

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Fairfield-Suisun Unified School District (FSUSD) engaged and involved stakeholders in the development of the Local Control and Accountability Plan (LCAP).</p> <p>In September 2013, information shared during a regularly scheduled meeting with the Governing Board and community focused on LCAP requirements. At the Governing Board Study Session in January 2014, the Governing Board received information about the Local Control Funding Formula (LCFF) and LCAP to provide the frame for the Board members’ discussion of budget priorities and district goals for the 2014-2015 school year. Beginning in March 2014, LCAP updates became a standing agenda item at Regular Governing Board Meetings. Stakeholder input for the LCAP and the Local Educational Agency Plan (LEAP) were the focus of the March Governing Board Study Session.</p> <p>FSUSD met with stakeholder groups to inform and gather input for the development of the LCAP. Initial presentations were made to school administrators in September 2013 focusing on information about the LCAP Priority Areas. In October 2013, information was shared about LCFF with Parent Leaders, a group consisting of parent representatives from every school in the district who meet monthly with the Superintendent. Beginning in mid-January 2014, presentations regarding LCFF and LCAP evolved into providing information and seeking stakeholder input about potential goals, actions, and services for each of the Priority Area Categories. A description of the twelve different stakeholder groups is outlined below. Stakeholder groups included groups specific of English Learners and Foster Youth. Additionally, parents representing all significant student groups were invited to participate in the stakeholder engagement meetings; this includes parents of African American, American Indian/Native Alaskan, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, and Special Education. Parents and community members</p>	<p>The foundation for the Fairfield-Suisun Unified School District (FSUSD) Local Control and Accountability Plan (LCAP) Goals, Actions and Services is the input provided by stakeholders through the engagement and involvement. Stakeholder input was recorded on chart paper during the various stakeholder input meetings. The recorded input was posted in a workroom and organized by the three priority area categories. Members of the Educational Services Department, a subset of which collaborated to draft the LCAP, reviewed all of the information to determine common themes. These identified themes were used to develop a draft of the FSUSD LCAP Goals, Actions and Services.</p> <p>During April and May 2014, community feedback was gathered from two general community meetings, specific meetings with DELAC and Parent Leaders, and a survey that was available in both an electronic and printed version. Generally, the feedback received from these sources indicated satisfaction with and approval of the LCAP content. Most of the feedback addressed specific suggestions to consider in the development of the action plans that support the content of the LCAP. A question and answer document was created based on this feedback and was posted to the district website. One suggestion that led to a revision of the LCAP was regarding ensuring the inclusion of services that address the health needs of students in the Actions and Services. Suggestions related to specific supporting action plans are being kept to inform the implementation of our LCAP.</p>

Involvement Process	Impact on LCAP
<p>attending the stakeholder meetings included representatives of all of these student groups. During stakeholder groups meetings, suggestions and feedback were recorded on chart paper by participants or were charted by meeting facilitators.</p> <p>Stakeholder Groups Contributing Input:</p> <ul style="list-style-type: none"> * Administrative Council: all District leaders, certificated and classified * California School Employees Association (CSEA): Executive Board members * District English Learner Advisory Committee (DELAC): English Learner representatives from each school * Central Office Staff: all staff that work at the District Office * Foster Youth Education Project: county-wide group of agency representatives * Parent Leaders: parent representative from each school * Secondary Department Chairpersons: department chairpersons from all secondary schools * School Site Council Members: representatives from site level councils * Site Administrators: school site administrators, principals and assistant principals * Student Advisory Council: student representatives from each secondary school * Voces Unidas: Hispanic community action group who organized an input session of the Holy Spirit Catholic Church religious education parents representing 22 district schools <p>When the draft LCAP was completed, FSUSD began distributing and sharing it for stakeholder feedback. Feedback opportunities included those required by regulations with our District English Language Advisory Committee and Parent Leaders. We also held two open community meetings where copies of the draft LCAP were shared and feedback was received. Additionally, copies of the draft LCAP, the survey, and a flier regarding the community meeting were distributed during a Community Town Hall meeting on crime sponsored by the City of Fairfield and the Fairfield Police Department. Printed copies of the draft LCAP and corresponding survey were also provided to representatives and Voces Unidas and an additional community representative during a meeting with the Governing Board President. The draft LCAP was also posted on the FSUSD website along with a link to an electronic survey as another means for stakeholders to provide feedback regarding the draft LCAP.</p>	

