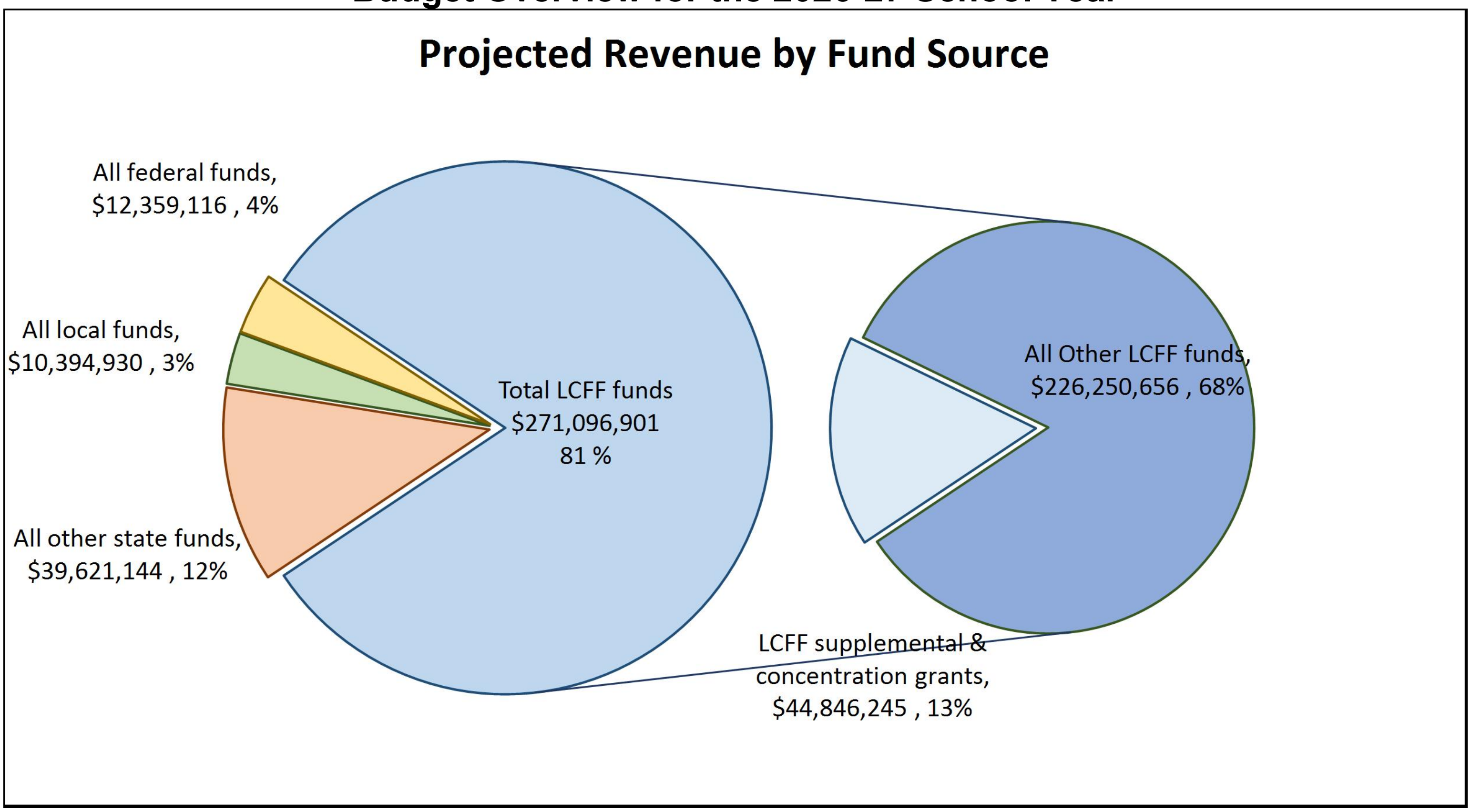
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fairfield-Suisun Unified School District
CDS Code: 48-70540-0000000
School Year: 2026-27
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 2026-27 School Year

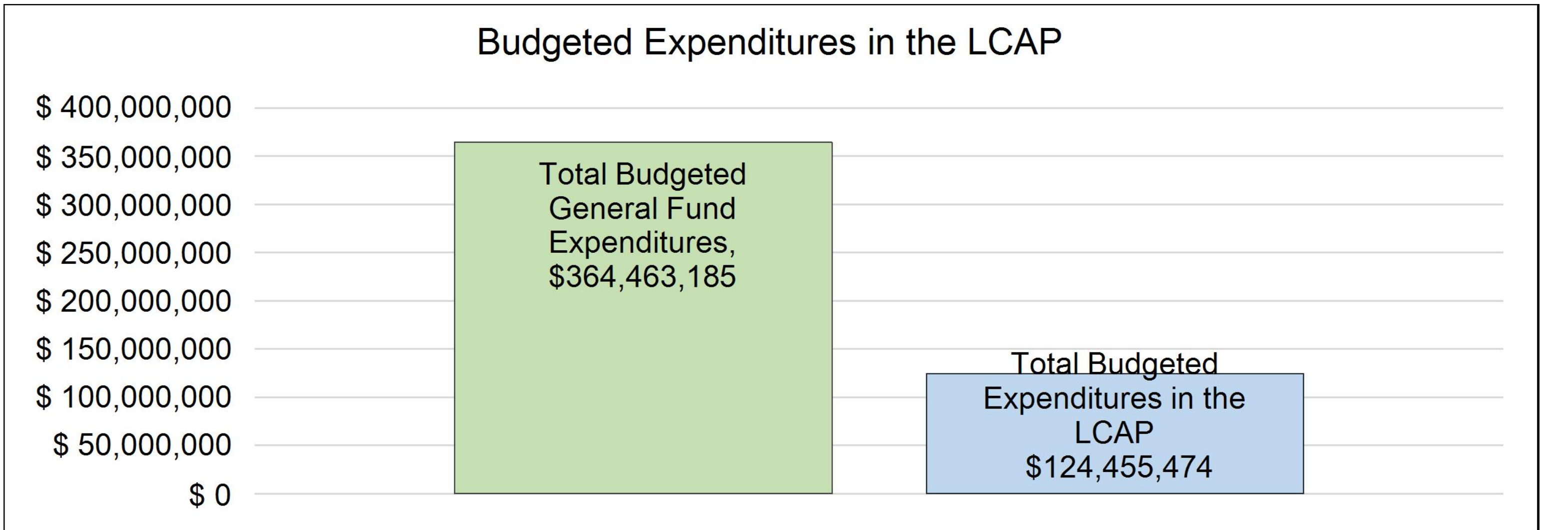


This chart shows the total general purpose revenue Fairfield-Suisun Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fairfield-Suisun Unified School District is $333,472,091, of which $271,096,901.00 is Local Control Funding Formula (LCFF), $39,621,144.00 is other state funds, $10,394,930.00 is local funds, and $12,359,116.00 is federal funds. Of the $271,096,901.00 in LCFF Funds, $44,846,245.00 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 2026-27. 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 $364,463,185.00 for the 2026-27 school year. Of that amount, $124,455,474.00 is tied to actions/services in the LCAP and $240,007,711 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 General Fund Revenue for the 2026-27 school year is $294,146,648.00. Of that amount, $123,045,674.00 is tied to actions/services in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

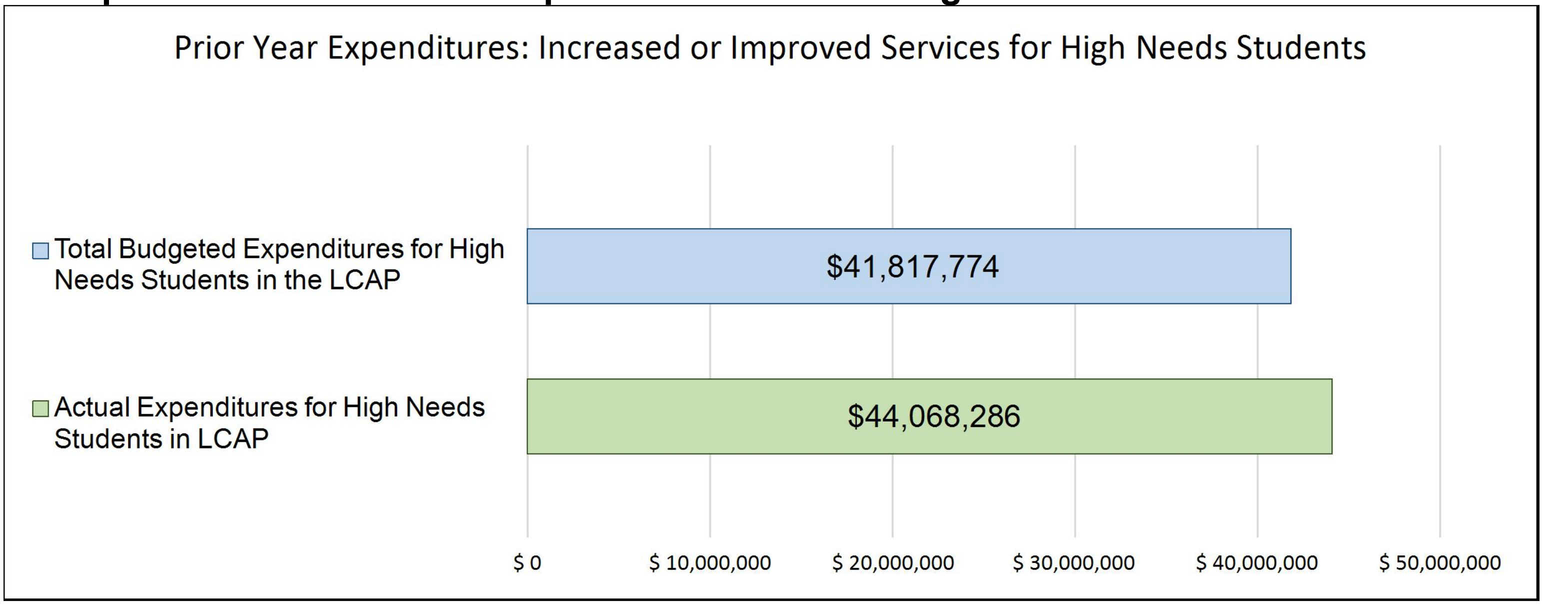
- Classified and certificated salaries
- Staff stipends
- Utilities
- Instructional materials
- Custodial and maintenance supplies
- Transportation
- Other overhead costs not tied to the goals/actions identified in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Fairfield-Suisun Unified School District is projecting it will receive $44,846,245.00 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 $48,525,361.00 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 2025-26



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 2025-26, Fairfield-Suisun Unified School District's LCAP budgeted $41,817,774.00 for planned actions to increase or improve services for high needs students. Fairfield-Suisun Unified School District actually spent $44,068,286.00 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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 agencies, 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 20,300 students. Of these students 48% are Hispanic, 13% are White, 13% are African American, 10% are Two or More Races, 9% are Filipino, and 7% are Asian. Our student subgroups consist of 66% 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 2025/26 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, 75.2% of the FSUSD teachers hold a preliminary or clear teaching credential. This is a decrease from two years 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, one of FSUSD's "Equity Multiplier" school
• Targeted Support to meet the needs of students who attend H. Glenn Richardson, one of FSUSD's "Equity Multiplier" school (new for the 2026/27 school year)

FSUSD has two Equity Multiplier Schools - Sem Yeto High School and H. Glenn Richardson.

