairfield High School: 90% Sem Yeto: 80%	Socioeconomically Disadvantaged: 6.1% increase Students with Disabilities: 7.4% increase African American: 1.6% increase Hispanic: 6.4% increase Foster Youth: No comparative data between baseline and year 1 School Sites: Fairfield High School: 11.9% increase Sem Yeto: 11.3% increase

Goal Analysis [2024-25]

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

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

The District identified five actions needed to meet Goal 4. After year one of the three-year plan, the District has "Partially Implemented" all five actions.

Action 4.1: Partially Implemented - The District made meaningful progress in enhancing educational offerings, including the approval of an Ethnic Studies course and updates to library collections, though the novel adoption process took longer than expected. Committees are actively reviewing barriers to special programs and leadership diversity, though representation efforts require more time and outreach. Community input has guided initial steps toward cost-free enrichment, and the successful pilot of the Panorama SEL Screener is informing plans for district-wide implementation next year.

Action 4.2: Partially Implemented - The District effectively launched a Staff Resource Website and monthly discipline training sessions, though staff participation has varied. While progress is being made on surveying discipline practices and developing tailored training modules, gathering comprehensive data and meeting diverse site needs have presented some challenges.

Action 4.3: Partially Implemented - The District successfully administered the CalSCHLS surveys and shared results with school sites, providing each site with a virtual folder containing feedback and resources related to their welcoming atmosphere. Tailored professional development is in progress, though aligning content with each site's unique needs has required additional coordination. Welcoming School Feedback summaries are being refined, with next steps currently in development.

Action 4.4: Partially Implemented - The District has made steady progress in enhancing campus safety, security, and inclusivity through targeted facility improvements. Five additional groundskeepers were hired to support site maintenance, contributing to improved campus appearance and upkeep. The Facility Inspection Tool (FIT) program was successfully implemented, allowing for prompt identification and resolution of deficiencies to uphold a "good" rating, with no major deviations from the original plan.

Action 4.5: Partially Implemented - The District is making steady progress in upgrading facilities at schools serving socioeconomically disadvantaged students, with a focus on expanding access to high-quality learning environments. A scene shop was added at Fairfield High School, and plans are moving forward for new welding and wood shops at Armijo High School, along with modernization of its Art/Ceramics and Media Arts programs. Maintenance projects, including roofing, painting, and surface improvements, were successfully completed at six Title I schools, with no major deviations from the original plan.

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

The District budgeted $62,764,984.00 to implement the actions/services identified in Goal 4 and has expended approximately $63,257,057.00. Of these funds, $35,289,446.00 was allocated, with $43,310,831.00 being expended, to support the needs of unduplicated students.

Action 4.1: The District budgeted $4,707,641.00 towards Curricular, Extra Curricular and Enrichment Opportunities, and estimates expending approximately $3,661,863.00. The District will maintain the amount for budgeted as there are numerous one-time funds that will expire at the end of the 2025/26 school year that are allocated towards this action.

Action 4.2: The District budgeted $2,161,057.00 towards the implementation of positive behavior interventions and estimates expending approximately $5,101,781.00. The District will continue to allocate the additional funds to implement supports for systems of positive behavior interventions.

Action 4.3: The District budgeted $1,371,000.00 towards inclusive community building and estimates expending approximately $1,383,526.00. There is no material difference between budgeted and estimated actuals.

Action 4.4: The District budgeted $27,475,538.00 towards providing safe, secure and inviting physical environments and estimates expending approximately $19,946,226.00. The District will be reducing the allocation in the 2025/26 LCAP.

Action 4.5: The District budgeted $27,049,748.00 towards upgrading facilities at high need schools and estimates expending approximately $33,163,661.00. As there are more schools identified as high need schools, the District will maintain this increased funding in the 2025/26 LCAP.

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

The District identified ten metrics to evaluate the effectiveness of the actions associated with Goal 4. After careful analysis, it was determined that all five actions have been effective at impacting the identified metrics.

Effective Actions
Action 4.1 has been effective as evidenced by improvements in chronic absenteeism and graduation rates. (Metrics: 4.1 and 4.10)
Action 4.2 has been effective as evidenced by improved attendance rates and improved chronic absenteeism rates. While still effective, there were mixed results on the Climate Report Card. (Metrics: 4.1, 4.2, 4.6, and 4.7)
Action 4.3 has been effective as evidenced by results on the CalSCHLS survey results. (Metrics: 4.3, 4.6, 4.8, and 4.9)
Action 4.4 has been effective as evidenced by results on the CalSCHLS survey results (Metrics 4.4 and 4.5)
Action 4.5 has been effective as evidenced by results on the CalSCHLS survey results (Metric 4.5)

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

Goal: No Changes

Metrics: No Changes

Desired Outcomes:
Modifications to the Desired outcomes are a result of input from the educational partners.

Metric 4.5: Adjust the year 3 target to "Increase by 5 percentage points or until the rating reaches 70% under the CalSCHLS Climate Report Card Indicator: AND the Climate Report Card Indicator to "Equal to or greater than 73%; Middle School Level: 35%; High School Level: 31%."
Metric 4.6: Adjust the year 3 target to Elementary School Level: 78%; Middle School Level: 54%; High School Level: 50%
Metric 4.7: Adjust the year 3 target as follows - Fairness and Rule Clarity: Average of 34% of all respondents reporting "Strongly Agree" and Respect for Diversity: Average of 42% of all respondents reporting "Strongly Agree."

Actions:
Add Action 4.6 - Specific to the Learning Recovery Emergency Block Grant, this action is being added to outline additional supports that will be provided to students that evidence indicates will have a positive effect on reducing chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Curricular, Extra Curricular and Enrichment Opportunities	Continue to implement culturally inclusive curricula, materials, libraries, teaching practices, and extracurricular activities that reflect the diversity of students in the District. Ensure representation of diverse perspectives, experiences, and voices within the community to engage all students meaningfully and equitably. These inclusive and equitable actions will be relevant, meaningful and designed to engage all students. To coordinate the variety of diverse co-curricular and extracurricular activities and programs for students, the District will continue to employ a staff member to coordinate and support TK - 12 school sites with the programs and offerings. In order to evaluate the success of this action, staff will be reviewing chronic absenteeism rates at the elementary and middle school levels and graduation rates at the High School level. (metrics 4.1 and 4.10) In order to reduce Chronic Absenteeism at the elementary and middle school levels amongst the student groups identified as "Red" on the state dashboard, a specific focus will be maintained on: Cleo Gordon, Dan O Root, Matt Garcia, Nelda Mundy, and Oakbrook; and students classified as American Indian, Asian, and Foster Youth.	$4,707,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism focus will also be maintained on: -African American students at Cleo Gordon, David Weir, Dan O. Root, Nelda Mundy, Oakbrook, and Suisun Elementary. • English learners at Cleo Gordon, Crescent, Dan O. Root, Laurel Creek, Oakbrook, Virtual Academy, and Grange. • Socioeconomically Disadvantaged Students at Cleo Gordon, Dan O. Root, Nelda Mundy, and B. Gale Wilson. • Asian students at Cordelia Hills, Laurel Creek, Oakbrook, and Grange. • Filipino students at Dan O. Root, Laurel Creek, Nelda Mundy, and Grange. • Hispanic students at Dan O. Root, KI Jones, Laurel Creek, Nelda Mundy, and Oakbrook. • Students with Disabilities at Dan O. Root, KI Jones, Nelda Mundy, Oakbrook, Sheldon, B Gale Wilson, and Crystal. • White students at Dan O. Root, Laurel Creek, Oakbrook, Crystal, and Grange. • Students with Two or More Races at Dan O. Root, David Weir, Dover, Laurel Creek, Suisun Elementary, Suisun Valley, and B Gale Wilson. In addition to focusing on graduation rates at all High schools, there will be a specific focus on schools/groups identified as "Red" on the state dashboard. This focus will be on: -Students with Disabilities -Fairfield High School -Sem Yeto High School Graduation Rate focus will also be maintained on: • Hispanic students at Fairfield HS and Sem Yeto HS • Low income students at Fairfield HS and Sem Yeto High School • Students with Disabilities at Armijo HS and Fairfield HS		
4.2	Positive Behavior Interventions and	Develop a strategic plan to support and coach school site administration and staff on how to set and implement clear behavior expectations that are	$5,290,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Disciplinary Measures	consistently reinforced, while simultaneously actively engaging students in learning social skills and conflict resolution. Staff will expand their capacity to use alternatives to exclusionary discipline and proactive strategies. These may include, but are not limited to, strengthening relationships with students and their families, building partnerships within the community, following the tiered systems of support, providing opportunities for restorative practices, conducting root cause analysis protocols, adopting the Empathy Interview methodology for conversing with students/families, and providing re-entry supports for students who have been suspended, expelled, or are returning from juvenile court schools. In order to evaluate the success of this action, staff will be reviewing: -Quarterly Attendance reports (metric 4.2); -Annual CalSCHLS Staff Survey Key Indicator of Fairness, Rule Clarity, and Respect for Diversity (All Respondents under Fairness and Rule Clarity and Respect for Diversity) (metric 4.7).		
4.3	Inclusive Community Building and Development	Implement tailored professional development for staff to foster welcoming environments, cultivate positive school climates, and support overall social and emotional well-being amongst the school community. The aim is to ensure individuals are warmly embraced by both students and staff, seamlessly integrating them into the school community as valued members. This will be achieved through promoting healthy relationships, effective communication, empathy, inclusivity, and collaboration among students, teachers, staff, and the broader community. Frequent recognitions and celebrations will be integrated to elevate the family experience and foster a stronger sense of community, with each school's diverse community being reflected in these initiatives. Ultimately, the goal is to increase the number of students, staff and families experiencing a sense of belonging by forging meaningful connections with others on campus.	$1,371,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Safe, Secure and Inviting Physical Environment	Implement an action plan that focuses on assessing and improving the physical environment to ensure safety, security, inclusivity, and a welcoming atmosphere. This entails implementing protocols and designs that cater to the needs of all individuals, including those with disabilities, while also enhancing the aesthetic appeal and cultural celebration within the space. Gather feedback from educational partners to continuously improve the environment. Regular evaluations are conducted to assess effectiveness and make necessary adjustments, ensuring that the physical environment remains safe, inclusive, and welcoming over time, this includes secure and maintaining staffing positions, such as assistant principals and trained support personnel to enhance campus safety. In order to evaluate the success of this action, staff will be reviewing the annual: -CalSCHLS Climate Report Card Indicator: Facilities Upkeep for Elementary, Middle and High Schools. (metric 4.5) -CalSCHLS Student Survey Key Indicator of Total School Supports (respondents from grades 5, 7, 9, and 11) (metric 4.4)	$20,511,097.00	No
4.5	Upgrade Facilities at High Need Schools	Upgrade facilities at older schools that serve a high concentration of Socioeconomically Disadvantaged students. This includes upgrading CTE facilities at high need schools and maintenance projects at Title I schools. The District is allocating $31,146,498.00 to upgrade facilities at older schools that serve a high concentration of low income students. Principally directed to support our unduplicated students, this action includes performing facility upgrades at Anna Kyle, Cleo Gordon, Fairview, Suisun Elementary, Tolenas, David Weir, and Matt Garcia. In addition, both Armijo and Fairfield High School will have major upgrades to Career Technical Education facilities. The major projects at each school are identified below:	$32,208,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Anna Kyle - New administrative building with kindergarten classrooms and major roofing project David Weir - New playgrounds Armijo High - New restrooms, theater and CTE complex		
4.6	Support for Learning Recovery (LREBG Funds)	In order to address the Chronic Absenteeism data identified through the Learning Recovery Needs Assessment, the District will provide additional supports to the schools and student achievement groups identified student groups. The support includes the implementation of Check & Connect via Community Outreach Liaisons, individual counseling, group counseling, and Parent/Teacher Home Visits. This action aligns to the following allowable expenditures: (C) Pupils Supports (Counseling). Each of these strategies are Tier 1 or Tier 2 evidence based. Check & Connect and Counseling supports were selected because they are current strategies that are having a positive effect on students who are receiving the support and there is a need to expand the support. The Parent-Teacher Home Visit model was selected because there is a desire to increase the opportunities for teachers to build relationships with families, which will then have a positive effect on school climate. The effectiveness of this action will be monitored by Metric 4.1, Chronic Absenteeism.	$1,825,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Engage families and community partners through communication, collaboration, and education to promote transformative relationships that lead to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Authentic family and community engagement plays a major role in student connectedness to school. The District is maintaining this goal as the local indicator report documents that there is needed growth in this area. While survey data documents that the District is implementing strategies to build relationships tween school staff and families, building partnerships for student outcomes, and seeking family input for decision-making continue to be an area of growth.