Involvement Process	Impact on LCAP
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
There is a need to provide safe, inclusive and welcoming learning environments where students attend and are connected to their schools. The metrics used to develop this goal included * Quarterly Williams reports * Williams Verification Visits reports * Facilities and Maintenance	1) Create safe, inclusive and welcoming learning environments where students attend and are connected to their schools	Students with Disability *Economically Disadvantaged Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) English Only Black or African American American Indian or Alaska Native	--- LEA Wide/All Schools ---	Not Applicable - 2013-14 is the first year for the LCAP so there will be no information to input in this section.	School environments will be safer, more inclusive and more welcoming. There will be increased attendance rates and decreased chronic absenteeism rates. There will be improved results on the district's student survey. During the 2014-15, Fairfield-Suisun Unified School	School environments will be safer, more inclusive and more welcoming. There will be increased attendance rates and decreased chronic absenteeism rates. There will be decreases in suspension and expulsion rates. There will be increases in the number of students participating in	School environments will continue to be safer, more inclusive and more welcoming. There will be increased attendance rates and decreased chronic absenteeism rates. There will be decreases in suspension and expulsion rates. There will be increases in the number of students	Basic Course Access Other Pupil Outcomes Parent Involvement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Department evaluation of school facilities * Anecdotal information on parent involvement * Parental education programs implemented at school sites * Parental Participation in DELAC and DAC * District parent survey results * School attendance rates		Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White *Foster Youth			District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."	school activities. There will be improved results on the district's student survey.	participating in school activities. There will be improved results on the district's student survey.	

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* Chronic absenteeism rates * Middle school dropout rates * High school dropout rates * High school graduation rates * Suspension rates * Expulsion rates * California Healthy Kids Survey results * District student survey results * Course availability at								

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all secondary sites * Intervention programs * Success of alternative school programs * District benchmark and formative assessment results, 2012-13 and prior years * Feedback from stakeholder input meetings								
There is a need to engage	2) Engage parents and	Students with Disability	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is	The number of parents and	The number of parents and	The number of parents and	Pupil Achievement

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parents and community partners through education, communication, and collaboration to promote student success. The metrics used to develop this goal included * Anecdotal information on parent involvement * Parental education programs implemented at	community partners through education, communication, and collaboration to promote student success	*Economically Disadvantaged Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) English Only Black or African American American Indian or Alaska Native Asian Filipino		the first year for the LCAP so there will be no information to input in this section.	community members participating in education programs, communication, and collaboration opportunities to promote student success will increase. During the 2014-15, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics	community members participating in education programs, communication, and collaboration opportunities to promote student success will increase. There will be an increasing amount of opportunities for parents and community members to participate.	community members participating in education programs, communication, and collaboration opportunities to promote student success will increase. There will be an increasing amount of opportunities for parents and community members to participate.	Other Pupil Outcomes Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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school sites * Parental Participation in DELAC and DAC * District parent survey results * CST results * API scores, including statewide and similar schools ranks * UC/CSU eligibility rates * CTE Pathway completion rates * CELDT results * English Learner reclassification		Hispanic or Latino Native Hawaiian or Pacific Islander White *Foster Youth			identified under the column "Identified Need and Metric."			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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rates * Advanced Placement (AP) test results * Early Assessment Program (EAP) results * District benchmark and formative assessment results, 2012-13 and prior years * Feedback from stakeholder input meetings								
There is a need to refine and	3) Refine and expand targeted	Students with Disability	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is	Targeted interventions	The targeted interventions	The targeted interventions	Basic State Standards