For Sem Yeto, the 2025 Dashboard documents improvements in the area of mathematics (increased by 55.5 points), Graduation Rates (increased by 7.9%) and Suspension Rates (declined by 15.8%). 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. The 2025 Dashboard includes English Language Arts and College/Career Readiness. The evidence-based actions in Goal 6 will continue to address the "Red" areas on the 2023, 2024, and 2025 Dashboard. It is anticipated Sem Yeto will have approximately $500,000.00 remaining from the 2025/26 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.

For H. Glenn Richardson, there are no indicators in "Red" on the Dashboard. In addition, because this is such a small school, they have just one indicator for which a color is assigned (Suspension Rate: Orange). The evidence-based actions in Goal 7 will focus on improving suspension rates.

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 2025 California State Dashboard documents areas of celebration and areas for continued growth:

In English Language Arts, FSUSD remains "Orange" and has reduced the number of student groups in red from five to one (Unsheltered). In addition, five schools (Sem Yeto HS, Armijo HS, E. Ruth Sheldon K-8, Grange Middle School, and Fairview Elementary) were identified as Red. Green Valley Middle, Virtual Academy of Fairfield-Suisun, Crescent Elementary and Dover Elementary showed significant improvement. B. Gale Wilson Middle, Rolling Hills Elementary, and Sem Yeto Continuation High School showed a significant decline.

In Mathematics, FSUSD remains "Orange" and has reduced the number of student groups in red from five to three (English Learners, Long-term English learners, and Student With Disabilities). In addition, four schools (Crystal Middle, E. Ruth Sheldon, Grange Middle, and Anna Kyle) are identified in "Red." This is a decrease of five schools from the 2024 Dashboard.

Graduation Rates continue to be an area of celebration for FSUSD, increasing by 1.4 percentage points from the 2024 Dashboard and remaining in "Green." There are no schools or student groups in the "Red".

College/Career Readiness is in "Yellow" with 37.1% of the students being prepared. The District has three student groups (English Learners, Long-Term English Learns, and Students with Disabilities) in the "Red." In addition, Sem Yeto Continuation remains in the "Red" on this metric.

Chronic Absenteeism continues to be an area focus with a slight improvement of 0.8% from the 2024 Dashboard. The District is now "Orange" on the Dashboard and has three student groups (American Indian, Unsheltered, Two or More Races) in the "Red". However, there is now just one student group (Foster Youth) identified in "Red." In addition, there are five schools in the "Red" on the 2025 Dashboard (Dan O Root Elementary, Tolenas Elementary, Weir Preparatory Academy, Crystal Middle, and Crescent Elementary).

In English learner Progress metric is documented as an area of growth as the District remained in "Orange," though there are no student groups, but seven schools (KI Jones Elementary, Rolling Hills Elementary, Anna Kyle Elementary, Sullivan Language Immersion Academy, Fairview Elementary, Weir Preparatory, and Rodriguez HS) in "Red."

The final Dashboard area is Conditions and Climate, in which Suspension Rates showed progress moving from "Yellow" to "Green" on the 2025 Dashboard. The District has no student groups in the "Red." In addition, three schools (Public Safety Academy, Rolling Hills Elementary, and Weir Preparatory Academy) are identified in "Red."

Overall, the Dashboard results document improvements, particularly in the area of Suspension Rates and Graduation 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. Both CSI schools successfully exited this support program. 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. Two schools qualified for TSI: Anna Kyle (Unsheltered and Two or More Races) and Crescent (White).

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.

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.

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 $14,000,000.00 remaining in these one-time dollars. It is anticipated that the District will expend approximately $8,000,000.00 of these funds during the 2026/27 school year.

During its January 20, 2026, meeting, the LCAP Advisory Committee completed a thorough needs assessment using the template created by the California Statewide System of Support. This process complimented the LREBG needs assessment completed in January 2025. The process identified schools in the greatest need of targeted support (continue support for Anna Kyle Elementary, David Weir Elementary, Tolenas Elementary; Add support for B. Gale Wilson Middle, Grange Middle, Rolling Hills Elementary, Sheldon Elementary, and Chrystal Middle). In addition, the committee identified five student groups (English Learners, Long Term English Learners, Unsheltered, 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: None
- Student Achievement Groups: TK - 2 Learners (Literacy)

Mathematics:

- Schools: Sullivan Language Immersion Academy
- Student Achievement Groups: None

Chronic Absenteeism:

- Schools: Dan O. Root and Crescent
- Student Achievement Groups: American Indian and Hispanic

Specific actions in Goal 1 and Goal 4 are included in the LCAP, or 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 are included, or have been modified and/or added, to reflect the addition of the Learning Recovery Emergency Block Grant Funds.

Continue Goal 1, Action 4 - Literacy Across Content Areas

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

Modify Goal 1, Action 10 - English Language Arts Intervention to include mathematics intervention, as well. There will also be a slight modification to the title of the action.

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

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

Continue Goal 1, Action 13 - English Learner Counseling Services

Continue Goal 1, Action 14 - Additional Academic Services

Modify Goal 1, Action 15 - Support small group instruction/intervention at David Weir to include securing a paraprofessional to support this work

Add Goal 1, Action 1.16 - Professional Development on Effective Instructional Strategies

Add Goal 1, Action 1.17 - Accelerating the Identification and Implementation of Special Education Services

Add Goal 1, Action 1.18 - English Language Classes to Engage Parents in Supporting Family Literacy

Modify Goal 4, Action 6 - Support for Learning Recovery to include the expansion and/or enhancement of co-curricular and extra-curricular activities at Crystal Middle School

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 during the 2024/25 school year and receives support 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)

FSUSD continued to qualify for Technical Assistance during the 2025/26 from the Solano County Office of Education and the California Collaborative for Educational Excellence. The 2025/26 results from the California Department of Education document that three student groups who need the greatest support based on qualifying in the lowest status level in two or more state priority areas:

- 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
- Action 1.8 - Tier I and Tier II Mathematics

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 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. SCOE will also be supporting this work.

FSUSD made progress in this area and had one student group (Foster Youth) no longer qualify. In addition, the District reduced the number of priority areas associated with the student groups. It is clear the focus must be on Pupil Achievement, Pupil Engagement, and Outcomes in a Board Course of Study.

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.

There are no schools in FSUSD that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 3, 2026, and May 19, 2026. 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.
Parent Leaders	The District met with Parent Leaders on January 7, 2026, March 11, 2026, and May 17, 2026. During the January meeting, parents learned about the LCAP process, 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.
Student Advisory Council	The District met with Student Advisory Council on March 18, 2026, and May 21, 2026. During the March meeting, students 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.
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 2026. During the January meeting, the committee completed a needs assessment for the use of the Learning

Educational Partner(s)	Process for Engagement
	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.
Student Leaders	The District met with Student Leaders on January 20, 2026 and May 19, 2026. During the January meeting, students learned about the LCAP process. During the meeting, staff reviewed the LCAP and received input regarding the goals, actions, and budget allocations.
Sem Yeto High School (Equity Multiplier School) - Parents, students and staff	District staff and Sem Yeto administrators met with Sem Yeto students on February 10, 2026, Staff on March 3, 2026, and parents on March 3, 2026, 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 English Language Arts. Math is Orange. In addition, Sem Yeto has a very high Chronic Absenteeism Rate. Following these input meetings, a plan was developed to address the identified issues and needs. The Educational Partner input resulted in the addition of Action 6.9 (Writing Across the Curriculum) and Action 6.10 (Project Based Learning). In addition, it solidified the need to maintain the actions identified in the 2025/26 LCAP Update. On May 5, 2026, District staff met with Sem Yeto staff to review a draft of the Equity Multiplier goal, metrics, actions, and budget. On May 21, 2026, 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.
H. Glenn Richardson (Equity Multiplier School) - Parents, students and staff	District staff and H. Glenn Richardson administrators met with staff on February 25, 2026, and parents on March 11, 2026, to discuss the criteria that qualified the school as an Equity Multiplier school. The school has just one indicator on the Dashboard (Suspension Rate)

Educational Partner(s)	Process for Engagement
	which is "Orange". As a result, the plan focuses on strategies to support a reduction in suspensions. The Educational Partner input resulted in development of all actions identified in Goal 7 of the LCAP. They include Action 7.1 (De-Escalation Equipment and Supplies), 7.2 (Sensory Room Equipment and Supplies), and 7.3 (Home Visits). On May 13, 2026, district staff met with the H. Glenn Richardson Site Council committee to review the draft of the Equity Multiplier goal, metrics, actions, and budget. On May 27, 2026, District staff met with H. Glenn Richardson staff to review a draft of the Equity Multiplier goal, metrics, actions, and budget.
Foster Youth Liaison	On April 27, 2026, 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.
Union Leadership (FSUTA/CSEA/APA)	On May 28, 2026, 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.
District and Site Administrators, including Principals	Administrators and managers held monthly LCAP meetings during the 2025/26 school year to support the implementation and evaluation of each LCAP goal. During the month of March, site principals provided input regarding the use of Learning Recovery Emergency Block Grant at their school sites to positively impact ELA, mathematics and/or chronic absenteeism. That information helped to inform modifications to actions in Goal 1 and Goal 4.

Educational Partner(s)	Process for Engagement
	Finally, on May 6, 2026, district and site administrators/managers provided input on the draft metrics, and actions.
Public Comment/Public Hearing	The LCAP was on public display and posted on the district's website from May 11, 2026 - June 5, 2026. A Public Hearing was held during the June 11, 2026 regularly scheduled Governing Board meeting.

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

The 2026/27 Update to the 2024 - 2027 LCAP is influenced by the feedback provided by our educational partners.

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 2026, 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, 2026 meeting to confirm the focus of the District aligned with the needs assessment.

During the January/February/March/April 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. Based on the feedback, the following changes were made to the LCAP.

- Action 1.1: Revised description to better define the specific action
- Action 1.2: Revised description to include greater monitoring and accountability
- Action 1.3: Revised description to include necessary professional development
- Action 1.5: Revised description to call out the need to develop a Portrait of a Graduate
- Action 1.6: Revised description to include greater monitoring and accountability
- Action 1.7: Revised description to call out the need to better identify and address the barriers
- Action 1.8: Revised description to include greater monitoring and accountability, as well as to include actions associated with aligning curriculum, instruction and assessment
- Action 1.9: Revised description to include greater monitoring and accountability
- Action 1.10: Modified the title to reflect intervention in mathematics, as well as English language arts, with the use of board adopted curriculum
- Action 1.13: Revised title and description to include a greater focus on small group instruction
- Action 1.15: Revised description to include support of a paraeducator
- Action 1.16: Added to address additional professional development needs
- Action 1.17: Added to address accelerating the identification and implementation of special education services
- Action 1.18: Added to address English Language classes to engage parents in supporting family literacy
- Action 4.6: Modify to include expanding/enhancing extra-curricular and co-curricular activities at Crystal Middle School

- Action 6.9: Added to address the need to improve student success in English Language Arts
- Action 6.10: Added to address the need to create more engaging lessons

Sem Yeto High School's educational partner input resulted in the addition of Action 6.9 (Writing Across the Curriculum) and Action 6.10 (Project Based Learning). In addition, it solidified the need to maintain the actions identified in the 2025/26 LCAP Update.