FSUSD educational partners have identified the following criteria to communicate success towards this goal:

- Open and effective communication
- Accessible volunteer opportunities
- Empowering parent education
- Inclusive environments where families feel respected and valued
- Accessible family resources
- Collaborate community engagement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Communication with Parents About School."	The District used the 2024 Parent Survey - Key Indicator of "Communication with Parents About School" for baseline data. All Parents: 49%	2025 Survey Results All Parents: 49% Elementary School Parents: 52% Middle School Parents: 44%		The District will use 2027 data: All Parents: 60% Elementary School Parents: 65% Middle School Parents: 50%	Difference All Parents: No change Elementary School Parents: 0.2 percentage points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Annual CalSCHLS Parent Survey)	Elementary School Parents: 54% Middle School Parents: 39% High School Parents: 31% Nontraditional Parents: 75%	High School Parents: 36% Non-Traditional Parents: 42%		High School Parents: 42% Nontraditional Parents: 55%	Middle School Parents: 5 percentage points increase High School Parents: 5 percentage points increase Non-Traditional Parents: 33 percentage points decline
5.2	Parent Involvement and Family Engagement Survey - All families (Data Source: Local Indicator Report State Parent Involvement and Family Engagement Survey)	The District used the 2024 Local Indicator Report Parent Survey administered to parents for baseline data. Developing the capacity of staff to build trusting and respectful relationships with families: 3.6 Rate FSUSD's progress in creating welcoming environments for all families in the community: 3.8 Providing families with information and resources to support	2025 Survey Results Developing the capacity of staff to build trusting and respectful relationships with families: 4 Rate FSUSD's progress in creating welcoming environments for all families in the community: 4 Providing families with information and resources to		The District will use 2027 data: Developing the capacity of staff to build trusting and respectful relationships with families: 4.6 Rate FSUSD's progress in creating welcoming environments for all families in the community: 4.8 Providing families with information and resources to	Difference Developing the capacity of staff to build trusting and respectful relationships with families: 0.4 increase Rate FSUSD's progress in creating welcoming environments for all families in the community: 0.2 increase Providing families with information

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student learning and development in the home: 3.6	support student learning and development in the home: 4		support student learning and development in the home: 4.6	and resources to support student learning and development in the home: 0.4 increase
5.3	Parent Involvement and Family Engagement Survey - All families (Data Source: Local Indicator Report State Parent Involvement and Family Engagement Survey)	The District used the 2024 Local Indicator Report Parent Survey for baseline data. Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families: 3.6 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 3.4 Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 3.5	Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families: 4 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4 Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support		The District will use 2027 data: Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families: 4.6 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4.4 Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress	Difference Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families: 0.4 increase Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 0.6 increase Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3.4	improved student outcomes: 4 Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4		and ways to work together to support improved student outcomes: 4.5 Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4.4	and ways to work together to support improved student outcomes: 0.5 increase Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 0.6 increase
5.4	Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Promotion of Parental Involvement in School" (Data Source: Annual CalSCHLS Parent Survey)	The District used the 2024 Parent Survey - Key Indicator of "Promotion of Parental Involvement in School" Average reporting "strongly agree" All: 38% Elementary School Parents: 42% Middle School Parents: 30% High School Parents: 21% NonTraditional Parents: 67%	2025 Survey Results All Parents: 40% Elementary School Parents: 43% Middle School Parents:36% High School Parents: 26% Non-Traditional Parents: 33%		The District will use 2027 data: "Promotion of Parental Involvement in School" Average reporting "strongly agree" All: 50% Elementary School Parents: 54% Middle School Parents: 42% High School Parents: 33% Nontraditional Parents: 40%	Difference All Parents: 2 percentage points increase Elementary School Parents: 1 percentage points increase Middle School Parents: 6 percentage points increase High School Parents: 5 percentage points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Non-Traditional Parents: 34 percentage points decline
5.5	DELAC Parent Involvement and Family Engagement Survey (Data Source: Local Indicator Report State Parent Involvement and Family Engagement Survey)	The District used the 2024 Local Indicator Report Parent Survey of DELAC parents: Rate FSUSD's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 3.9 Rate FSUSD's progress in creating welcoming environments for all families in the community: 3.4 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3.6 Rate FSUSD's progress in developing multiple	Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4.8 Rate FSUSD's progress in creating welcoming environments for all families in the community:4.9 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:4.6		The District will use 2027 data: Rate FSUSD's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4.9 Rate FSUSD's progress in creating welcoming environments for all families in the community: 4.4 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and	Difference Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 0.9 increase Rate FSUSD's progress in creating welcoming environments for all families in the community: 1.5 increase Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3.9	Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families:4.8		goals for their children: 4.6 Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4.9	languages, and goals for their children: 1 increase Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 0.9 increase
5.6	Parents of Students Receiving Special Education Services - Parent Involvement and Family Engagement Survey (Data Source: Local Indicator Report State Parent Involvement and Family Engagement Survey)	The District used the 2024 Local Indicator Report Parent Survey of parents who have students receiving special education services: Rate FSUSD's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting	Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 3.5		The District will use 2027 data: Rate FSUSD's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful	Difference Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and respectful relationships with families: 3.6 Rate FSUSD's progress in creating welcoming environments for all families in the community: 3.8 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3.5 Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3.7 Rate FSUSD's progress in supporting families to understand and exercise their legal rights and advocate for	Rate FSUSD's progress in creating welcoming environments for all families in the community: 3.9 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3.5 Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3.6 Rate FSUSD's progress in		relationships with families: 3.8 Rate FSUSD's progress in creating welcoming environments for all families in the community: 4.1 Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3.8 Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3.8	families: 0.1 decline Rate FSUSD's progress in creating welcoming environments for all families in the community: 0.1 increase Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: No Change Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their own students and all students: 3.4 Rate FSUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3.4	supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3.4 Rate FSUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3.9		Rate FSUSD's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3.6 Rate FSUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4.0	and accessible to families: 0.1 decline Rate FSUSD's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: No Change Rate FSUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 0.5 increase
5.7	Parent response on the CalSCHLS Parent Survey as rated by indicator "Parental	The District used the 2024 CalSCHLS Parent Survey - Key Indicator of "Parental	2025 Survey Results:		The District will use 2027 data:	Difference Promotion of parental

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Involvement by Individualized Education Plan (IEP) Placement" (Data Source: Annual CalSCHLS Parent Survey)	Involvement by IEP Placement" Promotion of parental involvement IEP 37% Parental involvement in school IEP 47% School encourages me to be an active partner IEP 44% School actively seeks the input of parents IEP 38% Parents feel welcome to participate at this school IEP 38%	Promotion of parental involvement IEP 43% Parental involvement in school IEP 50% School encourages me to be an active partner IEP 43% School actively seeks the input of parents IEP 34% Parents feel welcome to participate at this school IEP 42%		CalSCHLS Parent Survey - Key Indicator of "Parental Involvement by IEP Placement" Promotion of parental involvement IEP 47% Parental involvement in school IEP 57% School encourages me to be an active partner IEP 54% School actively seeks the input of parents IEP 48% Parents feel welcome to participate at this school IEP 48%	involvement IEP: 6 percentage points increase Parental involvement in school IEP: 3 percentage points increase School encourages me to be an active partner IEP 1 percentage point decline School actively seeks the input of parents IEP: 4 percentage points decline Parents feel welcome to participate at this school IEP: 4 percentage points increase
5.8	Parent Leader Training Institute Outcome Survey (Data Source: Local Survey)	The District used survey data from the PLTI Solano County Results 2022-2023 - "Changes from Pre-Post on Civic Action Questions"	2025 Data Civic Action: Worked with neighbors to improve something: 73%		The District will use 2027 data: Pre-Post Civic Action Questions Civic Action:	Difference Worked with neighbors to improve something: 13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Civic Action: Worked with neighbors to improve something: 86% Participated in civic or political org: 86% Met with an elected official: 57% Contacted an elected official: 43% Volunteered: 100% Spoke publicly or testified: 43% Signed a petition: 57% Contacted a newspaper or magazine to express opinion: 29% Attended a public meeting:71% Attended a meeting related to area schools: 100% Served on a committee or as an officer 43% Advocating for my child and for other children 71%	Participated in civic or political org: 73% Met with an elected official: 100% Contacted an elected official: 45% Volunteered: 82% Spoke publicly or testified: 55% Signed a petition: 36% Contacted a newspaper or magazine to express opinion: 36% Attended a public meeting: 91% Attended a meeting related to area schools: 100% Served on a committee or as an officer: 64% Advocating for my child and for other children: 82%		Worked with neighbors to improve something: 100% Participated in civic or political org: 100% Met with an elected official: 70% Contacted an elected official: 55% Volunteered: 100% Spoke publicly or testified: 55% Signed a petition: 70% Contacted a newspaper or magazine to express opinion: 40% Attended a public meeting:90% Attended a meeting related to area schools: 100% Served on a committee or as an officer 55% Advocating for my child and for other children 90%	percentage points decline Participated in civic or political org: 13 percentage points decline Met with an elected official: 43 percentage points increase Contacted an elected official: 2 percentage points Volunteered: -18% decline Spoke publicly or testified: 12 percentage points Signed a petition: 21 percentage points decline Contacted a newspaper or magazine to express opinion: 7 percentage points increase Attended a public meeting: 20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points increase Attended a meeting related to area schools: Maintained at 100% Served on a committee or as an officer: 21 percentage points increase Advocating for my child and for other children: 11 percentage points increase
5.9	FRC Utilization and Experience Survey (Data Source: Local Survey)	Baseline	Data as of March 31, 2025 (and Baseline Data) Accessibility: Agree and strongly agree 90.3% FRC Staff Support: Agree and strongly agree 93.2% Knowledge of community resources increase after contact:		The District will use the 2027 survey: Accessibility: Agree and strongly agree 92% FRC Staff Support: Agree and strongly agree 95% Knowledge of community resources increase after contact:	As this was the first year to collect the data, the March 31, 2025, information is baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Somewhat and significantly more knowledgeable 100% Positive impact on family: Strong and significant impact 87.5% Positive impact on supporting child's education: Strong and significant impact 90.3% Would recommend FRC: Agree and strongly agree 98.6% Overall Satisfaction: Satisfied and very satisfied 100%		Somewhat and significantly more knowledgeable maintain 95% or higher Positive impact on family: Strong and significant impact 90% Positive impact on supporting child's education: Strong and significant impact 95% Would recommend FRC: Agree and strongly agree maintain 95% or higher Overall Satisfaction: Satisfied and very satisfied maintain 95% or higher	

Goal Analysis [2024-25]

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

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

The District identified seven actions needed to meet Goal 5. After year one of the three-year plan, the District has "Fully Implemented" six actions and "Partially Implemented" one action.

Action 5.1: Fully Implemented - The District effectively implemented multilingual family communication tools, ensuring accessible and timely information for all families. These tools will continue to be utilized to ensure families receive important updates, resources, and opportunities to engage in their children's education in a language they understand, fostering stronger school-community connections.

Action 5.2: Fully Implemented - Family Resources/Community Collaboration was successfully implemented through the District's three Family Resource Centers (FRCs), providing evidence-based services to low-income families. Using the Five Protective Factors framework, FRC staff delivered outreach, workshops, the Triple P Positive Parenting Program, and basic needs assistance. The District will continue these efforts to strengthen family engagement and provide ongoing support to low-income families.

Action 5.3: Fully Implemented - The District successfully implemented family education initiatives by providing evidence-based, culturally responsive parent education and support programs. Parent and Grandparent Cafés, Family Literacy events, and Strengthening Families workshops engaged families as partners in student success. These programs have been successful and will continue to be offered to support families, foster community collaboration, and expand access to valuable resources.