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expand targeted interventions and supports for students' academic, health, and social-emotional development. The metrics used to develop this goal included * Quarterly Williams reports * Williams Verification Visits reports * Facilities and Maintenance Department	interventions and supports for students' academic, health, and social-emotional development	*Economically Disadvantaged Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) English Only Black or African American American Indian or Alaska Native Asian Filipino		the first year for the LCAP so there will be no information to input in this section.	and supports for student's academic, health, and social-emotional development will improve. During the 2014-15, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."	and supports for student's academic, health, and social-emotional development will increase and continue to improve.	and supports for student's academic, health, and social-emotional development will increase and continue to improve.	Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate

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evaluation of school facilities * Data for Teach for Success Sweeps * Anecdotal data on implementation of Common Core State Standards * Professional development provided to support implementation of Common Core State Standards * CST results * API scores,		Hispanic or Latino Native Hawaiian or Pacific Islander White *Foster Youth						

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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including statewide and similar schools ranks * UC/CSU eligibility rates * CTE Pathway completion rates * CELDT results * English Learner reclassification rates * Advanced Placement (AP) test results * Early Assessment Program (EAP) results * School								

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attendance rates * Chronic absenteeism rates * Middle school dropout rates * High school dropout rates * High school graduation rates * Suspension rates * Expulsion rates * California Healthy Kids Survey results * District student survey results								

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* Course availability at all secondary sites * Intervention programs * Success of alternative school programs * District benchmark and formative assessment results, 2012-13 and prior years * Feedback from stakeholder input meetings								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
There is a need to execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready. The metrics used to develop this goal included * Quarterly Williams reports * Williams Verification	4) Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready	Students with Disability *Economically Disadvantaged Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) English Only Black or African American American Indian or Alaska Native	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	High quality instructional programs and educational options to ensure every student graduates college and career ready will improve. During the 2014-15, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under	High quality instructional programs and educational options to ensure every student graduates college and career ready will improve. There will be an increase in the number of students graduating college and career ready.	High quality instructional programs and educational options to ensure every student graduates college and career ready will improve. There will be an increase in the number of students graduating college and career ready.	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Visits reports * Facilities and Maintenance Department evaluation of school facilities * Data for Teach for Success Sweeps * Anecdotal data on implementation of Common Core State Standards * Professional development provided to support implementation of Common		Asian Filipino Hispanic or Latino Native Hawaiian or Pacific Islander White *Foster Youth			the column "Identified Need and Metric."			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Core State Standards * CST results * API scores, including statewide and similar schools ranks * UC/CSU eligibility rates * CTE Pathway completion rates * CELDT results * English Learner reclassification rates * Advanced Placement (AP) test results * Early								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Assessment Program (EAP) results * School attendance rates * Chronic absenteeism rates * Middle school dropout rates * High school dropout rates * High school graduation rates * Course availability at all secondary sites * Intervention programs								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
* Success of alternative school programs * District benchmark and formative assessment results, 2012-13 and prior years * District student survey results * Feedback from stakeholder input meetings								
There is a need to maintain and develop technologically	5) Maintain and develop technologically progressive	Students with Disability *Economically	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so	There will be increased 1:1 district-wide access to	There will be increased 1:1 district-wide access to	There will be increased 1:1 district-wide access to	Basic State Standards Implementation Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
progressive schools in order to meet the needs of 21st Century learning. The metrics used to develop this goal included facilities and maintenance evaluations, and input from stakeholder groups. * Quarterly Williams reports * Williams Verification Visits reports * Facilities and	schools	Disadvantaged Fluent-English Proficient and English Only Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL) English Only Black or African American American Indian or Alaska Native Asian Filipino Hispanic or		there will be no information to input in this section.	technology. School sites will be updated and maintained to support technologically progressive schools. During the 2014-15, Fairfield-Suisun Unified School District (FSUSD) will develop specific baseline data points for the metrics identified under the column "Identified Need and Metric."	technology. School sites will be updated and maintained to support technologically progressive schools.	technology. School sites will be updated and maintained to support technologically progressive schools.	Achievement Pupil Engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Maintenance Department evaluation of school facilities * Data for Teach for Success Sweeps * Anecdotal data on implementation of Common Core State Standards * Professional development provided to support implementation of Common Core State Standards		Latino Native Hawaiian or Pacific Islander White *Foster Youth						