H. Glenn Richardson's educational partner input resulted in development of all actions identified in Goal 7 of the LCAP. They include Action 7.1 (De-Escalation Equipment and Supplies), 7.2 (Sensory Room Equipment and Supplies), and 7.3 (Home Visits).

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 18, 2026, and June 25, 2026, meeting. The LCAP was also available during the month of May for Public Comment which was shared with the Governing Board during its June 18, 2026, and June 25, 2026, 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 instruction 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	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:	The District used June 2025 data: All Students: 26.3 points below standard English learners: 79.2 points below standard Foster Youth: 52.1 points below standard Homeless Youth: 109.1 points below standard Socioeconomically Disadvantaged:	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	Difference: All Students: 3.7 points closer to standard English learners: 5.4 points closer to standard Foster Youth: 37.7 points closer to standard Homeless Youth: 12.4 points further from standard Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 113.5 points below standard African American: 69.3 points below standard	56.2 points below standard Students with Disabilities: 111.1 points below standard African American: 64.2 points below standard	52.4 points below standard Students with Disabilities: 106.4 points below standard African American: 64.2 points below standard	Socioeconomically Disadvantaged Youth: 27.8 points below standard Students with Disabilities: 70 points below standard African American: 39.3 points below standard	5.4 points closer to standard Students with Disabilities: 7.1 points closer to standard African American: 5.1 points closer to standard
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	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	The District used June 2025 data: All Students: 65 points below standard English learners: 110.5 points below standard Foster Youth: 102.4 points below standard Homeless Youth: 139.9 points below standard Socioeconomically Disadvantaged: 90.6 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	Difference: All Students: 2 points closer to standard English learners: 3.2 points closer to standard Foster Youth: 15.2 points closer to standard Homeless Youth: 14.8 points further from standard Socioeconomically Disadvantaged: 4.6 points closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 113.5 points below standard	Students with Disabilities: 138.6 points below standard African American: 114.7 points below standard	Students with Disabilities: 137.5 points below standard African American: 109.8 points below standard	Youth: 45.2 points below standard Students with Disabilities: 95 points below standard African American: 95 points below standard	Students with Disabilities: 4.3 points closer to standard African American: 3.7 points closer to standard
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%	June 2025 data: All Students: 41.44% English learners: 7.02% Foster Youth: 23.53% Homeless Youth: 12.61% Socioeconomically Disadvantaged: 30.79% Students with Disabilities: 10.59% African American: 26.19%	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: 1.58 percentage point gain English learners: 0.64 percentage point gain Foster Youth: 1.30 percentage point gain Homeless Youth: 3.72 percentage point loss Socioeconomically Disadvantaged: 2.17 percentage point gain Students with Disabilities: 0.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage point loss African American: 2.03 percentage point 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% Students with Disabilities: 8.42% African American: 13.56%	June 2024 Data All Students: 27.53% English Learners: 6.27% Foster Youth: 0% Homeless Youth: 7.25% Socioeconomically Disadvantaged: 17.41% Students with Disabilities: 7.21% African American: 12.36%	June 2025 Data All Students: 28.69% English learners: 5.36% Foster Youth: 17.64% Homeless Youth: 7.86% Socioeconomically Disadvantaged: 18.74% Students with Disabilities: 7.37% African American: 13.84%	The District will use June 2026 data: All Students: 42.85% English learners: 20.58% Foster Youth: 30.00% Homeless Youth: 23.13% Socioeconomically Disadvantaged: 32.91% Students with Disabilities: 23.42% African American: 28.56%	Difference All Students: 0.84 percentage point gain English learners: 0.22 percentage point loss Foster Youth: 2.64 percentage point gain Homeless Youth: 0.27 percentage point loss Socioeconomically Disadvantaged: 0.83 percentage point gain Students with Disabilities: 1.05 percentage point loss

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: 0.28 percentage point gain
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.	June 2025 Data 41.1% 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 10% 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%	January 2026 Reclassification Rate: 13.18%	The District will use January 2027 data: Exit/ Reclassification Rate: 20%	Difference 5.39% decline
1.7	College/Career Readiness Indicator (Data Source: CA School Dashboard)	The District used January 2024 for baseline data: 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%	January 2025 Data 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%	June 2025 Percentage Prepared: All Students: 37.1% English learners: 6.6% Homeless Youth: 11.9% Socioeconomically Disadvantaged: 29.2% Students with Disabilities: 4.6% African American: 23.9%	The District will use June 2026 data: Percentage Prepared: All Students: 54.1% (green) English learners: 29.4% Homeless Youth: 32% Socioeconomically Disadvantaged: 46.4% (green) Students with Disabilities: 27.7%	Difference Percentage Prepared: All Students: 6.7 percentage point increase English learners: 2.2 percentage point increase Homeless Youth: 4.9 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					African American: 37.7%	Socioeconomically Disadvantaged: 7.8 percentage point increase Students with Disabilities: 0.9 percentage point increase African American: 11.2 percentage point 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% Students with Disabilities: 0% African American: 0.40%	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% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 14.2% Students with Disabilities: 0%	June 2024 Data The percent of students who passed an advanced placement (AP) examination with a score of 3 or higher. All Students: 36.2% English learners: 21.4% Foster Youth: 0% Homeless Youth: 21.4% Socioeconomically Disadvantaged: 28.2% Students with Disabilities: 0%	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% African American: 15%	Difference All Students: 14.71 percentage point gain English Learners: 21.4 percentage point gain Foster Youth: No State Data Homeless Youth: 7.14 percentage point gain Socioeconomically Disadvantaged: 23.58 percentage point gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 12.5%	African American: 31.0%		Students with Disabilities: No Change African American: 30.6 percentage point gain
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% Socioeconomically Disadvantaged: 13.58% Students with Disabilities: 0.63% African American: 10.67%	June 2025 Data Percent of 11th-Grade Students Exceeding Standards – CAASPP ELA/Literacy: All Students: 22.45% English learners: 0.80% Foster Youth: 0.00% Homeless Youth: 7.14% Socioeconomically Disadvantaged: 14.14% Students with Disabilities: 4.38% African American: 14.95%	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 All Students: 1.60 percentage point gain English Learners: 0.80 percentage point gain Foster Youth: No State Data Homeless Youth: 7.14 percentage point gain Socioeconomically Disadvantaged: 0.08 percentage point gain Students with Disabilities: 3.68 percentage point gain African American: 4.20 percentage point gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% African American: 1.77%	June 2025 Data Percent of 11th-Grade Students Exceeding Standards – CAASPP Mathematics: All Students: 9.41% English learners: 0.74% Foster Youth: 0.00% Homeless Youth: 6.52% Socioeconomically Disadvantaged: 4.68% Students with Disabilities: 1.30% African American: 2.11%	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 All Students: 1.66 percentage point gain English Learners: 0.74 percentage point gain Foster Youth: No State Data Homeless Youth: 6.52 percentage point gain Socioeconomically Disadvantaged: 1.58 percentage point gain Students with Disabilities: 1.30 percentage point gain African American: 0.25 percentage point gain
1.11	University of California and the California State University “A-G” Requirements Completion Rate	The District used January 2024 for baseline data: The percent of students meeting UC/CSU requirements.	January 2025 data The percent of students meeting UC/CSU requirements.	January 2026 data: Percent of Students Meeting UC/CSU A–G Requirements:	The District will use 2026 data: All Students: 45.20% English learners: 12%	Difference All Students: 1.90 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CALPADs)	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%	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%	All Students: 35.1% English learners: 10.4% Foster Youth: 0% Homeless Youth: 4.2% Socioeconomically Disadvantaged: 24.7% Students with Disabilities: 6.5% African American: 24.1%	Foster Youth: 9% Homeless Youth: 13.20% Socioeconomically Disadvantaged: 31.50% Students with Disabilities: 15.10% African American: 31.00%	English learners: 3.0 percentage point increase Foster Youth: No Change Homeless Youth: No change Socioeconomically Disadvantaged: 2.20 percentage point increase Students with Disabilities: 0.40 percentage point increase African American: 2.10 percentage point 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%	January 2025 data The percent of students who graduate and complete a CTE pathway. All Students: 22.7% English Learners: 15.3%	January 2026 data Percent of Students Completing a CTE Pathway: All Students: 23.1% English learners: 21.4% Foster Youth: 0% Homeless Youth: 7.1%	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%	Difference All Students: 4.30 percentage point increase English learners: 8.10 percentage point increase Foster Youth: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 13.90% Socioeconomically Disadvantaged: 19.00% Students with Disabilities: 10.70% African American: 13.80%	Foster Youth: 21.4% Homeless Youth: 4% Socioeconomically Disadvantaged: 22.5% Students with Disabilities: 13.8% African American: 16.6%	Socioeconomically Disadvantaged: 23.1% Students with Disabilities: 40.0% African American: 20.7%	African American: 21.8%	Homeless Youth: 6.80 percentage point decline Socioeconomically Disadvantaged: 4.10 percentage point increase Students with Disabilities: 29.3 percentage point increase African American: 6.90 percentage point increase
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%	January 2026 data: Percent of Students Meeting Both A-G and CTE Requirements: All Students: 9.4% English learners: 2.9% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 7.4% Students with Disabilities: 1.5%	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%	Difference All Students: 3.20 percentage point increase English learners: 0.70 percentage point increase Foster Youth: No Change Homeless Youth: No Change Socioeconomically Disadvantaged: 2.90 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilites: 1.5% African American: 5.40%	African American: 5.4%	Students with Disabilities: 10.50% African American: 12.40%	Students with Disabilities: No Change African American: 2.0 percentage point increase
1.14	NWEA - Measures of Academic Progress (MAP) - Reading The Fall to Winter NWEA MAP Average Growth Percentile (CGP) in Reading for grades 3-11. (Data Source: NWEA)	The District used January 2024 for baseline data: All Students: 47.00 %ile 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	January 2025 Data All Students: 47.97 %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	January 2026 Data All Students: 54.31 %ile English learners: 44.81 %ile Foster Youth: 56.36 %ile Homeless Youth: 48.61 %ile Socioeconomically Disadvantaged: 52.68 %ile Students with Disabilities: 46.65 %ile African American: 52.43 %ile	The District will use January 2027 data: 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	Difference All Students: 7.31 percentage point increase English learners: 0.81 percentage point increase Foster Youth: 8.36 percentage point increase Homeless Youth: 6.61 percentage point increase Socioeconomically Disadvantaged: 6.68 percentage point increase Students with Disabilities: 3.65 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: 6.43 percentage point 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 African American: 52.00 %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 African American: 51.71 %ile	January 2026 Data All Students: 51.91 %ile English learners: 44.87 %ile Foster Youth: 47.70 %ile Homeless Youth: 45.95 %ile Socioeconomically Disadvantaged: 49.89 %ile Students with Disabilities: 45.61 %ile African American: 50.13%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 Students with Disabilities: 62.0 %ile African American: 64.0 %ile	Difference All Students: 2.09 percentage point decline English learners: 5.13 percentage point decline Foster Youth: 1.30 percentage point decline Homeless Youth: 5.05 percentage point decline Socioeconomically Disadvantaged: 2.11 percentage point decline Students with Disabilities: 2.11 percentage point decline African American: 1.87 percentage point decline
1.16	Implementation of Common Core State Standards, including	The District used February 2024 for baseline data:	February 2025	February 2026	The District will use February 2027 data:	Difference ELA: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Development standards for English Learners (Data Source: Priority 2 Local Indicator Survey)	ELA : Full Implementation, with Sustainability ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	ELA : Full Implementation, with Sustainability ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	ELA: Full Implementation, with Sustainability ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	ELA: Full Implementation Math: Full Implementation ELD: Full Implementation NGSS: Full Implementation History/Social Science: Full Implementation	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: 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:	2024/25 Course Schedules: College Prep English Enrollment All Students: 86.9% English learners: 71% Foster Youth: 54.8% Socioeconomically Disadvantaged: 85% Students with Disabilities: 67.6% College Prep Mathematics Enrollment All Students: 80.5% English learners: 88%	2025/26 Course Schedules: College Prep English Enrollment All Students: 80.2% English learners: 69.4% Foster Youth: 63.4% Socioeconomically Disadvantaged: 79.7% Students with Disabilities: 62.7% College Prep Mathematics Enrollment All Students: 75.3% English learners: 81.8%	The District will use 2026/27 course schedule data: College Prep English Enrollment All Students: 94% English learners: 82.62% Foster Youth: 80% Socioeconomically Disadvantaged: 95% Students with Disabilities: 80% College Prep Mathematics Enrollment All Students: 90% English learners: 94.96% Foster Youth: 85%	Difference College Prep English Enrollment All Students: –10.8 English Learners: –9.22 Foster Youth: –5.26 Socioeconomically Disadvantaged: –10.16 Students with Disabilities: –4.71 College Prep Mathematics Enrollment All Students: –7.65 English Learners: –5.16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 %	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%	Foster Youth: 58.5% Socioeconomically Disadvantaged: 75.9% Students with Disabilities: 53.9% Career Technical Education Enrollment All Students: 27.4% English learners: 17% Foster Youth: 26.8% Socioeconomically Disadvantaged: 27.4% Students with Disabilities: 24%	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%	Foster Youth: –8.66 Socioeconomically Disadvantaged: –6.64 Students with Disabilities: –5.07 Career Technical Education Enrollment All Students: –9.75 English Learners: –9.63 Foster Youth: –3.05 Socioeconomically Disadvantaged: –11.73 Students with Disabilities: –9.18
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	January 2026 Data Total Seals: 105 English learners/Ever EL: 1 English Only: 104	The District will use January 2027 data: Total Seals: 170 English learners/Ever EL: 105 English Only: 65	Difference Total Seals: Increase of 20 students English learners/Ever EL: Decline by 39 students English Only: Increase of 59 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Students with Disabilities: 9.67%	March 2025 English learners: 3.76% Foster Youth: .03% Unsheltered (Homeless): .09% Socioeconomically Disadvantaged: 15.74% Students with Disabilities: 1.76%	March 2026 English Learners: 22% Foster Youth: 0.6% Unsheltered (Homeless): 6% Socioeconomically Disadvantaged: 70.1% Students with Disabilities: 20%	The District will use March 2027 data: English learners: 25% Foster Youth: 20% Unsheltered (Homeless): 25% Socioeconomically Disadvantaged: 25% Students with Disabilities: 20%	Difference English Learners: 9.04 percentage point gain Foster Youth: 6.49 percentage point loss Unsheltered: 11.6 percentage point loss Socioeconomically Disadvantaged: 57.85 percentage point gain Students with Disabilities: 10.33 percentage point gain
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	March 2026 Data 0% of student that earned a certificate of completion completed at least 50 hours of transition classwork or work-based experience.	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 No Change