Action 5.4: Fully Implemented - The District continues to implement key actions to support family outreach and create a welcoming environment by maintaining positions such as the Coordinator of Parent and Family Engagement, Community Outreach Liaisons, and Attendance Liaisons. Community Outreach Liaisons assist non-English speaking families and mentor foster and homeless students, while Attendance Liaisons support families of chronically absent students. These efforts remain a priority, ensuring ongoing support and strengthened family-school connections.

Action 5.5: Fully Implemented - The District has successfully maintained effective communication for families of unduplicated students by employing four full-time District Translators for Spanish translation and live interpretation, as well as utilizing the Language Line for families who speak other languages. These efforts have ensured equitable access to information for all families. The District will continue these actions to support inclusive and accessible communication.

Action 5.6: Partially Implemented - The District implemented the Special Education Advocacy action by promoting parent information nights, establishing workshops, and strengthening parent involvement through the Community Advisory Committee (CAC). The Special Education Parent Liaison position was maintained to provide accessible bilingual outreach support. However, challenges arose in achieving consistent engagement and communication, particularly in fostering parent decision-making opportunities in Special Education.

Action 5.7: Fully Implemented - The District successfully provided resources to affirm and strengthen families' cultural, racial, and linguistic identities through the Parent Leadership Training Institute (PLTI), with the FSUSD PLTI Cohort completing 20 weeks of classes and graduating. This program offered leadership training, resources, and civic skill development to empower parents and caregivers as advocates for their children. These efforts will continue to support family advocacy and leadership moving forward.

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

The District budgeted $4,341,379.00 to implement the actions/services identified in Goal 5 and has expended approximately $3,377,182.00. Of these funds, $3,409,497.00 was allocated, with $2,735,205.00 being expended, to support the needs of unduplicated students.

Action 5.1: The District budgeted $806,291.00 towards parent communication, and estimates expending approximately $471,128.00. The District will maintain the amount for budgeted as there were expenditures that did not take place in 2024/25 that will take place in 2025/26.

Action 5.2: The District budgeted $1,015,186.00 towards family resources/community collaboration, and estimates expending approximately $838,126.00. There is no material difference between budgeted and estimated actuals.

Action 5.3: The District budgeted $202,700.00 towards family education, and estimates expending approximately $175,106.00. There is no material difference between budgeted and estimated actuals.

Action 5.4: The District budgeted $1,618,803.00 towards family outreach, and estimates expending approximately $1,183,670.00. The District will reduce the allocation to match the budges associated with this action.

Action 5.5: The District budgeted $532,808.00 towards translation services, and estimates expending approximately $538,303.00. There is no material difference between budgeted and estimated actuals.

Action 5.6: The District budgeted $125,591.00 towards special education advocacy, and estimates expending approximately $140,269.00. There is no material difference between budgeted and estimated actuals.

Action 5.7: The District budgeted $40,000.00 towards family advocacy/leadership, and estimates expending approximately $30,580.00. There is no material difference between budgeted and estimated actuals.

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

The District identified ten metrics to evaluate the effectiveness of the actions associated with Goal 6. After careful analysis, it was determined that six actions have been effective at impacting the identified metrics. In addition, one action has not yet been effective.

Effective Actions
Action 5.1 has been effective as evidenced by the CalSCHLS Parent Survey (Metric: 5.1)
Action 5.2 has been effective as evidenced by the Local Indicator Report Parent Survey and the FRC Untilization Survey(Metrics: 5.2 and 5.9)
Action 5.3 has been effective as evidenced by the Local Indicator Report Parent Survey (Metric: 5.3)
Action 5.4 has been effective as evidenced by the CalSCHLS Parent Survey (Metric: 5.4)
Action 5.5 has been effective as evidenced by the DELAC Parent Involvement and Family Engagement Survey (Metric 5.5)

Action 5.7 has been effective as evidenced by the Parent Leader Training Institute Outcome Survey (Metric 5.8)

Not Effective Yet Actions
Action 5.6 has not yet been effective as evidenced by the Special Education Parent Involvement and Family Engagement Survey and the CalSCHLS Parent Survey (Metrics: 5.6 and 5.7)

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

Goal: No Changes

Metrics: No Changes

Desired Outcomes:
Modifications to the Desired outcomes are a result of input from the educational partners.
Metric 5.1: Adjust the year 3 target for Non-Traditional Parents from 86% to 55%.
Metric 5.4: Adjust the year 3 target for Non-Traditional Parents from 79% to 40%.
Metric 5.6: Adjust the year 3 target as follows - Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relationships with families: Reduce target from 4.0 to 3.8; Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Reduce target from 4.0 to 3.8; Rate FSUSD's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: Reduce target from 4.1 to 3.8; Rate FSUSD's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: Reduce target from 4.0 to 3.6.
Metric 5.9: Add the baseline data and desired outcomes based on the 2025 results.

Actions:
Action 5.1: Modify to provide more information about how the district will communicate with families.
Action 5.6: Modify to include supporting parent engagement through various initiatives, provide helpful resources and workshops, and encourage active participation in relevant committees. Provide accessible bilingual outreach support services by maintaining the Special Education Parent Liaison position ensuring continued support services are provided to parents, while offering decision-making opportunities on important decisions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Communication with Families	Enhance two-way family-school communication by utilizing a variety of tools to share timely, accessible, and relevant information (in multiple languages) with all audiences in multiple languages. This includes, but is not limited to, platforms such as ParentSquare, Smore, social media, phone calls, digital and print flyers, district and school websites, and in-person outreach. Staff and families will receive support to effectively navigate these tools, ensuring that communication aligns with district goals to promote student success.	$806,291.00	No
5.2	Family Resources/Community Collaboration	Provide evidence-based family support services and community collaboration through our three existing Family Resource Centers (FRCs). Utilizing the Five Protective Factors, FRC staff will provide comprehensive services, including outreach, workshops, the Triple P Positive Parenting Program, and basic needs assistance for our low-income families. Through collaboration with community partners, including healthcare providers and social service agencies, the FRCs will share resources and provide holistic support to meet the diverse needs of families.	$1,015,186.00	Yes
5.3	Family Education	Provide evidence-based, culturally- responsive parent education and support programs that engage families as partners in their students' academic success. These programs include Be Strong Families' Parent Cafés, Grandparent Cafés for grandparents parenting grandchildren, and Strength for the Journey Cafés, which provide support for parents of children with disabilities.	$202,700.00	Yes
5.4	Family Outreach	Maintain positions that support outreach to families and help create a welcoming atmosphere. This includes the Coordinator of Parent and Family Engagement, and Community Outreach Liaisons providing outreach to our non-English speaking families, and Attendance Liaisons providing outreach to families of our chronically absent students.	$1,186,870.00	Yes
5.5	Communication - Translation Services	Provide effective means of communication for families of our unduplicated students by maintaining four full-time District Translators to facilitate written	$532,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		translation of all documents and live oral interpretation at meetings and events in Spanish. Continue the use of Language Line to provide interpretation services for a variety of second language-speaking families and provide professional development to staff to provide guidance on usage.		
5.6	Special Education Advocacy	Support parent engagement through various initiatives, provide helpful resources and workshops, and encourage active participation in relevant committees. Provide accessible bilingual outreach support services by maintaining the Special Education Parent Liaison position ensuring continued support services are provided to parents, while offering decision-making opportunities on important decisions. Promote parent information night, establish informative resourceful workshops and strengthen parent involvement at the Community Advisory Committee (CAC), provide accessible bilingual outreach support services by maintaining the Special Education Parent Liaison position, and offer parent decision-making opportunities in Special Education.	$125,591.00	No
5.7	Family Advocacy and Leadership	Provide resources that affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to become active partners in their children's education and leaders within their community through the Parent Leadership Training Institute (PLTI).	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Implement a system of support that ensures Sem Yeto High School students earn a high school diploma and that the school achieves an 80% graduation rate by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LCFF Equity Multiplier was implemented by Senate Bill (SB) 114 (Chapter 48, Statutes of 2023), and amended by SB 141 (Chapter 194, Statutes of 2023). It provides additional funding to LEAs for allocation to school sites meeting non-stability and Socioeconomically Disadvantaged pupil thresholds in the prior year, as reported in the California Department of Education's Stability Rate Report. This funding must be used to provide evidence-based services and support for students at these school sites.

Sem Yeto High School qualifies as an Equity Multiplier school for the 2024/25 school year (based on 2022/23 data) with a Non-Stability Rate of 46.3%. This compares to the District Non-Stability Rate of 10.3%, the Solano County Rate of 10.3% and the Statewide Rate of 8.8%. A major factor that influences Sem Yeto High School's high Non-Stability Rate is the high number of students who exit the school without a high school diploma. Factors that contribute to the low graduation rates include high suspension rates. For example, 24.2% of the students at Sem Yeto have been suspended at least one day. In addition, Sem Yeto students have a very high chronic absenteeism rate. As of April 1, 2024, over 50% of their students were chronically absent. While a decline from the 2022/23 school year, this percentage is substantially higher than any other school in the district or the District average which is 22.23 percent. Sem Yeto is "Red" in three of the five State indicators: Suspension Rate, English Learner Progress, and Graduation Rate. In addition, they are "Orange" in two of the State indicators: English Language Arts and Mathematics. There are two student achievement groups (Hispanic and Low Income) who are "Red" in the Graduation Rate indicator and five student achievement groups (African American, Hispanic, Low Income, Students with Disabilities, and White) who are "Red" on the Suspension Rate indicator.

Sem Yeto High School again qualified as an Equity Multiplier school for the 2025/26 school year (based on 2023/24 data) with a Non-Stability Rate of 56.4%. This compares to the District Non-Stability Rate of 9.9%, the Solano County Rate of 10.0% and the Statewide Rate of 9.0%. What is of interest is that the Non-Stability rate is climbing while Sem Yeto has made great progress in improving graduation rates. In 2024, Sem Yeto had a 74.5% graduation rate compared to 63.1% in 2023. Sem Yeto has also continued to reduce the percentage of students who are chronically absent and increased their attendance rates.

The 2024 California Dashboard documents areas of growth. Suspension Rates for "All Students" improved from Red to Yellow. However, students who are English Learners, Long-Term English Learners, and White remain in the Red. Sem Yeto is also Red in mathematics and College/Career. In mathematics, students who are low income and/or Hispanic are identified as "Red" on the dashboard. In addition, students who are low income and/or African American are identified as Red on the dashboard.

Actions and metrics will be added to address these two new areas identified in Red. In addition, Sem Yeto will continue to focus on improving Suspension Rates and Graduation Rates as the documented gains need additional support in order to ensure there is not a "slide" back into Orange or Red.