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
* CST results * API scores, including statewide and similar schools ranks * UC/CSU eligibility rates * CTE Pathway completion rates * CELDT results * English Learner reclassification rates * Advanced Placement (AP) test results * Early Assessment Program (EAP)								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
results * School attendance rates * Chronic absenteeism rates * Middle school dropout rates * High school dropout rates * High school graduation rates * Suspension rates * Expulsion rates * California Healthy Kids Survey results * District								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Create safe, inclusive and welcoming learning environments where students attend and are connected to their schools	Pupil Engagement School Climate	1) Provide opportunities for co/extra curricular activities for students	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$756,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$756,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$756,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
	Pupil Engagement	2) Enhance the program to address student attendance and chronic absenteeism	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$300,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$300,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$300,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
	Course Access	3) Provide more opportunities for students to access courses which align with their	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information	LCFF: \$5,000 Perkins: \$130,000 ROP: \$478,000 Partnership Academies:	LCFF: \$5,000 Perkins: \$130,000 ROP: \$478,000 Partnership Academies:	LCFF: \$5,000 Perkins: \$130,000 ROP: \$478,000 Partnership Academies:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		interests		to input in this section.	\$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Other	\$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Other	\$70,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Other
	Other Pupil Outcomes Pupil Engagement School Climate	4) Develop and implement a program to provide alternatives to suspension	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
	Basic Course Access Pupil Engagement	5) Enhance the quality and variety of school options	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$6,080,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$6,080,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$6,080,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
2) Engage parents and community partners through education, communication, and collaboration to promote	Pupil Achievement Other Pupil Outcomes Parent Involvement	1) Develop and implement a plan to improve community and parent engagement	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$200,000 Title I: \$115,000 McKinney-Vento: \$15,000 Health & Social Services: \$46,000 LCFF Basic (0000)	LCFF: \$200,000 Title I: \$115,000 McKinney-Vento: \$15,000 Health & Social Services: \$46,000 LCFF Basic (0000)	LCFF: \$200,000 Title I: \$115,000 McKinney-Vento: \$15,000 Health & Social Services: \$46,000 LCFF Basic (0000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
student success),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other
	Pupil Achievement Other Pupil Outcomes Parent Involvement	2) Develop and implement a plan for increased parent and community communication	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$245,000 IDEA: \$69,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),IDEA (3310)	LCFF: \$245,000 IDEA: \$69,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),IDEA (3310)	LCFF: \$245,000 IDEA: \$69,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),IDEA (3310)
	Pupil Achievement Other Pupil Outcomes Parent Involvement	3) Develop and implement a plan to increase the level of stakeholder satisfaction with services provided across the district	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
3) Refine and expand targeted interventions and supports for	Pupil Achievement Pupil Engagement School Climate	1) Develop a systemic plan to address students' health & social	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will	LCFF: \$560,000 Title III: \$73,000 IDEA: \$415,000 First Five Grant:	LCFF: \$560,000 Title III: \$73,000 IDEA: \$415,000 First Five Grant:	LCFF: \$560,000 Title III: \$73,000 IDEA: \$415,000 First Five Grant:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students' academic, health, and social-emotional development		-emotional needs		be no information to input in this section.	\$80,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203),IDEA (3310),Other	\$80,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203),IDEA (3310),Other	\$80,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203),IDEA (3310),Other
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	2) Increase and adjust counseling services to address graduation needs	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$1,500,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$1,500,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$1,500,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	3) Develop a systemic Response to Instruction and Intervention (RtI2) program such as Shmoop, Plato and Edge	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$405,000 Title I: \$440,000 Title III: \$60,000 IDEA: \$4,800,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title	LCFF: \$405,000 Title I: \$440,000 Title III: \$60,000 IDEA: \$4,800,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title	LCFF: \$405,000 Title I: \$440,000 Title III: \$60,000 IDEA: \$4,800,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					III LEP (4203),IDEA (3310)	III LEP (4203),IDEA (3310)	III LEP (4203),IDEA (3310)