Goal Analysis [2025-26]

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 fifteen actions needed to meet Goal 1. After year two of the three-year plan, the District has "Partially Implemented" all fourteen actions and "Fully Implemented" implemented one action.

Action 1.1: Partially Implemented - The district implemented continuous cycles of data analysis to set academic goals, adjust action plans, and monitor student progress in academic achievement, English learner progress, and college and career readiness. Districtwide collaboration occurred weekly using the PLC+ framework, enabling administrators and instructional staff to review assessment data, identify trends, and plan targeted supports.

Action 1.2: Partially Implemented - The MTSS Steering Committee developed tools in the MTSS Handbook, including monthly calendars, intervention matrices, and MTSS maps. These frameworks guided site leaders in monitoring student progress, planning supplemental interventions, and aligning resources to close achievement gaps.

Action 1.3: Partially Implemented - The Curriculum, Instruction, and Assessment (CIA) department facilitated monthly work with department chairs and grade-level leads on pacing guides, supporting vertical alignment and instructional planning. Instructional Learning Walks, New Teacher Academy sessions, and teacher focus groups informed standards-aligned learning experiences districtwide.

Action 1.4: Partially Implemented - Coordinators, Literacy Specialists, and itinerant teacher librarians provided professional development, coaching, and small group literacy instruction for TK–3 students at Tolenas, Anna Kyle, and Fairview. K–2 teachers trained on the Reading Difficulties Screener, while administrators engaged in literacy walks, using assessment data to refine instruction and accelerate student growth.

Action 1.5: Partially Implemented - The district provided college and career readiness experiences through the Inspire Dreams Start Now and Inspire Dreams Move Forward events, engaging 8th and 10th grade students in hands-on career exploration with local businesses, labor groups, and Solano Community College. The district also secured Board approval for the yearlong Inspire Dreams Realized course for 11th and 12th grade students. Curriculum maps need to be updated for implementation in 2026–27.

Action 1.6: Partially Implemented - The district supported six schools in implementing High Five instructional routines, providing professional development and on-site coaching to strengthen integrated classroom practices and literacy instruction. The district developed a local Spanish assessment to expand opportunities for the Seal of Biliteracy; the Board approved the assessment, students were identified, and assessment began.

Action 1.7: Fully Implemented - The district offered a wide variety of educational options to meet diverse student needs, including Virtual Academy, Sem Yeto, Early College High School, Public Safety Academy, Matt Garcia Career & College Academy, and the International Baccalaureate Program. Enrollment remained strong across all programs.

Action 1.8: Partially Implemented - The district contracted with ConnectEd to support district staff, site leaders, and the TK–12 Math Steering Committee in developing a districtwide math plan aligned to the California Math Framework. Tier II interventions and three Math Specialist positions were not implemented, but early pilot outcomes showed initial growth for English Learners, Students with Disabilities, and Foster Youth.

Action 1.9: Partially Implemented - The district implemented targeted ELD laboratory classes to accelerate progress toward Reclassified Fluent English Proficiency (R-FEP) for Multilingual Learners, including Long-Term English Learners. After-school interventions used Summit K–12 resources, with attendance, participation, and progress tracked in EduClimber to ensure supports aligned with student needs.

Action 1.10: Partially Implemented - Paraeducators at Anna Kyle, David Weir, and Tolenas Elementary provided small group ELA intervention using UFLI, SIPPS, and mCLASS data. Instruction accelerated reading growth, supported foundational literacy for English Learners, and expanded access to grade-level content, with progress documented through ongoing assessments.

Action 1.11: Partially Implemented - Tolenas Elementary and Grange Middle School implemented Opportunity Culture strategies with Multi-Classroom Leaders and Reach Associates supporting teachers through coaching, lesson modeling, and small group instruction. Adjustments based on data improved K–2 outcomes at Tolenas, while Grange evaluated math and decided not to continue Opportunity Culture in that area next year.

Action 1.12: Partially Implemented - The district developed extended school year programs for implementation in Summer 2026 to support students with the greatest need, including Long-Term English Learners, Unsheltered students, Foster Youth, Low-Income students, and Students with Disabilities. Middle school programs included Math Bootcamps, ELA/Math interventions, and enrichment in STEM, PE, and Arts/Robotics, with structured, high-dosage schedules designed to accelerate learning and support promotion and graduation readiness. Planning, staffing, funding, and progress monitoring were completed to ensure cohesive implementation.

Action 1.13: Partially Implemented - An EL Counselor was planned to provide additional case management and support for English Learners, but the action was not implemented due to staffing challenges.

Action 1.14: Partially Implemented - The district implemented data tracking systems, including Illuminate, EduClimber, and NWEA, to monitor student progress in ELA, Math, and chronic absenteeism, supporting MTSS and targeted interventions. Amplify will be added next year, with updated metrics 1.14, 1.15, and 1.6 used to evaluate effectiveness.

Action 1.15: Partially Implemented - A paraeducator provided targeted small group instruction in K–2 classrooms at David Weir Preparatory Academy using mCLASS data to form flexible groups. Instructional materials and daily sessions were aligned to assessment results to accelerate reading growth and provide timely, data-driven support.

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 $47,675,002.00 to implement the actions/services identified in Goal 1 and has expended approximately $58,110,911.00. Of these funds, $38,074,912.00 was allocated, with $46,559,067.00 being expended, to support the needs of unduplicated students.

Action 1.1: The District budgeted $1,546,329.00 towards Continuous Improvement , and estimates expending approximately $1,369,628.00. There is no material difference between what was budgeted and estimated expenditures.

Action 1.2: The District budgeted $13,076,984.00 towards Systems of Data Analysis, and estimates expending approximately $21,377,450.00. The District increased the number of students served by the Expanded Learning Opportunity program and thus there were greater costs. This budget allocation will be increased in the 2026/27 school year.

Action 1.3: The District budgeted $4,700,090.00 towards Rigorous and Meaningful Learning, and estimates expending approximately $8,535,884.00. The District was able to use one-time funds to secure curriculum materials to support this action.

Action 1.4: The District budgeted $1,660,000.00 towards Literacy Across Content Areas, and estimates expending approximately $1,537,839.00. There is no material difference between what was budgeted and estimated expenditures.

Action 1.5: The District budgeted $1,416,943.00 towards College and Career Readiness Curriculum Integration, and estimates expending approximately $1,698,371.00. The higher dollar amount is a result of higher costs for salaries, as well as expenditures associated with one-time funds that expire at the end of the 2025/26 school year..

Action 1.6: The District budgeted $4,480,728.00 towards English Learner Roadmap Implementation, and estimates expending approximately $4,322,460.00. There is no material difference between what was budgeted and estimated expenditures.

Action 1.7: The District budgeted $16,812,324.00 towards Educational Options, and estimates expending approximately $17,554,820.00. There is no material difference between what was budgeted and estimated expenditures.