It is anticipated Sem Yeto will have approximately $690,000 to expend during the 2025/26 school year. This represents the 2025/26 allocation, as well as the remaining funds from the 2024/25 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate (Data Source: CA School Dashboard)	The District used the 2023 Dashboard for baseline data: All Students - 63.1% African American - 67.6% Hispanic Students - 62.4% Low Income - 65.1% English learners - 66.7% Students with Disabilities - 53.8% Unsheltered - 46.7%	Class of 2024: All Students - 74.3% African American - 70.3% Hispanic - 75.3% Low Income - 75.7% English learners - 84% Students with Disabilities - 70.8% Unsheltered - 73.3%		The District will use 2026 Data: All Students - 80% African American - 80% Hispanic Students - 80% Low Income - 80% English learners - 80% Students with Disabilities - 68% Unsheltered - 68%	Difference All Students - 11.2 percentage points increase African American - 2.7 percentage points increase Hispanic - 12.9 percentage points increase Low Income - 10.6 percentage points increase English learners - 17.3 percentage points increase Students with Disabilities - 17 percentage points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Unsheltered - 26.6 percentage points increase
6.2	Dropout Rate (Data Source: AERIES)	The District used the 2022/23 school year as baseline data: All Students - 34 African American - 5 Hispanic Students - 19 White - 6 Low Income - 28 English learners - 2 Students with Disabilities - 5 Unsheltered - 5	2023/24 data: All Students - 31 African American - 8 Hispanic Students - 15 White - 4 Low Income - 27 English learners - 2 Students with Disabilities - 7 Unsheltered - 5		The District will use 2025/26 data: All Students - 15 African American - 1 Hispanic Students - 8 White - 3 Low Income - 12 English learners - 1 Students with Disabilities - 2 Unsheltered - 2	Difference (decline is good) All Students - 3 student decline African American - 3 student increase Hispanic Students - 4 student decline White - 2 student decline Low Income - 1 student increase English learners - No change Students with Disabilities - 2 student increase Unsheltered - No change
6.3	English Learner Progress	The District used the 2023 Dashboard for baseline data:	2024 Dashboard: 47.6% Making Progress		The District will use 2026 Data:	Difference 19.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	27.8% Making Progress			40% Making Progress	
6.4	Suspension Rate (Data Source: AERIES)	The District used the April 1, 2024, for baseline data: All Students - 24.2% African American - 34.9% Hispanic Students - 18.7% White - 32.1% Low Income - 24.1% English learners - 66.7% Students with Disabilities - 32.1%	The District used the March 31, 2025 data: All Students - 3.34% African American - 8.05% Hispanic Students - 1.61% White - 0% Low Income - 3.16% English learners - 1.59% Students with Disabilities - 5.45%		The District will use April 2027 data: 2023 Suspension Rates All Students - 10% African American - 10% Hispanic Students - 10% White - 10% Low Income - 10% English learners - 10% Students with Disabilities - 10%	Difference (Decline is good) All Students - 20.86% decline African American - 26.85% decline Hispanic Students - 17.54% decline White - 32.1% decline Low Income - 20.94% decline English learners - 65.11% decline Students with Disabilities - 26.65% decline
6.5	Expulsion Rate (Data Source: AERIES)	The District used the April 1, 2024, for baseline data: Sem Yeto Main Campus - .047% Sem Yeto Satellite - 0.55%	The District used March 27, 2025 Sem Yeto Main Campus - 0% Sem Yeto Satellite - 0%		The District will use April 2027 data: Sem Yeto Main - Less than 0.5% for	Difference (Decline is good) Sem Yeto Main Campus: 0.047% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Sem Yeto Satellite - Less than 0.5%	Sem Yeto Satellite: 0.55% decline
6.6	School Attendance Rate (Data Source: AERIES)	The District used the April 1, 2024, for baseline data: Sem Yeto Main Campus All Students - 75.47 African American - 70.33 Hispanic Students - 76.64 White - 77.78 Low Income - 76.21 English learners - 78.72 Students with Disabilities - 72.29 Unsheltered - 74 Sem Yeto Satellite All Students - 83.34 African American - 82.01 Hispanic Students - 83.57 White - 86.11 Low Income - 82.83 English learners - 84.19 Students with Disabilities - 85.24 Unsheltered - 81.02	The District used March 27, 2025 data: Sem Yeto Main Campus All Students - 82.16 African American - 76.83 Hispanic Students - 83.01 White - 90.19 Low Income - 82.15 English learners - 80.86 Students with Disabilities - 82.77 Unsheltered - 47.52 Sem Yeto Satellite All Students - 85.7 African American - 88.21 Hispanic Students - 86.28 White - 82.54 Low Income - 85.08 English learners - 86.26		The District will use April 2027 data: Sem Yeto Main Campus All Students - 85.47 African American - 80.33 Hispanic Students - 86.64 White - 87.78 Low Income - 86.21 English learners - 88.72 Students with Disabilities - 82.29 Unsheltered - 84 Sem Yeto Satellite All Students - 93.34 African American - 92.01 Hispanic Students - 93.57 White - 96.11 Low Income - 92.83 English learners - 94.19	Difference Sem Yeto Main Campus All Students: 6.69% increase African American: 6.5% increase Hispanic Students: 6.37% increase White: 12.49% increase Low Income: 5.94% increase English learners: 2.14% increase Students with Disabilities: 10.48% increase Unsheltered: 69.48% decline Sem Yeto Satellite All Students: 2.36% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities - 85.68 Unsheltered - 85.3		Students with Disabilities - 95.24 Unsheltered - 91.02	African American: 6.2 % increase Hispanic Students: 3.71% increase White: 3.4% decline Low Income: 2.25% decline English learners: 1.07% increase Students with Disabilities: 0.44% increase Unsheltered: 4.28% increase
6.7	Chronic Absenteeism Rate (Data Source: AERIES)	The District used the April 1, 2024, for baseline data: Sem Yeto Main Campus All Students - 51.74 African American - 72.73 Hispanic Students - 43.44 White - 55.56 Low Income - 49.72 English learners - 41.38	The District used March 27, 2025 data: Sem Yeto Main Campus All Students - 50.69 African American - 61.54 Hispanic Students - 49.21 White - 42.86 Low Income - 50.25		The District will use April 2027 data: Sem Yeto Main Campus All Students - 36.74 African American - 57.73 Hispanic Students -28.44 White - 40.56 Low Income - 34.72	Difference (Decline is good) Sem Yeto Main Campus All Students - 1.05% decline African American - 11.19% decline Hispanic Students - 5.77% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 50 Unsheltered - 85.71 Sem Yeto Satellite All Students - 50.66 African American - 59.57 Hispanic Students - 49.62 White - 54.55 Low Income - 52.72 English learners - 44.74 Students with Disabilities - 41.67 Unsheltered - 50	English learners - 48.57 Students with Disabilities - 57.58 Unsheltered - 71.43 Sem Yeto Satellite All Students - 38.89 African American - 34.15 Hispanic Students - 37.76 White - 48 Low Income - 40.38 English learners - 43.33 Students with Disabilities - 39.39 Unsheltered - 66.67		English learners - 26.38 Students with Disabilities - 35 Unsheltered - 70.71 Sem Yeto Satellite All Students - 35.66 African American - 44.57 Hispanic Students - 34.62 White - 39.55 Low Income - 37.72 English learners - 29.7 Students with Disabilities - 26.67 Unsheltered - 35	White - 12.7% decline Low Income - 0.53% increase English learners - 7.19% increase Students with Disabilities - 7.58 % increase Unsheltered - 14.28% decline Sem Yeto Satellite All Students - 11.77% decline African American - 25.42% decline Hispanic Students - 11.86% decline White - 6.55% decline Low Income - 2.34% decline English learners - 1.41% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities - 2.28% decline Unsheltered - 16.67% increase
6.8	Added with the 2025/26 Update to the LCAP Distance from Standard - CAASPP Mathematics (Data Source: CA School Dashboard)	The District used June 2024 for baseline data: All Students: 218 points below standard Hispanic: 219.8 points below standard Low Income: 220.4 points below standard	June 2024 All Students: 218 points below standard Hispanic: 219.8 points below standard Low Income: 220.4 points below standard		The District will use June 2026 data: All Students: 198 points below standard Hispanic: 198 points below standard Low Income: 198 points below standard	There is no difference as this is a new metric.
6.9	Added with the 2025/26 Update to the LCAP College/Career Readiness Indicator (Data Source: CA School Dashboard)	The District used June 2024 for baseline data: Percentage Prepared: All Students: 1.9% Low Income: 2.1% Hispanic: 2.4% Percentage Approaching Prepared: All Students: 12.2% Low Income: 13.2% Hispanic: 12.9%	June 2024 Percentage Prepared: All Students: 1.9% Low Income: 2.1% Hispanic: 2.4% Percentage Approaching Prepared: All Students: 12.2%		The District will use June 2026 data: Percentage Prepared: All Students: 5% Low Income: 5% Hispanic: 5% Percentage Approaching Prepared: All Students: 20%	There is no difference as this is a new metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income: 13.2% Hispanic: 12.9%		Low Income: 20% Hispanic: 20%	
6.10	Added with the 2025/26 Update to the LCAP Staff Retention (Human Resources Department)	Rate of 1st and 2nd year teacher retention (Data Source: District employee records) # of 1st and 2nd Year Teachers: 7 % of 1st and 2nd Year Teachers Remaining for the 2025/26 School Year: 71%	April 2025 Data # of 1st and 2nd Year Teachers: 7 % of 1st and 2nd Year Teachers Remaining for the 2025/26 School Year: 71%		April 2027 Data % of 1st and 2nd Year Teachers Remaining for the 2025/26 School Year: 90%	There is no difference as this is a new metric.

Goal Analysis [2024-25]

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

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

The District identified six actions needed to meet Goal 6. After year one of the three-year plan, the District has fully implemented two actions, partially implemented three actions and is the planning phase of the sixth action. However, the action that is currently in the "planning phase" will be completed by the start of the 2025/26 school year.

Action 6.1: Fully Implemented - The Sem Yeto scheduling committee has created a draft proposal that is currently under review. The goal is to have the schedule approved and implemented for the 2025/26 school you which will result in this action being removed from the updated LCAP.

Action 6.2: Partially Implemented - Sem Yeto has added Work Experience to both campuses. In addition, they are currently working on adding a Project Lead the Way pathway.

Action 6.3: Fully Implemented - Sem Yeto has purchased sufficient technology to ensure students have access to the needed technology at school and at home. This action will be removed from the updated LCAP.

Action 6.4: Planned - Sem Yeto is working with the Facilities Department to complete the plans on outdoor learning spaces for the students. The project is anticipated to be completed during the summer of 2025. As such, this action will be removed from the updated LCAP.

Action 6.5: Partially Implemented - The Sem Yeto Administration is working with appropriate staff development providers to train Sem Yeto staff in Restorative Justice, non-violent intervention techniques.

Action 6.6: Partially Implemented - Sem Yeto teachers and staff continue to engage in curriculum based field trips as well as staging weekly activities to build student-staff relationships.

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

The District budgeted $452,623.00 to implement the actions/services identified in Goal 6 and has expended approximately $129,108.00.

Action 6.1: The District budgeted $12,400.00 restructuring the school day , and estimates expending approximately $768.00. There will be no funds associated with this action in the 2025/26 LCAP as this action is ended in the updated LCAP.

Action 6.2: The District budgeted $180,000.00 towards increasing course offerings, and estimates expending approximately $39,582.00. The full allocation was not utilized in 2024/25 as staff were hired later in the year. It is anticipated the full amount will be used in the 2025/26 school year.

Action 6.3: The District budgeted $80,000.00 towards technology, and estimates expending approximately $79,959.00. There is no material difference between budgeted and estimated actuals. However, there will be no funds associated with this action in the 2025/26 LCAP as this action is ended in the updated LCAP.

Action 6.4: The District budgeted $80,223.00 towards indoor/outdoor learning spaces, and estimates expending approximately $54,000.00. Part of the project did not align to the use of Equity Multiplier funds and instead depended on LCFF funds. There will be no funds associated with this action in the 2025/26 LCAP as this action is ended in the updated LCAP.

Action 6.5: The District budgeted $20,000.00 towards behavior intervention and support professional development, and estimates expending no funds in the 2024/25 school year. The allocation will be reduced to $5,000.00 for the upcoming school year.

Action 6.6: The District budgeted $80,000.00 towards student engagement activities, and estimates expending approximately $8,799.00. While substantially less than originally anticipated, there are additional actions to the LCAP that should positively impact student engagement activities. As such, the funds for the 2025/26 school year will remain the same.

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

The District identified seven metrics to evaluate the effectiveness of the actions associated with this goal. After careful analysis, it was determined that four actions have been effective at impacting the identified metrics. In addition, two actions have not yet been effective.

Effective Actions
Action 6.2 has been effective as evidenced by the improved graduation and dropout rates. (Metrics: 6.1 and 6.2)
Action 6.3 has been effective as evidenced by the improved graduation and dropout rates, as well as the improved English Learner Progress data. (Metrics: 6.1, 6.2, and 6.3)
Action 6.5 has been effected as evidenced by the improved suspension and expulsion rates (Metrics: 6.4 and 6.5)
Action 6.6 has been effected as evidenced by the improved suspension and expulsion rates (Metrics: 6.4 and 6.5)

Not Yet Effective
Action 6.1 has not yet had an effect on chronic absenteeism or attendance rates as the restructuring was planned during the 2024/25 school year for implementation during the 2024/26 school year. (Metrics: 6.6 and 6.7)
Action 6.4 has not yet had an effect on chronic absenteeism or attendance rates as the school is still in the planning phases of this action. (Metrics: 6.6 and 6.7)

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

Goal: No Changes

Metrics:
Metric 6.8 added to reflect areas of "Red" on the 2024 California Dashboard.
Metric 6.9 added to reflect areas of "Red" on the 2024 California Dashboard.
Metric 6.9 added to reflect required metric associated with staff retention.