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	4) Develop a systemic Positive Behavioral Intervention Support (PBIS) system	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$ Title I: \$63,000 Title III: \$73,000 IDEA: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Program Improvement (3185),Title III LEP (4203),IDEA (3310)	LCFF: \$ Title I: \$63,000 Title III: \$73,000 IDEA: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Program Improvement (3185),Title III LEP (4203),IDEA (3310)	LCFF: \$ Title I: \$63,000 Title III: \$73,000 IDEA: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Program Improvement (3185),Title III LEP (4203),IDEA (3310)
4) Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	1) Improve practices, procedures and programs to attract, maintain, and retain high quality teachers	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$41,000 Title I: \$30,000 Title II: \$360,000 IDEA: \$225,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)	LCFF: \$41,000 Title I: \$30,000 Title II: \$360,000 IDEA: \$225,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)	LCFF: \$41,000 Title I: \$30,000 Title II: \$360,000 IDEA: \$225,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
)))
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	2) Implement the Common Core State Standards in ELA/ELD and Mathematics	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$ Title I: \$ Common Core Implementation Fund: \$2,100,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other	LCFF: \$ Title I: \$ Common Core Implementation Fund: \$2,100,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other	LCFF: \$ Title I: \$ Common Core Implementation Fund: \$2,100,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Other
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes	3) Plan for implementation of the Next Generation Science Standards in 2016-17	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$10,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	4) Develop an aligned system of assessment and data analysis to improve teaching and learning	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$205,000 Title I: \$35,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I	LCFF: \$205,000 Title I: \$35,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I	LCFF: \$205,000 Title I: \$35,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Basic (3010)	Basic (3010)	Basic (3010)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	5) Develop a district-wide early learning program for students	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$20,000 Title I: \$165,000 IDEA: \$435,000 Child Development (California State Part-time Preschool): \$435,000 Developer Fees: \$830,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310),Other	LCFF: \$20,000 Title I: \$165,000 IDEA: \$435,000 Child Development (California State Part-time Preschool): \$435,000 Developer Fees: \$830,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310),Other	LCFF: \$20,000 Title I: \$165,000 IDEA: \$435,000 Child Development (California State Part-time Preschool): \$435,000 Developer Fees: \$830,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310),Other
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	6) Provide a comprehensive professional development program to improve teaching and learning	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$550,000 Title I: \$670,000 Title II: \$100,000 Title III: \$123,000 Common Core Implementation Fund: \$500,000 LCFF Basic (0000),LCFF	LCFF: \$550,000 Title I: \$670,000 Title II: \$100,000 Title III: \$123,000 Common Core Implementation Fund: \$500,000 LCFF Basic (0000),LCFF	LCFF: \$550,000 Title I: \$670,000 Title II: \$100,000 Title III: \$123,000 Common Core Implementation Fund: \$500,000 LCFF Basic (0000),LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Other	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Other	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title II Teacher Quality (4035),Title III LEP (4203),Other
5) Maintain and develop technologically progressive schools	Basic Pupil Engagement School Climate	1) Continue to address deferred maintenance and critical needs to maintain physical plant integrity	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$5,700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$5,700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$5,700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
	Basic State Standards Implementation Pupil Achievement Pupil Engagement School Climate	2) Develop and implement a comprehensive plan to support the integration of technology in the classroom	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$700,000 Title II: \$30,000 Common Core Implementation Fund: \$700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title II Teacher Quality (4035),Other	LCFF: \$700,000 Title II: \$30,000 Common Core Implementation Fund: \$700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title II Teacher Quality (4035),Other	LCFF: \$700,000 Title II: \$30,000 Common Core Implementation Fund: \$700,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title II Teacher Quality (4035),Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2) Engage parents and community partners through education, communication, and collaboration to promote student success	Pupil Achievement Other Pupil Outcomes Parent Involvement	1) Develop a plan to provide Spanish bilingual support staff at school sites with high concentrations of Spanish speaking parents and students, English Learners and/or Reclassified Fluent English Proficient Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$85,000 Title III: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)	LCFF: \$85,000 Title III: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)	LCFF: \$85,000 Title III: \$20,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		*English Learner (EL)					