Action 1.8: The District budgeted $1,140,000.00 towards Tier I and Tier II Mathematics Program, and estimates expending approximately $0.00. The District used non LREBG funds during the 2025/26 school year to implement steps associated with this action. In addition, the District did not hire the staff associated with this action. LREBG funds will be used in the 2026/27 school year to implement the steps associated with this action.

Action 1.9: The District budgeted $741,604.00 towards English Language Development, and estimates expending approximately $236,338.00. There was a need to offer less sections of ELD lab this year so the funds were not expended.

Action 1.10: The District budgeted $435,000.00 towards English Language Arts and Mathematics Intervention, and estimates expending approximately $403,042.00. There is no material difference between what was budgeted and estimated expenditures.

Action 1.11: The District budgeted $325,000.00 towards Small Group Instruction/Opportunity Culture, and estimates expending approximately $313,933.00.   There is no material difference between what was budgeted and estimated expenditures.

Action 1.12: The District budgeted $570,000.00 towards Extended School Year (Summer School and Intersessions), and estimates expending approximately $195,669.00. The Secondary schools used a different funding source in order to facilitate their summer program. However, these funds will be available again in 2026/27 as the other one-time funds will not be available.

Action 1.13: The District budgeted $120,000.00 towards English Learner Counseling Services and Targeted Supports, and estimates expending approximately $0.00. The District was unsuccessful at hiring this position in the 2025/26 school year. However, a person has already been hired for the upcoming school year.

Action 1.14: The District budgeted $530,000.00 towards Additional Academic Services, and estimates expending approximately $437,920.00. The District did not need to expend funds for one of the programs during the 2025/26 school year. The budget will remain the same for 2026/27 as there will be a need to expend funds for the program next year.

Action 1.15: The District budgeted $120,000.00 towards Small Group Instruction, and estimates expending approximately $127,557.00. There is no material difference between what was budgeted and estimated expenditures.

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 eleven actions have been "Effective" or "Partially Effective" at impacting the identified metrics. In addition, four actions have not yet been effective.

Effective Actions
Action 1.1 has been partially effective, as evidenced by the improvement in the CAASPP ELA and EAP metrics. (Metrics: 1.1 and 1.9)
Action 1.2 has been partially 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 been partially 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 1.4 has been partially 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 partially effective as evidenced by the positive trend in College/Career Readiness rates and CTE pathway completion rates. (Metrics: 1.7 and 1.12)
Action 1.6 has been partially effective as evidenced by the increase in students earning the Seal of Biliteracy ((Metrics: 1.6 and 1.18)
Action 1.10 has been partially effective, as evidenced by the positive trend in CAASPP ELA and MAP Reading. (Metrics: 1.1, 1.3 and 1.14)
Action 1.11 has been partially effective, as evidenced by the positive trend in CAASPP ELA and MAP Reading. (Metrics: 1.1, 1.3 and 1.14)
Action 1.12 has been partially effective, as evidenced by the positive trend in CAASPP and MAP assessments. (Metrics: 1.1, 1.3, 1.14, and 1.15)

Action 1.14 has been partially effective, as evidenced by the positive trend in CAASPP and MAP assessments, as well as English Learner Reclassification. (Metrics: 1.1, 1.2, 1.3, 1.5, 1.6 and 1.15)
Action 1.15 has been partially effective, as evidenced by the positive trend in CAASPP and MAP assessments, as well as the ELPAC Summative Assessment. (Metrics: 1.1, 1.3, and 1.5)

Not Yet Effective Actions
Action 1.7 has not yet been effective as evidenced by the declining results in course access and students engaged in work-based learning experiences. The action has been effective for students who are engaged in the specialized programs. However, it has not resulted in improved outcomes for the District. As a result, an additional action (Action 1.19) will be added to the LCAP to better address the metrics associated with this action. (Metrics: 1.17, 1.19, and 1.20)

Action 1.8, which has not yet been fully implemented, has not yet been 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. The District's instructional materials, and corresponding instructional strategies, have an impact on the success of this action. The District has approved new materials which will be implemented during the 2026/27 school year. In addition, there will be significant professional development regarding the instructional strategies that will be essential to impacting student achievement in mathematics. (Metrics:1.13, 1.14 and 1.15)

Action 1.9, which has not yet been fully implemented, 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. While there has been partial implementation of this action, in order to achieve positive impact, the District will need to fully implement the action during the 2026/27 school year. (Metric: 1.5)

Action 1.13, which has not yet been fully implemented, has not yet been effective as evidenced by CAASPP, MAP, and ELPAC assessments, as well as English Learner Reclassification. The District struggled to fill this position during the 2025/26 school year. Fortunately, the position has now been filled and there should be a positive impact in the 2026/27 school year. (Metrics: 1.1, 1.2, 1.3, 1.5, 1.6 and 1.15)

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:
Action 1.1: Revised description to better define the specific action
Action 1.2: Revised description to include greater monitoring and accountability

Action 1.3: Revised description to include necessary professional development Action 1.4: Revised description to include additional job responsibilities of the Literacy Specialists Action 1.5: Revised description to call out the need to develop a Portrait of a Graduate Action 1.6: Revised description to include greater monitoring and accountability, as well as to document its focus on FSUSD's English Learners Action 1.7: Revised description to call out the need to better identify and address the barriers Action 1.8: Revised description to include greater monitoring and accountability, as well as to include actions associated with aligning curriculum, instruction and assessment Action 1.9: Revised description to include greater monitoring and accountability, as well as to document its focus on FSUSD's Long Term English Learners Action 1.10: Modified the title to reflect support in mathematics, as well as English language arts, with the use of board adopted curriculum Action 1.13: Revised title and description to include a greater focus on small group instruction Action 1.15: Revised description to include support of a paraeducator Action 1.16: Added to address additional professional development needs Action 1.17: Added to address accelerating the identification and implementation of special education services Action 1.18: Added to address English Language classes to engage parents in supporting family literacy Action 1.19: Added to address College & Career Readiness Action 1.20: Added to address needs of Foster Youth

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	Utilize site and district level teams to conduct 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. 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 and 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.	$1,128,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, 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).		

Action #	Title	Description	Total Funds	Contributing
		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 including quarterly site and district level progress reviews 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 and 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. 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	$17,958,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 (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, and Low Income), Sheldon (All students, African American, English learners, Hispanic, Low Income, and 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		

Action #	Title	Description	Total Funds	Contributing
		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, and incorporate the Plan-Do-Study-Adjust 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	Support the delivery of rigorous and meaningful learning experiences in all programs, pathways, and courses by providing professional development focused on high impact instructional strategies to ensure 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 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).	$5,045,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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, and 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, percentage of students earning State Seal of Biliteracy, percentage 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, Unsheltered, and Students with Disabilities. There will also be a focus on developing strong foundational literacy skills for students in grades 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	$1,985,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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/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 professional development and coaching. 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. This action will also include staff engaged in professional learning around the alignment between curriculum, instruction, and assessment related to the ELA framework. 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 Curriculum Integration	Align instruction to the College and Career Readiness anchor standards and embed cross-disciplinary expectations (i.e. critical thinking skills, 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.	$4,265,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As a part of this action, will develop the FSUSD Portrait of a Graduate to support aligning instruction to the College and Career Readiness anchor standards. 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, and Low Income), Nelda Mundy (Students with Disabilities),		

Action #	Title	Description	Total Funds	Contributing
		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, Unsheltered, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Unsheltered, Students with Disabilities, and African American), Fairfield High, (English learners, Students with Disabilities, and African American), and Sem Yeto (All students, English learners, Unsheltered, Low Income, African American, Hispanic, and White). In order to evaluate the effectiveness of this action, staff will review the percentage of students participating in work based learning experiences, the percentage of students earning near standard or above standard for each claim in CAASPP in both ELA and Math, and the percentage 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 year and revised in the 2023/24 school year. Utilize site and district level teams to conduct quarterly site and district level progress reviews aimed at assessing the effectiveness of the English Learner Roadmap implementation. English Learner Language Development: This action targets the needs of English Learners. Students receive language development through a Structured English Immersion model at both the elementary (Benchmark) and secondary (English 3D) levels. Elementary staff provide Integrated and daily 30-minute Designated English Language Development (ELD) to support access to grade-level standards. Additional support 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	$1,725,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English but also ensure their success in meeting rigorous academic standards. Professional Development for Teachers of English learners: Across FSUSD, teachers use evidence-based strategies such as High Five and GLAD, supported by ongoing professional development during the summer and throughout the school year. Long Term English Learner Language Development: 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 for the reading and writing demands of state standards. Provide academic tutoring for English learner students at each high school. Professional Development for Teachers of Long Term English Learners: Professional development for teachers of Long-Term English Learners (LTELs) is provided through targeted training and coaching in English 3D, including both workshop-based sessions and job-embedded support in the classroom. This training focuses on strategies to accelerate language acquisition, build academic vocabulary, and improve writing skills to support reclassification. Elementary teachers also receive training in English 3D Course A to support early intervention and prevent students from becoming LTELs. Additionally, secondary teachers are provided professional development in Summit K-12 to supplement instruction and provide targeted language support aligned to student proficiency levels. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 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, and 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).		

Action #	Title	Description	Total Funds	Contributing
		In College and Career Readiness, on the District level, this includes English learners, Unsheltered, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo (English learners, Unsheltered, 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 English Learner Progress Indicator.		
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 students' educational experiences. Utilize site and district level teams to conduct quarterly site and district level progress reviews aimed at addressing any access barriers for English learners, Foster Youth, Unsheltered Youth, African American, Low Income, and Students with Disabilities. 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 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	$21,374,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, and 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 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, Unsheltered, and Students with Disabilities. The schools of focus include Angelo Rodriguez (Students with Disabilities), Armijo		