Desired Outcomes: No Change

Actions:
Action 6.1 - Removed as it has been accomplished.
Action 6.3 - Removed as it has been accomplished.
Action 6.4 - Removed as the funds are needed to address actions associated with student achievement groups that are Red on the California Dashboard.
Action 6.5 - Removed as it has been accomplished.
Action 6.6 - The funds associated with this action are being reduced to reflect actual budgetary needs to address this action.
Action 6.7 - Added to address the need to improve student achievement on the State assessments in mathematics.
Action 6.8 - Added to address the need to improve college/career readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Restructure Sem Yeto School Day This action is being removed from the LCAP with the 2025/26 update.	Sem Yeto High School has a schedule that closely mirrors the comprehensive high school. A committee will be formed to investigate successful continuation school models and bring forward a recommendation during the 2024/25 school year to potentially modify the academic structure of the school to better meet the needs of the learning community, with the goal of positively impacting student attendance rates, student engagement, and ultimately graduation rates.	$0.00	No
6.2	Increase Course Offerings	The site will add elective offerings so that students have the opportunity to engage in coursework that they might find more relevant. Offerings may include work experience, foreign language, and/or career technical education courses. According to the "What Works Clearinghouse", there is evidence to document that providing a bridge from school-to-work has a positive impact on student outcomes. It is expected that this action will impact graduation rates, especially for students who are Hispanic (60% of the student population) and Low Income (70% of the student population).	$230,000.00	No
6.3	Technology This action is being removed from the LCAP with the 2025/26 update.	Secure a sufficient amount of technology to ensure students have access to devices at home and at school. Students forgetting devices and/or not having charged devices have been a barrier to learning. The additional technology will ensure that students will be able to access the Board adopted, standards aligned curriculum.	$0.00	No
6.4	Upgrade Indoor and Outdoor Learning Spaces	Take measures to beautify the campus and make areas more accessible to students to improve school climate and culture. This could include furniture to support the "adult-learner", improved outdoor eating areas, and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	This action is being removed from the LCAP with the 2025/26 update.	upgrades to the fields. This also includes ensuring a clean and well maintained campus. Research published in the Journal of Learning Spaces suggests that flexible school furniture that reconfigures easily better supports a wide range of instructional strategies and facilitates interaction among students and between students and educators.		
6.5	Behavior Intervention Training and Support	Provide training to staff regarding restorative justice, non-violent intervention techniques, and a system for PBIS with the goal of reducing the number of suspensions, and the disproportionality of suspensions, that take place each year. According to Hattie's work as documented in Visible Learning, Behavioral intervention programs have positive influence on student learning. It is expected that this action will impact suspension rates, as the school has been identified as "Red", as well as three ethnic groups (African American, Hispanic, and White) which make up 90% of the student population, as well as students who are Low Income (70% of the student population) and students with special needs (12.7% of the student population).	$5,000.00	No
6.6	Student Engagement Activities	Sem Yeto will provide a variety of student engagement activities to include expanding student clubs (based on student input) and curriculum-based field trips, as well as student activities. Such activities will build strong teacher-student relationships which, according to Hattie's work as documented in Visible Learning, has a strong impact on student achievement. The goal of this work is to improve student engagement which will benefit attendance rates and suspension rates.	$120,000.00	No
6.7	Tier I Mathematics Instruction and Support for Students	The California Dashboard documents a need to improve student outcomes in mathematics. While challenging because the students are enrolled in Sem Yeto for only a short period of time prior to taking the State assessments, it is a data set that cannot be ignored.	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The focus of this goal is to ensure the math routines are embedded in the instruction. In addition, staff will identify evidence-based strategies that will help students prepare for the math assessments. The focus of this work aligns with Chapter 2 of the California Department of Education Mathematics Framework.		
6.8	Career Planning and Exploration	Sem Yeto High School's educational partners (students, families, and staff) spoke of the need to support students in exploring career opportunities and developing comprehensive plans to achieve the goals. This work will be aligned to the American School Counselor Association's K-12 Career and Planning Exploration model. With the connections to "Life after High School", the goal is that students will identify a career pathway that is of interest and work to complete that pathway while in high school.	$250,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,086,703.00	$2,857,518.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.364%	0.000%	$0.00	18.364%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Continuous Improvement Cycles **Need:** Underserved student groups need additional supports to accelerate learning. We need to improve academic achievement, English learner progress, graduation rates, and College/Career Readiness for unduplicated students.	This action is principally directed to meet the needs of English learners, Foster Youth, and Low Income students, who have been identified as 'Red' in English Language Arts, Mathematics, and/or College/Career Readiness. By prioritizing these students, the District aims to provide them with the necessary resources and support to thrive academically and overcome barriers to success.	1.11 UC/CSU "A-G" Completion Rates 1.12 Career Technical Education or CTE Pathway Completion Rate 1.13 Both A-G and CTE Pathway Completion Rate 1.14 NWEA - Measures of Academic Progress (MAP) - Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Additional targeted supports for English learners, Foster Youth, and Low Income students will be implemented, including the hiring of additional staff to provide targeted tutoring and counseling services. Professional development opportunities will be offered to our educators to enhance their ability to support these student groups effectively. This training will focus on culturally responsive teaching practices, language development strategies, and trauma-informed approaches. Additionally, supplemental materials will be purchased to provide enhanced resources tailored to address the unique needs of each student group, ensuring equitable access to high-quality education and closing the achievement gap. In addition to targeting specific student populations, the District recognizes the importance of incorporating a system of continuous data analysis to inform decision-making and improve outcomes for All Students. By regularly analyzing student data, setting goals, formulating action plans, and monitoring progress and success, the District aims to ensure that every student receives the support they need to excel academically and reach their full potential. While the action is LEA wide, there will be specific emphasis at Angelo Rodriguez, Anna Kyle, Armijo, B. Gale Wilson, Cleo Gordon , Crescent, Crystal , David Weir, Dan O. Root, Dover, Grange, Green Valley, Oakbrook, Sheldon, Tolenas, Fairfield High, Fairview, Laurel Creek , Matt Garcia, Nelda Mundy, Sem Yeto, and Suisun Elementary.	1.15 NWEA - Measures of Academic Progress (MAP) - Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Systems of Data Analysis **Need:** We need a responsive systematic data system in order to monitor progress and respond in a timely manner to students' learning needs. **Scope:** LEA-wide	This action is primarily aimed at meeting the needs of English learners, Foster youth, and Low Income students, as they have been identified as 'Red' in English Language Arts, Mathematics, and/or College/Career Readiness. By prioritizing these students, the District seeks to provide targeted support and resources that address the unique challenges they may face, thereby promoting equitable opportunities for academic achievement. The implementation of a comprehensive data analysis system will play a crucial role in enhancing services for students, particularly those who are English learners, Foster Youth, and Low Income students. This system will provide teachers with valuable insights into students' strengths and areas for growth, empowering them to tailor instruction to meet individual needs effectively. By utilizing data-driven approaches, educators can identify specific areas where students require additional support and develop targeted interventions to address these needs, ultimately fostering greater academic success. While the initiative is primarily focused on these three student populations, the District acknowledges that all students stand to benefit from an articulated multi-tiered system of support. This system will provide a framework for delivering interventions and services at varying levels of intensity based on student needs. By implementing a tiered approach, the District can ensure that every student receives the appropriate level of support to thrive academically and reach their full potential.	1.1 Distance from Standard - CAASPP ELA 1.2 Distance from Standard - CAASPP Mathematics 1.14 NWEA - Measures of Academic Progress (MAP) - Reading 1.15 NWEA - Measures of Academic Progress (MAP) - Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To ensure the successful implementation of our data analysis system and the effective delivery of tailored instruction, we have assembled a dedicated team of professionals. This team includes individuals serving in various roles such as Certificated Support for English learners (CSEL) positions, stipends for teachers, after-school program staff who provide supplementary academic support and enrichment opportunities, an Assessment Program Manager responsible for overseeing the assessment processes and data collection, and a Coordinator of Instructional Support. Together, these personnel contribute to the comprehensive support framework aimed at optimizing educational outcomes for all students, particularly those identified as English learners, Foster Youth, and Low Income students. While the action will be LEA wide, there will be specific emphasis at Anna Kyle, Armijo, B. Gale Wilson, Cleo Gordon , Crescent, Crystal , David Weir, Dan O. Root, Dover, Grange, Green Valley, Oakbrook, Sheldon, Tolenas, Fairview, Laurel Creek , Matt Garcia, Nelda Mundy, and Suisun Elementary.	
1.5	**Action:** College and Career Readiness Curriculum Integration **Need:** The 2024 Dashboard identified that English Learners were in the "Orange" with only 7.1% of the students identified as prepared. In addition, Long-term English Learners were in	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is offered District-wide to expand course access and increase the percentage of students who graduate college or career ready. A robust Career Technical Education (CTE) program, as well a strong counseling program that	1.7 College/Career Readiness Indicator 1.11 UC A-G Rate 1.12 Career Technical Education or CTE Pathway Completion Rate 1.13 Both A-G and CTE Pathway Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the Orange with only 5.6% prepared. Foster Youth, while they don't have a color, have 7.1% of the students prepared. Finally, low income students were in the Yellow with 27% prepared. All student groups are below the district average of 36.5% prepared and the State average of 45.3% prepared. **Scope:** LEA-wide	supports students accessing the a-g pathway or a CTE pathway can make the difference in a student being College or Career Ready. This action addresses the needs of the unduplicated population by ensuring have access to a broad course of study by offering engaging classes and proper counseling support. Given that this unduplicated population represents nearly 70% of the overall district population, this action is being provided on an LEA-wide basis. In addition, while some schools have a higher percent of students meeting "Prepared", achievement gaps exist in the unduplicated student populations at each of the schools.	
1.7	**Action:** Educational Options **Need:** Currently some educational options and programs are not accessible and available to English learners, Foster Youth, and Low Income students. Underserved student groups need additional supports to accelerate learning. **Scope:** LEA-wide	This action is primarily directed towards meeting the needs of English learners, Foster Youth, and Low Income students. The District's data analysis indicates that these student populations have historically had less access to a broad course of study, which has had a significant impact on their academic achievement, as evidenced by the State dashboard. By prioritizing these students, the District aims to address these disparities and ensure equitable opportunities for academic success. Offering a wide array of educational programs and ensuring equitable access to English learners, Foster Youth, and Low Income students will play a pivotal role in supporting these students by providing them with additional opportunities to address their individual needs. We will provide additional Full-Time Equivalent (FTE) to the sites to ensure that English learners, Foster Youth, and	1.17 Course Access