	Pupil Achievement Other Pupil Outcomes Parent Involvement	2) Promote parental and community participation in programs for English Learners Applicable Subgroups: *English Learner (EL)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$120,000 Title I: \$45,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$120,000 Title I: \$45,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$120,000 Title I: \$45,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)
	Pupil Achievement Other Pupil Outcomes Parent Involvement	3) Develop a collaborative process with stakeholder groups specific to Foster Youth Applicable Subgroups: *Foster Youth	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)
3) Refine and expand targeted interventions and supports for students'	Pupil Achievement Pupil Engagement School Climate	1) Develop a plan to address the health and social-emotional needs of low income	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information	LCFF: \$336,000 Title I: \$67,000 Title III: \$73,000 LCFF Basic (0000),LCFF	LCFF: \$336,000 Title I: \$67,000 Title III: \$73,000 LCFF Basic (0000),LCFF	LCFF: \$336,000 Title I: \$67,000 Title III: \$73,000 LCFF Basic (0000),LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
academic, health, and social-emotional development		pupils Applicable Subgroups: *Economically Disadvantaged		to input in this section.	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	2) Develop a plan to increase and adjust counseling services to address graduation needs for low income pupils Applicable Subgroups: *Economically Disadvantaged	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$900,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$900,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$900,000 Title I: \$67,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	3) Monitor and adjust the intervention system for low income pupils Applicable Subgroups: *Economically Disadvantaged	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	4) Develop and implement a comprehensive system to address the needs of Long Term English Learners (LTEL) Applicable Subgroups: *English Learner (EL)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$440,000 Title I: \$120,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	5) Implement services to support Special Education LTEL Applicable Subgroups: *English Learner (EL)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$145,000 Title I: \$30,000 IDEA: \$200,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310)	LCFF: \$145,000 Title I: \$30,000 IDEA: \$200,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310)	LCFF: \$145,000 Title I: \$30,000 IDEA: \$200,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),IDEA (3310)
	Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	6) Develop a system for identifying and tracking Foster Youth	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration	LCFF: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Applicable Subgroups: *Foster Youth		section.	(0000)	(0000)	(0000)
	Pupil Achievement Pupil Engagement School Climate	7) Explore options to address the health and social-emotional needs of Foster Youth Applicable Subgroups: *Foster Youth	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$40,000 Title I: \$7,000 Title III: \$7,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$40,000 Title I: \$7,000 Title III: \$7,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$40,000 Title I: \$7,000 Title III: \$7,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	8) Develop a plan to increase and adjust counseling services to address graduation needs of Foster Youth Applicable Subgroups: *Foster Youth	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$10,000 Title I: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$10,000 Title I: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)	LCFF: \$10,000 Title I: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	Basic State Standards Implementation	9) Explore options for an intervention	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the	LCFF: \$25,000 Title I: \$10,000 LCFF Basic (0000)	LCFF: \$25,000 Title I: \$10,000 LCFF Basic (0000)	LCFF: \$25,000 Title I: \$10,000 LCFF Basic (0000)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement School Climate	system for Foster Youth Applicable Subgroups: *Foster Youth		LCAP so there will be no information to input in this section.),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010)
	State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	10) Develop an intervention system for Reclassified Fluent English Proficient pupils Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$25,000 Title I: \$10,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$25,000 Title I: \$10,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)	LCFF: \$25,000 Title I: \$10,000 Title III: \$5,000 LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title I Basic (3010),Title III LEP (4203)
4) Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	1) Provide professional development for teachers and administrators designed to improve the instruction and assessment of English Learners	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$ Title III: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)	LCFF: \$ Title III: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)	LCFF: \$ Title III: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000),Title III LEP (4203)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL)					
	Basic State Standards Implementation Course Access Pupil Achievement Other Pupil Outcomes Pupil Engagement	2) Develop and implement a comprehensive system for the delivery and monitoring of high quality English Language Development Applicable Subgroups: Reclassified-Fluent English Proficient (R-FEP) *English Learner (EL)	--- LEA Wide/All Schools ---	Not Applicable - 2013-2014 is the first year for the LCAP so there will be no information to input in this section.	LCFF: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)	LCFF: \$ LCFF Basic (0000),LCFF Supplemental (0000),LCFF Concentration (0000)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