Action #	Title	Description	Total Funds	Contributing
		(English learners, Unsheltered, 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 professional development and coaching on the 2023 Mathematics Framework and/or 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. This action will also include staff engagement in professional learning around the alignment between curriculum, instruction, and assessment related to the math framework. The District will utilize site and district level teams to conduct quarterly site and district level progress reviews aimed at assessing the effectiveness of	$1,250,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the Tier I and Tier II mathematics program. In addition, three math specialists will be hired to work at targeted schools with professional development and coaching. 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	This action is designed to support the needs of the Long Term English Learners. It provides 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 (RFEP). Utilize site and district level teams to conduct quarterly site and district level progress reviews aimed at evaluating the effectiveness of the English Language Development laboratory classes towards closing the achievement gap for English learners.	$300,000.00	Yes
1.10	English Language Arts and Mathematics Support and Intervention (Former Title: 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). In addition to these schools, the District is adding B. Gale Wilson, Crystal, Grange, Rolling Hills, and Sheldon based on the 2026 Needs Assessment. This action aligns to the following allowable expenditures: (B1) Tutoring or other one-on-one or small group learning supports provided by certificated	$1,120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 and mathematics using District adopted curriculum that includes 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, 1.2, 1.3, 1,4, 1.14 and 1.15 specifically for all schools receiving this support.		
1.11	Small Group Instruction/Opportunity Culture (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified Tolenas as the lowest performing school in the District. In addition, the assessment identified mathematics (Low Income) as an area of great need. Tolenas and Grange are incorporating the strategies of Opportunity Culture in grades TK - 3 (Tolenas) and in ELA (Grange). Opportunity Culture is referenced in the National Council on Teacher Quality as a strategy 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 expenditures: (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 English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.	$314,088.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports the implementation of Opportunity Culture at Tolenas and Grange. 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 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) 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	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		documented how summer programs can help students catch up after the COVID-19 pandemic. 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 Graduate School of Education and the 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 and Targeted Supports (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 Student Access and Multilingual Education (SAME) 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 have access to the resources that will support their ELA and mathematics growth, including high impact tutoring. 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 (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
1.14	Additional Academic Services	In order to monitor progress in ELA and mathematics, as well as to ensure the students in greatest need are receiving the necessary support in these	$530,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(LREBG Funded)	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 will be 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 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.		
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 para educator 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.	$140,000.00	No
1.16	Professional Development on Effective Instruction	The Learning Recovery Emergency Block Grant Needs Assessment identified students at B. Gale Wilson, Sheldon, and Sullivan in greatest need in both English Language Arts and Mathematics. In addition, students who are English Learners or Long-Term English Learners are in	$365,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(LREBG Funded)	greatest need. In order to address the needs, the sites will be providing professional development on effective instructional practices to include small group instruction, High Five routines, and GLAD. This action aligns to the following allowable expenditure: (B6) Professional development on ELA/ELD/Mathematics Framework. Research conducted by John Hattie documents that small group instruction has the potential to accelerate learning. In addition, one of the professional development strategies will include the implementation of Plan-Observe-Debrief (PODs) which contributes to developing teacher efficacy. Hattie's research documents teacher efficacy as one of the most successful strategies in improving student learning. Both GLAD and High Five routines are also highly regarded by researchers for their effectiveness in impacting student learning. Staff will use Metrics 1.1 and 1.2 at B. Gale Wilson and Sheldon to measure the effectiveness of this action. Staff will use Metrics 1.5 and 1.6 at participating school sites.		
1.17	Accelerating the Identification and Implementation of Special Education Services (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified Students with Disabilities as one of the populations in greatest need. The 2026 State Dashboard documented significant gaps in ELA and Mathematics. In order to implement this action, the District will secure additional staff to support the development and update to students' Individual Educational Plans to ensure individual student goals reflect current student data. This action will support the students by ensuring teachers have the most accurate information to support student learning. This action aligns to the following allowable expenditure: (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Research documents the earlier a student's needs are identified and addressed, the better their chances of success. Early intervention services, often available even before kindergarten, can prevent small challenges from growing into bigger barriers. Staff will use Metrics 1.1 and 1.2 to evaluate the effectiveness of this action.		
1.18	English Language Classes to Engage Parents in Supporting Family Literacy (LREBG Funded)	The Learning Recovery Emergency Block Grant Needs Assessment identified students who are English learners as a student group in need of additional support in the development of literacy skills. In order to address this, the District will provide English language classes for parents at selected elementary schools. This action aligns to the following allowable expenditure: (B5) Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status. What Works Clearing House documents that home literacy practices support children in developing strong literacy skills. Supporting the parents in developing these skills provides the foundation to incorporate strong literacy skills into the home. Staff will use Metrics 1.5 and 1.6 to evaluate the effectiveness of this action.	$10,000.00	No
1.19	Counselor-Driven 8th/9th Grade Scheduling process	Implement a counselor-driven 8th/9th grade scheduling process to increase equitable student enrollment in A–G/College Preparatory English and Math courses and Career Technical Education (CTE) pathways. Utilize district-developed data reports to monitor course enrollment by student group (English Learners, Foster Youth, Low Income, and Students with Disabilities) and identify and address barriers to equitable access to rigorous coursework at the point of high school entry.	$2,042,575.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is primarily aimed at improving access to a broad course of study for English learners, Foster Youth, Low income, and Students with Disabilities. Strengthening 9th grade scheduling practices will ensure students are appropriately placed in A–G aligned coursework and CTE pathways at the start of high school, which is a critical entry point for long-term college and career readiness. Recent data from Metric 1.17 indicates a decline in student access to a broad course of study across all student groups, including decreases in College Preparatory English, College Preparatory Math, and CTE pathway participation. These trends suggest a need to more intentionally structure scheduling processes to ensure equitable access and prevent under-enrollment in rigorous coursework. 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. Site and district leaders will monitor implementation through ongoing review of enrollment data and scheduling practices to ensure consistent and effective application across all comprehensive high schools.		
1.20	Foster Youth Case Management	The District qualified for Technical Assistance in 2024/25 and one of the student achievement groups identified as needing additional support were Foster Youth. On the 2024 Dashboard, Foster Youth were "Red" in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. On the 2025 Dashboard, the District made progress with Foster Youth shifting to "Orange" on the Dashboard in all four data sets. In addition, they were no longer identified as a student group needing additional focus when the 2025/26 Eligibility for Assistance under California's System of Support notification was released in December 2025.	$146,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Despite the growth from 2024 to 2025, Foster Youth remain a focus in FSUSD. A root cause analysis documented that Foster Youth may not have timely access to academic interventions. The students are highly mobile and are not always getting connected to supports in a timely or consistent way. In order to address this issue, the District will implement a coordinated system of academic case management for Foster Youth to assist in immediate access to instruction and intervention upon enrollment or school change. This will include intake protocols, transcript and placement review, assignment to appropriate academic supports within five school days, and ongoing progress monitoring across school sites. Metrics 1.1, 1.2, 1.14, and 1.15 will be used to evaluate the effectiveness of this action.		

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 continues to be an area of focus for the District and its educational partners. Local Climate Survey results document students are experiencing harassment and bullying behaviors at a high rate. While there has been an effort 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 yough, 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	As of April 1, 2026 District-Wide: 3.20% for all students 16.33% for Foster Youth 7.07% Unsheltered Youth 2.83% for English learners 6.69% for Students with Disabilities 4.09% for Low Income Youth 7.78% African American 0.91% Asian School Sites: 5.25% - B Gale Wilson 5.47% - Crystal Middle School 6.90% - Grange Middle School 3.92% - Matt Garcia College and Career Academy 4.35% - Sem Yeto at AHS 0.84% - Sem Yeto at FHS 6.21% - 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: 0.98% for all students decline 5.22% for Foster Youth decline 0.95% for Unsheltered Youth increase 0.04% for English learners decline 2.21% for Students with Disabilities increase 1.30% for Low Income Youth decline 2.20% African American decline 0.06% Asian decline School Sites: 1.57% - 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	1.65% - Crystal Middle School decline 3.56% - Grange Middle School decline 2.02% - Matt Garcia College and Career Academy increase 11.22% - Sem Yeto at AHS decline 16.10% - Sem Yeto at FHS decline 2.43% - 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	As of March 27, 2025 Total expulsions: 0.12%: 25 students SED students: 0.33%: 22 students African American students: 0.48%: 13 students	As of April 1, 2026: 20 expulsions (unduplicated) • 16 out of the 20 were Socioeconomically Disadvantaged students • 7 out of the 20	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: Increase of 6 students Low Income students: Increase of 5 students African American students: Decrease of 2 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				were African American students	• 8 African American 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%	2026 Survey Data 7th Grade: 41% 9th Grade: 27% 11th Grade: 23%	The District will use 2027 data: Decrease by 6% points on California Healthy Kids Survey "Experienced any harassment or bullying" question: 7th Grade: 40% 9th Grade: 25% 11th Grade: 23%	Difference (Decline is good) 7th Grade: 5% decline 9th Grade: 4% 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”	2026 Survey Data 5th Grade: Anti-bullying climate: 72% - Average reporting “Yes, most of the time” or “Yes, all of the time”	The District will use 2027 data: Increase by 3% points California Healthy Kids Survey "Anti-Bullying Climate" score: 5th Grade: Anti-bullying climate: 75% - Average reporting “Yes, most of the time” or “Yes, all of the time”	Difference No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	"Advice and resources to support my child's social and emotional needs" score as reported on the parents' California Healthy Kids Survey. (Data Source: CalSCHLS)	The District used the 2025 survey for baseline data: 68% of parents "Strongly Agree and Agree"	Metric is new in the 2026/27 Update to the LCAP	2026 Survey Data 69% of parents "Strongly Agree and Agree"	The District will use 2027 data: 70% of parents "Strongly Agree and Agree"	Difference 1 percentage point increase

Goal Analysis [2025-26]

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 two of the three-year plan, the District has "Partially Implemented" four actions and is "Fully Implemented" one action.

Action 2.1: Partially Implemented - Licenses have been purchased to provide a one hour asynchronous module for de-escalation training. These trainings are posted and advertised to targeted staff. Currently 64 participants (41 certificated and 23 classified) are registered for the asynchronous de-escalation training modules.

Action 2.2: Partially Implemented - Four professional learning sessions have been offered focused specifically on SEL practices and CASEL alignment. Administrators and teachers participating in the Panorama SEL Survey have been trained on connecting their data to the CASEL 5 and how to respond appropriately with proven SEL practices for all students. Additionally, many professional learning opportunities include SEL as an embedded component, including HCE, Classroom Management, Restorative Practices and Induction Sessions.

Action 2.3: Partially Implemented - Collaboration with Student Family Services to develop Family SEL nights, focusing on sharing information regarding CASEL 5 SEL strategies and providing resources to empower families in supporting their students' social-emotional development outside of school is ongoing. A framework to lead an SEL night our current community schools has been selected.

Action 2.4: Fully Implemented - Sites continue to 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. By November, sites have completed the Bullying Prevention Unit Curriculum. Our currently adopted TK-8th grade Tier 1 SEL curriculum, Second Step, continues to present an integrated approach to addressing bullying throughout the remainder of the school year.

Action 2.5: Partially Implemented - Four professional learning sessions have been offered focused specifically on Restorative Practices. Sites have also been given access to documents that outline elements of restorative practices through various proven activities and integrated lesson suggestions. Currently, many professional learning opportunities include Restorative Practices as an embedded component, including HCE, Classroom Management, SEL and Induction Sessions.

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 $3,020,350.00. Of these funds, $2,581,467.00 was allocated, with $2,598,523.00 being expended, to support the needs of unduplicated students.

Action 2.1: The District budgeted $152,143.00 towards de-escalation strategies, and estimates expending approximately $180,027.00. The District will increase the budget for the 2026/27 school year to reflect increased costs.

Action 2.2: The District budgeted $85,200.00 towards SEL curriculum integration, and estimates expending approximately $26,629.00. The District will be reducing the budget allocation in 2026/27 since all of the funds were not required to accomplish this action in 2025/26.

Action 2.3: The District budgeted $173,623.00 towards SEL Resources outside of school, and estimates expending approximately $135,000.00. While the District did not expend as much in the 2025/26 school year, the budget allocation will remain the same in 2026/27 as there is a need to continue to engage families with outside SEL resources.

Action 2.4: The District budgeted $140,000.00 towards creating an anti-bullying climate, and estimates expending approximately $80,171.00. NBSIA covered part of the cost so not all funds were used in 2025/26.