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Low Income students have access to the broad course of study. We are committed to investing in AVID programs and strategies to ensure our English learners, Foster Youth, and Low Income students have access to college preparedness initiatives. Furthermore, we will continue to provide alternative schools of choice that are available and accessible to English learners, Foster Youth, and Low Income students. These programs will be designed to cater to the diverse learning styles and backgrounds of these student groups, encompassing specialized instructional approaches, enrichment activities, and support services tailored to their unique circumstances. Furthermore, the implementation of additional targeted supports specifically tailored for these student populations will be instrumental in increasing their mastery of academic standards and accelerating their overall academic performance, thereby narrowing the achievement gap. These supports may include personalized tutoring, mentorship programs, access to supplemental resources, and interventions designed to address specific areas of academic need. While the initiative is primarily focused on meeting the needs of these three student populations, the District acknowledges that all students will benefit from and potentially have access to the available educational options. By expanding access to a diverse range of educational programs and supports, the District seeks to foster a more inclusive learning environment that meets the	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		needs of every student, regardless of their background or circumstances. While the action is LEA wide, there will be specific emphasis at Angelo Rodriguez, Anna Kyle, Armijo, B. Gale Wilson, Cleo Gordon , Crescent, Crystal , David Weir, Dan O. Root, Dover, Grange, Green Valley, Oakbrook, Sheldon, Tolenas, Fairfield High, Fairview, Laurel Creek , Matt Garcia, Nelda Mundy, Sem Yeto, and Suisun Elementary.	
2.1	**Action:** De-Escalation Strategies (NCI) **Need:** The 2024 California Dashboard documents that Foster Youth, Long Term English Learners, English Learners, and Low Income students have some of the highest suspension rates in FSUSD with rates increasing since the 2023 Dashboard Results. Low Income students have a 6.3% suspension rate, Foster Youth have a 19.1% suspension rate, and Long-term English learners have an 11.1% suspension rate. This compares to the district average of 4.9% and the State average of 3.2%. **Scope:** LEA-wide	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is offered District-wide to increase the skills of teachers who work with children experiencing environmental trauma, thus reducing the dependency on suspension and expulsion. Successful implementation of de-escalation strategies can result in staff learning how to bring calm to a situation rather than elevating behaviors. As this action focuses on professional development for all staff, it is being identified as an LEA-wide action.	2.1 Suspension Rates 2.2 Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Restorative Practices **Need:** The District's suspension rate is "Orange" with 5.2% of the students being suspended at least one day. In reviewing disaggregated data, students who are Foster Youth (13.2%) and Low Income (6.7%) have some of the highest district rates. **Scope:** LEA-wide	Principally directed towards meeting the needs of students who are Foster Youth and Low Income. Restorative practices in schools prioritize building positive relationships and resolving conflicts rather than traditional punishment-based disciplinary actions, which can disproportionately affect students who are Foster Youth and Low Income. These practices aim to create a supportive and inclusive school environment through proactive community-building strategies and responsive conflict-resolution processes. Restorative practices focus is on healing harm, fostering belonging, and preventing further disciplinary incidents, contributing to a safer and more equitable school culture. This action will be implemented LEA-wide because every school has students who are Foster Youth and Low Income.	2.1 Suspension Rates
3.1	**Action:** Recruitment Plan **Need:** FSUSD Title I schools suffer the most from unfilled positions which in turn impacts student achievement. Except for Armijo High School, 100% of the schools in "Red" on the State Dashboard are Title I schools with 14 vacant teaching positions which represents almost 1/3 of the vacant positions in the district. **Scope:** LEA-wide	This action is principally directed to meet the needs of students who are Low Income. Consistent, high-quality instruction is essential for closing the achievement gap and ensuring educational equity. Research underscores the pivotal role of teacher quality in student achievement. Investing in recruiting and retaining fully credentialed educators for our Low Income schools is an investment in the future success of our unduplicated students, enhancing overall education quality and addressing their unique needs effectively.	3.1 Percent of new hires who have a preliminary credential 3.2 Rate of 1st and 2nd year teacher retention 3.5 Rate of Teacher Mis-assignment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is provided on an LEA wide basis because according to 2021-22 Teaching Assignment Monitoring Outcomes in DataQuest, 82% of teachers in the district hold a clear credential. This is below the county (83.1%) and the state (85.8%). Additionally, many of our Title 1 schools have the highest rate of vacancy and ineffective/intern teachers. This includes Weir Preparatory Academy (81.00%), Tolenas Academy of Music and Media (80.70%), Dover Academy for International Studies (80.50%), Sem Yeto Continuation High (80.10%), Green Valley Middle (79.10%), Suisun Valley Elementary (77.80%), Public Safety Academy (74.70%), Fairfield High (74.20%), Grange Middle(74.10%), Armijo High (72.10%), Crystal Middle (54.60%), Matt Garcia Career and College Academy (50.50%), and H Glenn Richardson (20%). While all schools will benefit from a robust recruitment plan, the goal is that our Title I schools will benefit the most in seeking out ways to recruit teachers who want to remain teaching in this highly rewarding setting.	
3.4	**Action:** High Quality Professional Development **Need:** Students who are English learners, Foster Youth and Low Income are among the most underserved students in our community when reviewing achievement in Mathematics and English Language Arts.	This action is principally directed at meeting the needs of our students who are Foster Youth, Low Income, Unsheltered youth, and English learners. Through standards-based professional development that incorporates effective strategies such as Universal Design for Learning (UDL), our staff will be better equipped to meet the diverse learning needs of our student population. By focusing on ELA/ELD and Mathematics instruction, we aim to improve student outcomes in these foundational areas, ultimately leading to increased	3.3 Staff Perception on California School Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In Mathematics, English learners are 113.7 points below standard, Foster Youth are 117.6 points below standard, and Low Income are 95.2 points below standard. In English Language Arts, English learners are 84.6 points below standard, Foster Youth are 89.8 points below standard, and Low Income are 57.8 points below standard. **Scope:** LEA-wide	academic achievement for all students, with a focus on our unduplicated students. While the initiative is primarily focused on these three student populations, the district acknowledges that all students stand to benefit from research-based and evidence-based instruction delivered highly prepared teachers. With an unduplicated student population of 63.16%, each school has students in unduplicated groups.	
3.5	**Action:** Support for New Teachers **Need:** Students who are English learners, Foster Youth and Low Income are among the most underserved students in our community when reviewing achievement in Mathematics and English Language Arts. In Mathematics, English learners are 113.7 points below standard, Foster Youth are 117.6 points below standard, and Low Income are 95.2 points below standard. In English Language Arts, English learners are 84.6 points below standard, Foster Youth are 89.8 points below standard, and Low Income are 57.8 points below standard.	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is offered District-wide to improve retention rates at Title I schools so that students at these schools have access to more teachers who are highly qualified. Given the number of new teachers who are serving this unduplicated population, it is essential to provide intensive support in understanding the needs of unduplicated students, as well as professional development in classroom management and lesson design. Such support will ensure that the first year teachers will be better able to serve the students who are in most need of effective teachers. It is being offered LEA-wide as teachers throughout the district serve this population.	3.2 - Rate of 1st and 2nd year teacher retention

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Developing Leaders **Need:** Students who are English learners, Foster Youth and Low Income are among the most underserved students in our community when reviewing achievement in Mathematics and English Language Arts. In Mathematics, English learners are 113.7 points below standard, Foster Youth are 117.6 points below standard, and Low Income are 95.2 points below standard. In English Language Arts, English learners are 84.6 points below standard, Foster Youth are 89.8 points below standard, and Low Income are 57.8 points below standard. **Scope:** LEA-wide	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is offered District-wide to improve retention rates at Title I schools so that students at these schools have access to more administrators who are highly qualified. While teachers are the number one influencers of student success, site administrators are number two. Effectively preparing site leaders for the role, particularly in meeting the needs of the unduplicated population, is essential. One of the key actions within this action is the implementation of an Aspiring Leadership program. The coursework focuses on being an equity-minded leader, with a lens on using data to drive school change. Further, this program has assisted in diversifying the administrative team. It is being offered on an LEA-wide basis as all FSUSD schools have a high percentage of unduplicated students. In addition, many of the members of the leadership program ultimately serve at a Title I school. Of the ten members of Cohort #1 who are employed in administrative positions, 7 are working at Title I schools.	3.6 Certificated staff ethnicity compared to student ethnicity
4.1	**Action:** Curricular, Extra Curricular and Enrichment Opportunities	This action is principally directed at addressing the need by prioritizing equity and cultural inclusivity in our education system. By implementing culturally inclusive curricula, materials, teaching practices,	4.1 Chronic Absenteeism 4.10 High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improving the school climate is necessary to enhance student attendance, engagement, connectedness, and achievement. **Scope:** LEA-wide	and extracurricular activities, we aim to meet the specific needs identified within the District. The District will set goals, develop action plans, and continuously monitor and adjust to fluctuations in student chronic absenteeism and high school graduation rates. This action is specifically targeted District-wide with a focus on Foster Youth and Low Income students. These two groups exhibit high rates of chronic absenteeism, reaching 43.5% and 39% respectively, alongside notably low graduation rates. By implementing these measures, the District aims to provide targeted support to these two achievement groups. However, it recognizes that the benefits extend beyond these groups, positively impacting all students within the District. This comprehensive approach goes beyond the standard "base" program, emphasizing the District-wide commitment to improving student outcomes and fostering a conducive learning environment for all. While this action will be LEA wide, there will be a targeted focus at Cleo Gordon, Dan O Root, Matt Garcia, Nelda Mundy, Oakbrook, Fairfield High School, and Sem Yeto High School.	
4.2	**Action:** Positive Behavior Interventions and Disciplinary Measures **Need:** The identified need entails enhancing behavior management strategies and support mechanisms within the school environment to	This action is principally directed at addressing the identified need by helping school staff set clear behavior expectations, engage students in social skills, resolve conflicts, and use tiered interventions and supports. By coaching staff to utilize alternatives to exclusionary discipline and proactive strategies,	4.1 Chronic Absenteeism 4.2 Attendance Rates 4.6 CalSCHLS Climate Report Card Indicator: School Connectedness 4.7 CalSCHLS Staff Survey Key Indicator of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster a positive and inclusive learning atmosphere. **Scope:** LEA-wide	such as building relationships with students and families and engaging with the community, the plan ensures a positive and inclusive learning environment for all students across the LEA. It specifically targets the needs of Low Income and Foster Youth student achievement groups, who have chronic absenteeism rates of 27% and 32.93%, respectively.	Fairness, Rule Clarity, and Respect for Diversity
4.3	**Action:** Inclusive Community Building and Development **Need:** The identified need is to improve the school community's sense of belonging and well-being through staff training, fostering a welcoming environment and supporting social and emotional health for all. **Scope:** LEA-wide	This action is principally directed at addressing the need by providing tailored professional development for staff, which fosters welcoming environments, cultivates positive school climates, and supports overall social and emotional well-being among the school community. This is provided on an LEA-wide basis to ensure consistency in promoting healthy relationships, effective communication, empathy, inclusivity, and collaboration among students, school staff, and the local community; specifically supporting English learners, Foster Youth, and Low income students. The ultimate aim is to enhance the sense of belonging and meaningful connections for all individuals, including these marginalized groups. The overarching goal is to reduce dropout rates from the 2022/23 school year which were 4 students from middle schools and 2% of students from high schools.	4.3 CalSCHLS Staff Survey: Key Indicator of School Supports for Staff 4.6 CalSCHLS Climate Report Card Indicator: School Connectedness 4.8 Middle School Drop-Out Rate 4.9 High School Drop-Out Rate
4.5	**Action:** Upgrade Facilities at High Need Schools **Need:**	Principally directed towards meeting the needs of students who are low income, investing in school facilities can improve student health, attendance, behavior, and achievement. For staff, the benefits include improved morale and attendance.	4.5 CalSCHLS Climate Report Card Indicator: Facilities Upkeep for Elementary, Middle and High Schools