For the 2014-15 LCAP year, Fairfield-Suisun Unified School District (FSUSD) is receiving approximately \$8.7M in Supplemental and Concentration funds. This represents an approximate increase of \$3.1M in comparison to the 2013-14 funding level. The increased funds have been allocated to school sites as well as in support of districtwide actions and services to support the actions and services identified below. For each districtwide action or service a description and justification of the use has been provided.

* Ensure high quality teachers for all students - A portion of the funding is allocated to provide increased compensation to teachers. Providing competitive salaries ensures FSUSD's ability to attract and retain high quality teachers. This also includes providing comprehensive professional development for teachers.

* Provide support for all schools - A portion of the increased funding is allocated to ensuring that school sites have the support needed to meet the needs of students. These support positions includes having Curriculum Assessment and Instruction Specialists who work with teachers in meeting the needs of English Learners. Additional positions include centralized support staff that oversee the programs for English Learners including those that support the required assessment of English Learners.

* Provide support for English Learners - A portion of the funding is allocated to provide support to English Learners. This support included accurately assessing the current English language fluency of all English Learners; ensuring English Learners are placed in the appropriate support services as needed; providing stipends for one staff member at each school site to oversee the assessment, placement, and monitoring of English Learners, and ensuring families are notified of the English language fluency status of their child(ren).

* Attendance liaisons - A portion of the increase funds is to hire additional district attendance liaisons. These positions will work closely with schools to identify and intervene with families of children with chronic attendance issues. The work will include referring families to district and community services that address the barriers to regular school attendance.

Not applicable - The unduplicated pupils in FSUSD comprise approximately 60% of the entire student population.

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

The district will further improve services to our English Learners through professional development about the English Language Development (ELD) Standards and implementation of them in all classrooms. The professional development will include site administrators, teachers, and para-educators who work with English Learners. Through the professional development FSUSD staff will develop an understanding of the ELD standards as well as learn about the difference between integrated and designated ELD. The understanding of the ELD Standards will lead to changes in classroom instructional practices for English Learners. It will also lead to improved ELD instruction and/or courses for students. FSUSD will also provide improved services for our Special Education English Learners. The unique needs of these students will be improved through enhanced identification procedures as well as the development and implementation of comprehensive support services.

Engagement of parents of our unduplicated students and all stakeholders to support these students is another key aspect of the 2014-15 LCAP. FSUSD will focus on increasing parental participation in programs for English Learners. This may include offering additional parent education and involvement programs at all schools. FSUSD will also develop a plan to provide Spanish bilingual support staff at some schools to increase the engagement of Spanish speaking parents in our schools and district.

FSUSD has not previously tracked Foster Youth students. Beginning with the 2014-2015 school year, we will provide improved services by developing and implementing a system for identifying and track Foster Youth enrolled in the school district. The identification of students will begin the process of studying the academic and social-emotional needs of these students. FSUSD will improve our partnership with stakeholders who work directly with Foster Youth.

Pursuant to 5 CCR 15496(a), Fairfield-Suisun Unified School District (FSUSD) has a 6.24% percentage increase or improved services for unduplicated pupils compared to services provided to all pupils. As described above, FSUSD will provide increased and improved services to unduplicated students and their families through identifying Foster Youth and their specific academic, health and social emotional needs of the students; providing increased and improved parental involvement/engagement opportunities for families of English Learners, Foster Youth and socio-economically disadvantaged students; and providing professional development for teachers about the English Language Development Standards. These improved services will lead to increased student outcomes.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.