Action 2.5: The District budgeted $2,581,467.00 towards restorative practices, and estimates expending approximately $2,598,523.00. There is no material difference between what was budgeted and what was expended.

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 reported on the parent's CalSCHLS survey (Metric 2.5)
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: Metric 2.5: Add this metric to better measure the effectiveness of Action 2.3, SEL Resources Outside of School. Desired Outcomes: Metric 2.3: Change the word "Increase" to "Decrease" to reflect the accurate desired outcome. Metric 2.4: The desired outcome is being reduced to 75%. While more students are reporting reduced incidents of bullying, it has been more challenging to create an "anti-bullying climate." The new target is attainable, but still a challenge. 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	$176,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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		
2.2	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.	$60,000.00	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.	$51,398.00	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.	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored using the CalSCHLS annual survey, as well as the monthly StopIt report.		
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	$2,944,425.00	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 records for baseline data:	41% of new hires in 2024/25 have preliminary credentials.	49% of new hires in 2025/26 have preliminary credentials.	The District will use 2027 data: 68% of new hires will have	Difference 4 percentage points lower than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: District employee records)	53% of new hires in 2023/24 have preliminary credentials.			preliminary credentials.	
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.	For the 2025/26 school year, the District retained 86% of the 2023/24 and 2024/25 hires.	The District will use 2027 data: 79% of 1st and 2nd year teachers will be retained.	Difference 22 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 affects school practices and policies. - 80% This school is a safe place for staff. - 82%	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 decision-making that affects school practices and policies. - 82%	2026 Data % That Agree or Strongly Agree This school is a supportive and inviting place for staff to work. - 88% This school promotes trust and collegiality among staff. - 86% This school promotes personnel participation in decision-making that affects school practices and policies. - 86%	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%: -This school promotes trust and collegiality among staff.	Difference This school is a supportive and inviting place for staff to work: 4 percentage points below baseline This school promotes trust and collegiality among staff: Mirrors baseline This school promotes personnel participation in decision-making that affects school practices and policies: 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			This school is a safe place for staff. - 85%	This school is a safe place for staff. - 86%	-This school promotes personnel participation in decision-making that affects school practices and policies. -This school is a safe place for staff.	percentage points above baseline This school is a safe place for staff: 4 percentage points above baseline
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: 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 used 2025 employee records: African American: no gap Asian: 8% Gap Filipino: 7.3%Gap Hispanic: 25.7% Gap White: 54.6% 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: 3.6 percentage point decrease in gap Asian: 2 percentage point increase in gap Filipino: 6.7 percentage point increase in gap Hispanic: 1.5 percentage point decrease in gap White: 0.2 percentage point decrease in gap Two or more races: There is no gap

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Clear (% of teaching FTE) - 78.2%	Based on the 2025 Dashboard Clear (% of teaching FTE) - 75.2%	The District will use 2026 data: Clear (% of teaching FTE) - 85%	Difference 6.8 percentage points below baseline
3.6	Access to Instructional Materials as determined by Williams 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.	Based on 2024 Local Indicator Report: 100% of the students have access to standards aligned instructional materials.	Based on 2025 Local Indicator Report: 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 No difference between baseline and Year 2 data
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).	Based on 2024 Local Indicator Report: 100% of the schools have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT).	Based on 2025 Local Indicator Report: 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 No difference (good thing) between baseline and Year 2 data

Goal Analysis [2025-26]

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 two of the three-year plan, the District has partially implemented three actions and fully implemented three actions.

Action 3.1: Fully Implemented - The Human Resources department implemented a competitive and robust recruitment plan during the 2025/26 school year. This included recruiting at 16 job fairs and hosting two job fairs. The Human Resources department will review and revise the plan prior to the 2026/27 recruitment season.

Action 3.2: Partially Implemented - Members of the Educational Services and Human Resources teams are working on the process of creating 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. A focus for the upcoming year is for all forms to be electronic.

Action 3.3: Partially Implemented - The District supported sites with the third year of Districtwide collaboration. The District also expanded Grade Level Leads to include K-2 teachers in professional learning around the PLC+ process used during collaboration. The District continued monthly labor management meetings with all bargaining partners in order to improve communication and address concerns in a timely fashion.

Action 3.4: Fully 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 2026, 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 paraprofessional 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 2025/26 school year, 2,591 staff registered for training. 177 professional developments have occurred.

Action 3.5: Fully Implemented - One hundred thirty-two new teachers participated in the New Teacher Academy which focused on Universal Design for Learning. Ninety-four teachers participated in Induction. Twenty-eight special education teachers completed coaching and are now receiving further training/mentoring interdepartmentally.

Action 3.6: Partially Implemented - Ten staff members participated in the San Diego State Fall 2025 Aspiring Leader cohort for prospective administrators. In addition, ten classified team members participated in the Classified Management Training Workshop sponsored by the FSUSD Business Services Department.

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 $7,122,118.00 to implement the actions/services identified in Goal 3 and has expended approximately $7,125,612.00. Of these funds, $2,028,030.00 was allocated, with $1,958,226.00 being expended, to support the needs of unduplicated students.

Action 3.1: The District budgeted $456,929.00 towards the implementation of a recruitment plan, and estimates expending approximately $459,222.00. There is no material difference between budgeted and approximate expenditures so no changes will be made to this allocation.

Action 3.2: The District budgeted $1,626,898.00 towards staff onboarding, and estimates expending approximately $1,689,289.00. The District will increase this allocation in 2026/27 as the salary costs have increased.

Action 3.3: The District budgeted $1,572,449.00 towards staff retention and satisfaction, and estimates expending approximately $1,482,564.00. There is no material difference between budgeted and approximate expenditures so no changes will be made to this allocation.

Action 3.4: The District budgeted $1,571,101.00 towards high quality professional development, and estimates expending approximately $1,499,004.00. There is no material difference between budgeted and approximate expenditures so no changes will be made to this allocation.

Action 3.5: The District budgeted $1,422,966.00 towards support for new teachers, and estimates expending approximately $1,431,450.00. There is no material difference between budgeted and approximate expenditures so no changes will be made to this allocation.

Action 3.6: The District budgeted $471,775.00 towards developing leaders, and estimates expending approximately $564,083.00. The District will increase this allocation in 2026/27 as the salary costs have increased.

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 three actions have been effective at impacting the identified metrics and three 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 declining. (Metrics: 3.1, 3.4 and 3.5).
Action 3.2 has been partially effective as evidenced by staff perception surveys regarding staff being a part of the decision making processes and 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 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.	$477,125.00	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.	$1,806,056.00	No
3.3	Staff Retention and Satisfaction	Establish and maintain work environments where staff feel their schools are supportive and inviting places to work, promote trust and collegiality among staff, promote personnel participation in decision-making that affects school practices and policies, and the school is a safe place for staff.	$1,620,925.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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.	$1,587,749.00	Yes
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.	$1,504,416.00	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.	$524,485.00	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 18.63% - Oakbrook	The District used March 26, 2026 data District-Wide: 21.37% for All Students 23.64% for Foster Youth 40.34% for Unsheltered Youth 22.39% for English learners 25.43% for Low Income Youth 33.33% for American Indian 11.88% for Asian School Sites: 27.53% - Cleo Gordon 30.92% - Dan O Root 12.25% - Matt Garcia 10.12% - Nelda Mundy 17.64% - Oakbrook	The District will use April 2027 data: District-Wide: 12.5% for All Students 22.93% for Foster Youth 30.34% 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 12.81% - Oakbrook	Difference (decline is good) District-Wide: All Students: 1.13 percentage point decline Foster Youth: 9.29 percentage point decline Unsheltered Youth: 5.12 percentage point increase English learners: 1.29 percentage point decline Low Income Youth: 1.57 percentage point decline American Indian: 1.02 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian: 1.31 percentage point decline School Sites: Cleo Gordon: 2.95 percentage point increase Dan O Root: 8.07 percentage point increase Matt Garcia: 2.04 percentage point decline Nelda Mundy: 2.95 percentage point decline Oakbrook: 5.17 percentage point 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	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	The District used March 26, 2026 for Year 2 Outcome data: District-Wide: 92.53% for All Students 92.13% or Foster Youth 87.08% for Unsheltered Youth	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	Difference District-Wide: All Students: 0.34 percentage point increase Foster Youth: 2.15 percentage point increase Unsheltered Youth: 0.53

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91.02% for Socioeconomically Disadvantaged Youth 91.83% American Indian 94.46% Asian	91.78% for English learners 91.5% for Socioeconomically Disadvantaged Youth 92.28% American Indian 94.96% Asian	92.08% for English learners 91.52% for Socioeconomically Disadvantaged Youth 91.71% American Indian 94.86% Asian	94.02% for Socioeconomically Disadvantaged Youth 94.83% American Indian Youth 95% Asian Youth	percentage point decline English learners: 0.37 percentage point increase Socioeconomically Disadvantaged Youth: 0.50 percentage point increase American Indian: 0.12 percentage point decline Asian: 0.4 percentage point 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."	2026 Survey Results Staff Working Environment: Average of 36% of all respondents reporting "Strongly Agree." Staff Collegiality: Average of 37% of all respondents reporting "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: 2 percentage point increase Staff Collegiality: 1 percentage point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 for 7th, 9th and 11th grades is “Pretty much true” or “Very much true.”	2026 Survey Results Total School Supports: Grade 5: 65% Grade 7: 53% Grade 9: 46% Grade 11: 50% *Scale is based on the average of students reporting “Yes, most of the time” or “Yes, all of the time.”	The District will use 2027 data: Total School Supports: Grade 5: 72% 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”	Difference Grade 5: 1 percentage point decline Grade 7: 4 percentage point increase Grade 9: 3 percentage point increase Grade 11: 8 percentage point increase
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%	2026 Survey Results Climate Report Card Indicator Facilities Upkeep: Elementary School Level: 67% Middle School Level: 38% High School Level: 32%	The District will use 2027 data: Climate Report Card Indicator: Facilities Upkeep: Elementary School Level: equal to or greater than 73% Middle School Level: 35% High School Level: 31%	Difference Elementary School Level: No Change Middle School Level: 9 percentage point increase High School Level: 7 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2026 Survey Results Climate Report Card Indicator School Connectedness: Elementary School Level: 69% Middle School Level: 55% High School Level: 48%	The District will use 2027 data: 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 percentage point decline Middle School Level: 7 percentage point increase High School Level: 4 percentage point increase
4.7	CalSCHLS Staff Survey Key Indicator of Fairness, Rule Clarity, and Respect for Diversity (All Respondents under Fairness and Rule Clarity and Respect for Diversity) (Data Source: CalSCHLS Survey)	The District used the 2024 survey for baseline data: Fairness and Rule Clarity: Average of 29% of all respondents reporting "Strongly Agree." Respect for Diversity: Average of 37% of all respondents reporting "Strongly Agree."	2025 Survey Results Fairness and Rule Clarity: An average of 30% of all respondents reported "Strongly Agree." Respect for Diversity: An average of 37% of all respondents reported "Strongly Agree."	2026 Survey Results Fairness and Rule Clarity: Average of 31% of all respondents reporting "Strongly Agree." Respect for Diversity: Average of 37% of all respondents reporting "Strongly Agree."	The District will use 2027 data: Fairness and Rule Clarity: Average of 34% of all respondents reporting "Strongly Agree." Respect for Diversity: Average of 42% of all respondents reporting "Strongly Agree."	Difference Fairness and Rule Clarity: 2 percentage point increase 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	2024/25 Data 15 middle grade students dropped out	The District will use 2025/26 data: Less than 3 middle grade students	Difference Middle grade students dropped out: 11 student increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	2024/25 Data 0.48% (73 dropouts out of 6,214 9th - 12th grade students)	The District will use 2025/26 data: Less than 1%	Difference (9th - 12th grade students): 0.83 percentage point 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% 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%	2024 Dashboard District-Wide: All Students: 88.8% English learners: 82.9% Homeless Youth: 80% 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%	2025 Dashboard District-Wide: All Students: 90.2% English learners: 79.2% Homeless Youth:76.3% Socioeconomically Disadvantaged: 88.3% Students with Disabilities: 68.5% African American: 87.7% Hispanic: 88.8% Foster Youth: 57.1% School Sites: Fairfield High School: 88.8% Sem Yeto: 82.4%	The District will use 2026 Dashboard: District-Wide: All Students: 95% English learners: 80% Homeless Youth: 80% Socioeconomically Disadvantaged: 83.7% Students with Disabilities: 68% African American: 95% Hispanic: 95% School Sites: Fairfield High School: 90% Sem Yeto: 80%	Difference District-Wide: All Students: 5.4 percentage point increase English learners: 3.6 percentage point increase Homeless Youth: 6.9 percentage point increase Socioeconomically Disadvantaged: 7.6 percentage point increase Students with Disabilities: 10.8 percentage point increase African American: 4.5 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic: 7.5 percentage point increase Foster Youth: No comparative data between baseline and year 2 School Sites: Fairfield High School: 13.3 percentage point increase Sem Yeto: 19.3 percentage point increase