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Every student deserves access to a well maintained facility in which safety, cleanliness, and adequacy of school facilities are a priority. This includes any needed maintenance to ensure good repair. The "High Need" schools in FSUSD are schools that serve a high population of students who qualify as low income, located in the heart of Fairfield and Suisun. The campuses tend to be older and do not have the same "curb appeal" of the newer schools located in the newer communities. Input from Parent Leaders document the desire for the District to invest in the older schools, ensuring they have facilities that are beyond a base program, and provide pride for the families who live in the lower income areas of our community. When completing the most recent facility assessment, four of the schools who serve the highest population of students who are Low Income were identified for priority projects. In addition, the 2021 Facilities Master Plan priories included projects at each school serving low income students. The 2023/24 District School Climate Report Card (Elementary) documents a nine point decline in school buildings being neat and clean. The elementary schools serving low income students had the following percentage of 5th grade students reporting that the school	While the action is principally directed toward schools that have a high percentage of students who are low income, all students attending the school will benefit from the improved facilities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	was neat or clean "never" or "some of the time" on the California Healthy Kids Survey: • Anna Kyle: 50% never or some of the time • Cleo Gordon: • Tolenas: 81% never or some of the time • Weir: 49% never or some of the time The District average was 34%, documenting the need to invest in facility improvements that will impact student perception of their campuses. The secondary schools serving low income students had the following percentage of students reporting disagreed that the school was usually clean and tidy: • Armijo: 51% (9th grade)/67% (11th grade) • Crystal: 52% (7th grade) • Fairfield: 39% (9th grade)/57% (11th grade) • Grange: 51% (7th grade) • Matt Garcia: 21% (7th grade) The District average was 40% for 7th grade, 37% for 9th grade, and 48% for 11th grade, documenting the need to invest in facility improvements that will impact student perception of their campuses. The major projects at each school are identified below: Anna Kyle - New administrative building with kindergarten classrooms and major roofing project David Weir - New playgrounds		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Matt Garcia - Outdoor learning space Armijo High - New theater and CTE complex Fairfield High - New HVAC system and repainting of campus **Scope:** Schoolwide		
5.3	**Action:** Family Education **Need:** Parenting support and education with a focus on unduplicated families, families with Students with Disabilities, and grandparents raising grandchildren **Scope:** LEA-wide	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is offered District-wide to enhance the experience through increased participation and ensure accessibility for all families of unduplicated students. Be Strong Families Cafés play a vital role in empowering families as active partners in their children's education. These cafés increase family engagement and motivation to participate in their children's school and community by teaching the Five Family Protective Factors and promoting positive strategies for overcoming challenges. This action will foster increased social interaction among diverse ethnic groups, creating a supportive environment where families can connect and feel a sense of belonging. This is particularly beneficial for unduplicated students and their families who may face isolation or lack access to traditional support networks. Parent Cafés are designed to be culturally responsive, ensuring that discussions and materials are accessible to all participants, including non-English speakers. They serve as a valuable resource hub and will offer an increase of	5.1 Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Communication with Parents About School." 5.2 Parent Involvement and Family Engagement Survey 5.7 Parent Leader Training Institute Outcome Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		information and referrals to support services that benefit unduplicated students and their families, such as social services, educational programs, and healthcare providers.	
5.4	**Action:** Family Outreach **Need:** This action is principally directed towards meeting the needs of our students who are English learners, Foster youth, and Low Income. The goal is to improve communication and engagement through the development of positive relationships, link resources to enhance families' capacity to support the development of family members, and advocate for families. **Scope:** LEA-wide	Families who have children with low attendance rates identify many barriers to getting their children to school. The individuals serving in the roles associated with this action work with families to reduce and/or eliminate the barriers. In addition, they provide families with resources to support them in supporting their children and help bridge cultural gaps by providing context and culturally relevant explanations. This increased cultural understanding within the school communities will foster a more inclusive and supportive educational environment for all of our unduplicated students and families. It is provided District-wide because the district has unduplicated students throughout who are in need of this additional support.	5.4 Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Promotion of Parental Involvement in School"
5.7	**Action:** Family Advocacy and Leadership **Need:** Empower parents and families with a focus on those who are historically underrepresented or marginalized to become leaders in their communities. This action addresses the need to grow leadership capacity and connect families to leadership, volunteer, and advocacy opportunities. **Scope:**	This action is principally directed to meet the needs of students who are English learners, Foster Youth, and Low Income. It is provided District-wide to foster inclusivity and accessibility for all families of unduplicated students. The PLTI program intentionally assembles diverse cohorts that mirror the school communities' demographics for its 20-week training sessions. The curriculum encompasses leadership development, advocacy skills, and community organizing, all tailored to respect participants' cultural backgrounds and experiences. This	5.7 Parent Leader Training Institute Outcome Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	approach effectively engages families of unduplicated students previously excluded or marginalized from traditional leadership programs. PLTI serves as a vital resource, equipping families with tools to advocate for themselves and their communities. Participants receive training in public speaking, lobbying, and education on policy issues pertinent to unduplicated students and families. Strengthening leadership skills and civic knowledge will empower families to deepen their engagement in schools and communities and become better prepared to address issues, shape policies, and assume leadership roles within school committees.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Roadmap Implementation **Need:** English learners performance level is in the "Red" on the District level in English Language Arts, Mathematics, and College/Career.	Additional supports tailored specifically for English learners will be implemented to address their unique needs, focusing on acquiring proficiency in English while simultaneously meeting rigorous state standards across content areas. These supports will encompass targeted language instruction, specialized resources, and culturally	1.5 ELPAC Summative Assessment 1.6 English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	responsive teaching practices aimed at facilitating language development and academic growth. Increasing the effectiveness of designated ELD instruction aligned to the California ELD standards utilizing evidence-based practices will accelerate student learning and development of language skills to the levels necessary for re-designation as Fluent English Proficient. Improving integrated ELD instruction with explicit language scaffolds will assist students in developing English proficiency at the same time as accessing and mastering content area state standards. Tutoring opportunities will provide students support to successfully access grade level core content and improve overall academic achievement. Early intervention with effective language instruction will help prevent students from becoming designated as Long-term English Learners (LTELs). By providing English learners with these targeted supports, the District aims to not only enhance their proficiency in English but also ensure their success in meeting rigorous academic standards. As students make progress in their academic performance levels, we anticipate a corresponding increase in graduation rates and college and career readiness among English learners. By equipping them with the necessary language skills and academic competencies, we aim to empower English learners to succeed academically and pursue post-secondary opportunities with confidence. The implementation of these targeted supports underscores our commitment to equity and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		inclusion, ensuring that all students, including English learners, have access to high-quality education that prepares them for success in college, career, and beyond.	
1.9	**Action:** English Language Development **Need:** English learners are 84.6 points below standard, one of the lowest performing student groups. Supporting the students in acquiring academic language will help them be more successful in content area standards. **Scope:** Limited to Unduplicated Student Group(s)	Accelerate student language acquisition and mastery of ELD standards prior to being identified as LTEL or at risk of LTEL. The courses are beyond that which are required by the State.	1.1 and 1.3 CAASPP Assessments in English Language Arts
5.2	**Action:** Family Resources/Community Collaboration **Need:** Continue evidence-based family support services and community collaboration directed towards meeting the needs of our English learner, Foster Youth, and Low Income families. **Scope:** Limited to Unduplicated Student Group(s)	Utilizing the Five Protective Factors framework, our District's three Family Resource Centers (FRCs), part of the California Family Resource Association, deliver vital services to unduplicated students and families. Located strategically at school sites, these centers offer accessible mental health support, parenting programs, health services, and basic assistance such as food programs and housing referrals. Recognizing the multifaceted challenges faced by unduplicated students, the FRCs provide holistic support addressing social, emotional, and economic factors to increase support and equip students for academic success. With bilingual staff, culturally relevant programming, and community partnerships, the FRCs ensure that English Learners and their families receive tailored support	5.9 FRC Utilization and Experience Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		reflective of their diverse backgrounds, fostering a sense of belonging and enhancing overall well-being.	
5.5	**Action:** Communication - Translation Services **Need:** Address the needs of English learners and their families by ensuring effective communication, increasing engagement, facilitating access to resources, and promoting cultural understanding within the school community. **Scope:** Limited to Unduplicated Student Group(s)	Language barriers often prevent English learners and their families from fully engaging in their children's education. This action supports an increase in effective two-way communication with second-language families and encourages active participation in school-related activities and discussions, ultimately improving student academic outcomes. Access to language support will ensure equal access to resources and support services and an inclusive educational environment where families feel empowered to engage as equal partners in their children's educational experience.	5.5 DELAC Parent Involvement and Family Engagement Survey

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

N/A

Additional Concentration Grant Funding

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

The current plan is to have the funds be allocated to add 7.4 FTE to Sem Yeto High School which results in a staffing ratio of 17.4 to 1 student ratio, which is substantially lower than the student ratio at all other district high schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	98.89 to 1	89.32 to 1
Staff-to-student ratio of certificated staff providing direct services to students	21.61 to 1	20.76 to 1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	218,291,143.00	40,086,703.00	18.364%	0.000%	18.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$70,558,132.00	$27,115,275.00	$26,111,122.00	$4,658,984.00	$128,443,513.00	$74,649,373.00	$53,794,140.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Continuous Improvement Cycles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$240,045.00	$1,306,284.00	$458,346.00	$680,090.00		$407,893.00	$1,546,329.00	
1	1.2	Systems of Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$3,948,725.00	$9,128,259.00	$3,215,441.00	$9,858,293.00		$3,250.00	$13,076,984.00	
1	1.3	Rigorous and Meaningful Learning	All English learners, Foster Youth, Students with Disabilities, and African Americans	No			All Schools Specific Schools: With specific emphasis at Anna Kyle, Armijo, B. Gale Wilson, Cleo Gordon , Crescent, Crystal , David Weir, Dan O. Root, Dover ,Grange, Green Valley, Oakbrook , Sheldon, Tolenas, Fairview, Laurel Creek , Matt	2024 - 2027	$4,420,000.00	$280,090.00	$4,020,000.00	$680,090.00			$4,700,090.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Garcia, Nelda Mundy, and Suisun Elementary									
1	1.4	Literacy Across Content Areas (LREBG Funded)	All Low Income, English learners, and Long term English Learners	No			All Schools Specific Schools: Tolenas, Anna Kyle, Fairview, David Weir, Suisun Elementary, Cleo Gordon	2024 - 2027	$1,460,000.00	$200,000.00		$1,660,000.00			$1,660,000.00	
1	1.5	College and Career Readiness Curriculum Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Though LEA wide, greater emphasis will be placed at Armijo (Title I School with 23.7% Prepared), Fairfield (Title I with 25.8% Prepared), and Sem Yeto (1.9% Prepared) 6th - 12th Grade	2024 - 2027	$552,941.00	$864,002.00	$552,941.00	$789,250.00		$74,752.00	$1,416,943.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	English Learner Roadmap Implementation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$4,230,976.00	$249,752.00	$3,863,342.00			$617,386.00	$4,480,728.00	
1	1.7	Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$13,873,036.00	$2,939,288.00	$13,175,036.00	$3,124,349.00	$17,480.00	$495,459.00	$16,812,324.00	
1	1.8	Tier I and Tier II Mathematics Program (LREBG Funded)	All	No			All Schools	2024 - 2027	$620,000.00	$520,000.00		$1,140,000.00			$1,140,000.00	
1	1.9	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Comprehensive Middle and High Schools	2024 - 2027	$741,604.00	$0.00	$741,604.00				$741,604.00	
1	1.10	English Language Arts Intervention (LREBG Funded)	All	No			Specific Schools: Anna Kyle Elementary, David Weir K-8, and Tolenas	2025 - 2027	$435,000.00	$0.00		$435,000.00			$435,000.00	
1	1.11	Small Group Instruction/Opportunity Culture (LREBG Funded)	All	No			Specific Schools: Tolenas Elementary and Grange Middle School	2025 - 2027	$225,000.00	$100,000.00		$325,000.00			$325,000.00	
1	1.12	Extended School Year (Summer School and Intersessions) (LREBG Funded)	Students with Disabilities, Long-Term English Learners, Foster Youth, Low Income, and Unsheltered	No			TK - 12th Grade	2025 - 2027	$470,000.00	$100,000.00		$570,000.00			$570,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	English Learner Counseling Services (LREBG Funded)	English Learners, Long Term English Learners	No			All Schools 6th - 12th Grade	2025 - 2027	$120,000.00	$0.00		$120,000.00			$120,000.00	
1	1.14	Additional Academic Services (LREBG Funded)	All	No			All Schools	2025 - 2027	$0.00	$530,000.00		$530,000.00			$530,000.00	
1	1.15	Small Group Instruction (LREBG Funded)	All	No			All Schools Specific Schools: David Weir	2025 - 2027	$120,000.00	$0.00		$120,000.00			$120,000.00	
2	2.1	De-Escalation Strategies (NCI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$152,143.00	$0.00	$152,143.00				$152,143.00	
2	2.2	SEL Curriculum Integration	All	No			All Schools	2024 - 2027	$0.00	$85,200.00		$85,200.00			$85,200.00	
2	2.3	SEL Resources Outside of School	All	No			All Schools	2024 - 2027	$0.00	$173,623.00	$63,623.00			$110,000.00	$173,623.00	
2	2.4	Anti-Bullying Climate	All	No			All Schools	2024 - 2027	$0.00	$140,000.00	$140,000.00				$140,000.00	
2	2.5	Restorative Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024 - 2027	$2,516,467.00	$65,000.00	$2,516,467.00	$65,000.00			$2,581,467.00	
3	3.1	Recruitment Plan	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: With specific focus at Title I Schools	2024 - 2027	$456,929.00	$0.00	$456,929.00				$456,929.00	
3	3.2	Staff Onboarding	All	No			All Schools	2024-2027	$1,626,898.00	$0.00	$1,626,898.00				$1,626,898.00	
3	3.3	Staff Retention and Satisfaction	All	No			All Schools	2024-2027	$1,572,449.00	$0.00	$1,572,449.00				$1,572,449.00	
3	3.4	High Quality Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024 - 2027	$871,101.00	$700,000.00	$871,101.00			$700,000.00	$1,571,101.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.5**	Support for New Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,422,966.00	$0.00	$417,770.00	$179,195.00		$826,001.00	$1,422,966.00	
3	**3.6**	Developing Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$356,217.00	$115,558.00	$471,775.00				$471,775.00	
4	**4.1**	Curricular, Extra Curricular and Enrichment Opportunities	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024 - 2027	$307,641.00	$4,400,000.00	$350,000.00	$4,000,000.00		$357,641.00	$4,707,641.00	
4	**4.2**	Positive Behavior Interventions and Disciplinary Measures	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024 - 2027	$4,958,123.00	$332,764.00	$5,290,887.00				$5,290,887.00	
4	**4.3**	Inclusive Community Building and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,358,500.00	$12,500.00	$594,924.00	$113,217.00		$662,859.00	$1,371,000.00	
4	**4.4**	Safe, Secure and Inviting Physical Environment	All	No			All Schools	2024 - 2027	$18,905,598.00	$1,605,499.00	$20,511,097.00				$20,511,097.00	
4	**4.5**	Upgrade Facilities at High Need Schools	Low Income	Yes	School wide	Low Income	Specific Schools: Title I Schools, as well as Fairfield High School and Armijo High School	2024 - 2027	$5,159,141.00	$27,049,748.00	$6,304,818.00		$25,904,071.00		$32,208,889.00	
4	**4.6**	Support for Learning Recovery (LREBG Funds)	All Students with Disabilities While all students will be served, there will be a significant focus on foster youth, long-term English learners, low income, students with disabilities, and unsheltered.	No			All Schools Specific Schools: Check and Connect: Anna Kyle and David Weir; Counseling: All schools with	2025 - 2027	$145,000.00	$1,680,000.00		$1,825,000.00			$1,825,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							greatest emphasis at Anna Kyle, David Weir, Tolenas, Armijo, Grange, and Public Safety Academy.									
5	**5.1**	Communication with Families	All	No			All Schools	2024 - 2027	$263,940.00	$542,351.00	$806,291.00				$806,291.00	
5	**5.2**	Family Resources/Community Collaboration	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$825,615.00	$189,571.00	$596,591.00		$189,571.00	$229,024.00	$1,015,186.00	
5	**5.3**	Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$202,700.00	$0.00	$202,700.00				$202,700.00	
5	**5.4**	Family Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,174,719.00	$12,151.00	$1,012,151.00			$174,719.00	$1,186,870.00	
5	**5.5**	Communication - Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$382,808.00	$150,000.00	$532,808.00				$532,808.00	
5	**5.6**	Special Education Advocacy	Students with Disabilities	No			All Schools	2024 - 2027	$125,591.00	$0.00		$125,591.00			$125,591.00	
5	**5.7**	Family Advocacy and Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$0.00	$40,000.00	$40,000.00				$40,000.00	
6	**6.1**	Restructure Sem Yeto School Day	All	No			Specific Schools: Sem Yeto	2024 - 2025	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		This action is being removed from the LCAP with the 2025/26 update.					High School									
6	**6.2**	Increase Course Offerings	All	No			All Schools	2024 - 2027	$180,000.00	$50,000.00		$230,000.00			$230,000.00	
6	**6.3**	Technology This action is being removed from the LCAP with the 2025/26 update.	All	No			Specific Schools: Sem Yeto High School	2024 - 2025	$0.00	$0.00		$0.00			$0.00	
6	**6.4**	Upgrade Indoor and Outdoor Learning Spaces This action is being removed from the LCAP with the 2025/26 update.	All	No			Specific Schools: Sem Yeto High School	2024 - 2025	$0.00	$0.00		$0.00			$0.00	
6	**6.5**	Behavior Intervention Training and Support	All	No			Specific Schools: Sem Yeto High School	2024 - 2026	$2,500.00	$2,500.00		$5,000.00			$5,000.00	
6	**6.6**	Student Engagement Activities	All	No			Specific Schools: Sem Yeto High School	2024 - 2027	$10,000.00	$110,000.00		$120,000.00			$120,000.00	
6	**6.7**	Tier I Mathematics Instruction and Support for Students	All	No			Specific Schools: Sem Yeto High School	2025 - 2027	$5,000.00	$80,000.00		$85,000.00			$85,000.00	
6	**6.8**	Career Planning and Exploration	All	No			Specific Schools: Sem Yeto High School	2025 - 2027	$210,000.00	$40,000.00		$250,000.00			$250,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
218,291,143.00	40,086,703.00	18.364%	0.000%	18.364%	$41,817,774.00	0.000%	19.157 %	**Total:**	$41,817,774.00
								LEA-wide Total:	$29,778,611.00
								Limited Total:	$5,734,345.00
								Schoolwide Total:	$6,304,818.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Continuous Improvement Cycles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,346.00	
1	1.2	Systems of Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,215,441.00	
1	1.5	College and Career Readiness Curriculum Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Though LEA wide, greater emphasis will be placed at Armijo (Title I School with 23.7% Prepared), Fairfield (Title I with 25.8% Prepared), and Sem Yeto (1.9% Prepared) 6th - 12th Grade	$552,941.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Learner Roadmap Implementation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,863,342.00	
1	1.7	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,175,036.00	
1	1.9	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Comprehensive Middle and High Schools	$741,604.00	
2	2.1	De-Escalation Strategies (NCI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,143.00	
2	2.5	Restorative Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,516,467.00	
3	3.1	Recruitment Plan	Yes	LEA-wide	Low Income	All Schools Specific Schools: With specific focus at Title I Schools	$456,929.00	
3	3.4	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$871,101.00	
3	3.5	Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$417,770.00	
3	3.6	Developing Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$471,775.00	
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Yes	LEA-wide	Foster Youth Low Income	All Schools	$350,000.00	
4	4.2	Positive Behavior Interventions and Disciplinary Measures	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,290,887.00	
4	4.3	Inclusive Community Building and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,924.00	
4	4.5	Upgrade Facilities at High Need Schools	Yes	Schoolwide	Low Income	Specific Schools: Title I Schools, as	$6,304,818.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						well as Fairfield High School and Armijo High School		
5	**5.2**	Family Resources/Community Collaboration	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$596,591.00	
5	**5.3**	Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,700.00	
5	**5.4**	Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,012,151.00	
5	**5.5**	Communication - Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$532,808.00	
5	**5.7**	Family Advocacy and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$116,617,600.00	$123,509,812.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Continuous Improvement Cycles	Yes	$1,546,329.00	$1,321,150.00
1	**1.2**	Systems of Data Analysis	Yes	$10,621,170.00	$13,109,011.00
1	**1.3**	Rigorous and Meaningful Learning	No	$4,700,090.00	$3,171,668.00
1	**1.4**	Literacy Across Content Areas	No	$1,575,000.00	$1,619,960.00
1	**1.5**	College and Career Readiness Curriculum Integration	No	$1,416,943.00	$1,455,355.00
1	**1.6**	English Learner Roadmap Implementation	Yes	$1,313,203.00	$4,356,092.00
1	**1.7**	Educational Options	Yes	$13,068,966.00	$18,032,503.00
1	**1.8**	Learning Recovering Emergency Block Grant	No	$4,700,000.00	$3,695,572.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	English Language Development	Yes	$741,604.00	$421,640.00
2	2.1	De-Escalation Strategies (NCI)	No	$152,143.00	$161,005.00
2	2.2	SEL Curriculum Integration	No	$85,200.00	$66,560.00
2	2.3	SEL Resources Outside of School	No	$173,623.00	$101,065.00
2	2.4	Anti-Bullying Climate	No	$140,000.00	$73,956.00
2	2.5	Restorative Practices	Yes	$2,581,467.00	$2,597,062.00
3	3.1	Recruitment Plan	Yes	$283,559.00	$432,805.00
3	3.2	Staff Onboarding	No	$1,494,182.00	$1,515,418.00
3	3.3	Staff Retention and Satisfaction	No	$1,141,197.00	$1,394,381.00
3	3.4	High Quality Professional Development	Yes	$1,435,799.00	$1,361,996.00
3	3.5	Support for New Teachers	No	$1,422,966.00	$1,294,175.00
3	3.6	Developing Leaders	No	$465,173.00	$511,091.00
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Yes	$4,707,641.00	$3,661,863.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Positive Behavior Interventions and Disciplinary Measures	Yes	$2,161,057.00	$5,101,781.00
4	4.3	Inclusive Community Building and Development	Yes	$1,371,000.00	$1,383,526.00
4	4.4	Safe, Secure and Inviting Physical Environment	No	$27,475,538.00	$19,946,226.00
4	4.5	Upgrade Facilities at High Need Schools	Yes	$27,049,748.00	$33,163,661.00
5	5.1	Communication with Families	No	$806,291.00	$471,128.00
5	5.2	Family Resources/Community Collaboration	Yes	$1,015,186.00	$838,126.00
5	5.3	Family Education	Yes	$202,700.00	$175,106.00
5	5.4	Family Outreach	Yes	$1,618,803.00	$1,183,670.00
5	5.5	Communication - Translation Services	Yes	$532,808.00	$538,303.00
5	5.6	Special Education Advocacy	No	$125,591.00	$140,269.00
5	5.7	Family Advocacy and Leadership	Yes	$40,000.00	$30,580.00
6	6.1	Restructure Sem Yeto School Day	No	$12,400.00	$768.00
6	6.2	Increase Course Offerings	No	$180,000.00	$39,582.00
6	6.3	Technology	No	$80,000.00	$79,959.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.4**	Upgrade Indoor and Outdoor Learning Spaces	No	$80,223.00	$54,000.00
6	**6.5**	Behavior Intervention Training and Support	No	$20,000.00	$0.00
6	**6.6**	Student Engagement Activities	No	$80,000.00	$8,799.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
35,903,082.0000	$29,897,374.00	$36,059,809.00	($6,162,435.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Continuous Improvement Cycles	Yes	$458,346.00	$634,577.00		
1	1.2	Systems of Data Analysis	Yes	$5,337,830.00	$1,417,790.00		
1	1.6	English Learner Roadmap Implementation	Yes	$988,699.00	$3,848,854.00		
1	1.7	Educational Options	Yes	$11,453,966.00	$11,785,715.00		
1	1.9	English Language Development	Yes	$741,604.00	$141,946.00		
2	2.5	Restorative Practices	Yes	$2,516,467.00	$2,552,005.00		
3	3.1	Recruitment Plan	Yes	$283,559.00	$432,805.00		
3	3.4	High Quality Professional Development	Yes	$735,799.00	$817,557.00		
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Yes	$350,000.00	$398,487.00		
4	4.2	Positive Behavior Interventions and Disciplinary Measures	Yes	$2,161,057.00	$4,963,253.00		
4	4.3	Inclusive Community Building and Development	Yes	$594,924.00	$753,319.00		
4	4.5	Upgrade Facilities at High Need Schools	Yes	$1,758,940.00	$6,304,818.00		
5	5.2	Family Resources/Community Collaboration	Yes	$596,591.00	$696,391.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.3**	Family Education	Yes	$202,700.00	$160,782.00		
5	**5.4**	Family Outreach	Yes	$1,144,084.00	$896,357.00		
5	**5.5**	Communication - Translation Services	Yes	$532,808.00	$224,573.00		
5	**5.7**	Family Advocacy and Leadership	Yes	$40,000.00	$30,580.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
216,649,587.00	35,903,082.0000	0.00	16.572%	$36,059,809.00	0.000%	16.644%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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