Goal Analysis [2025-26]

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 4. After year two of the three-year plan, the District has "Partially Implemented" three actions and "Fully Implemented" three actions.

Action 4.1: Partially Implemented - The District expanded culturally responsive curriculum, launched Ethnic Studies, strengthened SEL and educational partner engagement, and improved program offerings, while maintaining systems to track equity in materials. However, access barriers to specialized programs persist due to capacity, staffing, eligibility, and logistical challenges, indicating a need for targeted improvements.

Action 4.2: Partially Implemented - The District is strengthening behavior systems through PBIS implementation, staff training, restorative practices, and expanded safety and prevention efforts, though this work is still in early stages with ongoing refinement. Continued focus is needed to build staff capacity and ensure consistent, effective alternatives to exclusionary discipline across all sites.

Action 4.3: Partially Implemented - The District is expanding family engagement and inclusive school environments through Parent/Grandparent Cafés, Community Outreach Liaisons, and the transition to Community Schools for five sites. Upcoming use of school climate data will guide strategies to further strengthen connectedness and support social-emotional well-being.

Action 4.4: Fully Implemented - The District is making steady progress in maintaining safe and well-maintained facilities through consistent inspections, major renovations, and targeted infrastructure upgrades across multiple sites. Continued planned improvements, including large-scale summer projects, will further enhance campus safety, accessibility, and overall learning environments.

Action 4.5: Fully Implemented - The District continued prioritizing facility upgrades at schools serving high-need populations, including major improvements to CTE spaces and campus infrastructure at multiple Title I sites. Ongoing and upcoming construction projects are expanding access to modernized learning environments and career pathways while improving overall campus functionality.

Action 4.6: Fully Implemented - The District expanded mental health support through 11 FTE clinicians delivering over 1,300 group sessions, with targeted schools and student groups (including foster, unsheltered, and special education students) showing improvements in attendance and chronic absenteeism. Evidence of impact is strongest at sites like Armijo and Sem Yeto.

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 $65,914,514.00 to implement the actions/services identified in Goal 4 and has expended approximately $62,165,208.00. Of these funds, $43,578,417.00 was allocated, with $40,023,600.00 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 $2,028,074.00. The significant difference is a result of unspent Art, Music, Instructional Materials Block Grant funds for activities associated with this action. As the grant sunsets in June 2026, the District will be reducing the allocation budgeted for this action.

Action 4.2: The District budgeted $5,290,887.00 towards Positive Behavior Interventions and Disciplinary Measures, and estimates expending approximately $4,076,121.00. The difference is a result of challenges with maintaining staff in the positions associated with this action. The District will maintain the budgeted amount with the intent of filling all positions associated with this action.

Action 4.3: The District budgeted $1,371,000.00 towards Inclusive Community Building and Development, and estimates expending approximately $1,357,271.00. There is no material difference between what was budgeted and what was expended.

Action 4.4: The District budgeted $20,511,097.00 towards Safe, Secure and Inviting Physical Environment, and estimates expending approximately $20,445,443.00. There is no material difference between what was budgeted and what was expended.

Action 4.5: The District budgeted $32,208,889.00 towards Upgrade Facilities at High Need Schools, and estimates expending approximately $32,562,134.00. There is no material difference between what was budgeted and what was expended.

Action 4.6: The District budgeted $1,825,000.00 towards Support for Learning Recovery, and estimates expending approximately $1,696,165.00. There is no material difference between what was budgeted and what was expended.

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 five actions have been "Partially Effective" and one action has been "Effective" at impacting the identified metrics.

Effective Actions
Action 4.1 has been partially effective as evidenced by slight improvements in chronic absenteeism and significant improvements in graduation rates. (Metrics: 4.1 and 4.10)
Action 4.2 has been partially effective as evidenced by slightly improved attendance rates and slightly 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 partially 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 partially 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)
Action 4.6 has been partially effective as evidenced by the slight improvement in chronic absenteeism. (Metric 4.1)

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:
Metric 4.1: Modified to increase the desired outcome in Chronic Absenteeism for unsheltered students from 25.22% to 30.34%.

Actions:
Action 4.6: Modify to include expanding/enhancing extra-curricular and co-curricular activities at Crystal Middle School.

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	Continue to implement culturally inclusive curricula, materials, libraries, teaching practices, and extracurricular activities that reflect the diversity of	$637,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Enrichment Opportunities	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. 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.		

Action #	Title	Description	Total Funds	Contributing
		• 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 Disciplinary Measures	Develop a strategic plan to support and coach school site administration and staff on how to set and implement clear behavior expectations that are 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).	$5,320,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$922,000.00	Yes
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, and 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 (metric 4.4)	$19,165,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Upgrade Facilities at High Need Schools	Facilities will be upgraded 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: Anna Kyle - New administrative building with kindergarten classrooms and major roofing project David Weir - New playgrounds Armijo High - New restrooms, theater and CTE complex	$19,875,000.00	Yes
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 will also provide co-curricular and extra-curricular activities for Crystal Middle School as the needs assessment identified the school as one of the schools in greatest need. 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-	$1,875,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Extra-curricular and co-curricular activities at Crystal Middle School School were selected with the desire to increase student engagement. The effectiveness of this action will be monitored by Metric 4.1, Chronic Absenteeism.		

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%	2026 Survey Results All Parents 49% Elementary School Parents: 53% Middle School Parents: 45%	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: 1 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: 38% Nontraditional Parents: 50%	High School Parents: 42% Nontraditional Parents: 55%	Middle School Parents: 6 percentage points increase High School Parents: 7 percentage points increase Non-Traditional Parents: 25 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 student learning and	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 support student learning and	2026 Survey Results Developing the capacity of 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: 4 Providing families with information and resources to support student learning and	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 support student learning and	Difference Developing the capacity of staff to build trusting and respectful relationships with families: 0.3 increase Rate FSUSD's progress in creating welcoming environments for all families in the community: 0.2 increase Providing families with information and resources to support student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		development in the home: 3.6	development in the home: 4	development in the home: 3.8	development in the home: 4.6	learning and development in the home: 0.2 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 supporting families to understand	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 improved student outcomes: 4	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: 3.8 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: 3.8	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 and ways to work together to support	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: 0.4 increase 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and exercise their legal rights and advocate for their own students and all students: 3.4	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	Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3.6	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	outcomes: 0.3 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: 0.2 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%	2026 Survey Results All: 39% Elementary School Parents: 43% Middle School Parents: 37% High School Parents: 28% Non-Traditional Parents: 41%	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: 1 percentage points increase Elementary School Parents: 5 percentage points increase Middle School Parents: 2 percentage points decline High School Parents: 7 percentage points increase Non-Traditional Parents: 26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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 opportunities for the LEA and school sites to engage in 2-way communication	2025 Local Indicator Report Parent Survey of DELAC parents 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	2026 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: 4 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: 4	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 goals for their children: 4.6	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: 0.1 increase Rate FSUSD's progress in creating welcoming environments for all families in the community: 0.7 increase Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 0.4 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	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	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: 0.1 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 and respectful relationships with families: 3.6	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 Rate FSUSD's progress in creating welcoming environments for	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	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: 3.8 Rate FSUSD's progress in creating	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: 0.3 decline Rate FSUSD's progress in creating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 their own students and all students: 3.4 Rate FSUSD's progress in providing	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 supporting families to understand and exercise their legal rights and advocate for their	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: 3.6 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: 3.8 Rate FSUSD's progress in supporting families to understand and exercise their legal rights and advocate for their	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 Rate FSUSD's progress in supporting families to understand and exercise their legal	welcoming environments for all families in the community: No Change Rate FSUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 0.1 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: 0.1 increase Rate FSUSD's progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	own students and all students: 3.5 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: 3.5	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	supporting families to understand and exercise their legal rights and advocate for their own students and all students: 0.1 increase 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: 0.1 increase
5.7	Parent response on the CalSCHLS Parent Survey as rated by indicator "Parental Involvement by Individualized Education Plan (IEP) Placement"	The District used the 2024 CalSCHLS Parent Survey - Key Indicator of "Parental Involvement by IEP Placement" Promotion of parental involvement IEP 37%	2025 Survey Results: Promotion of parental involvement IEP 43% Parental involvement in school IEP 50%	2026 Survey Results: Promotion of parental involvement for IEP 44% Parental involvement in school IEP 49%	The District will use 2027 data: Promotion of parental involvement IEP 47% Parental involvement in school	Difference Promotion of parental involvement IEP: 7 percentage points increase Parental involvement in school IEP: 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Annual CalSCHLS Parent Survey)	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%	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%	School encourages me to be an active partner IEP 47% School actively seeks the input of parents IEP 37% Parents feel welcome to participate at this school IEP 43%	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%	percentage points increase School encourages me to be an active partner IEP: 3 percentage point increase School actively seeks the input of parents IEP: 1 percentage point decline Parents feel welcome to participate at this school IEP: 5 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" Civic Action: Worked with neighbors to improve something: 86% Participated in civic or political org: 86% Met with an elected official: 57%	2025 Data Civic Action: Worked with neighbors to improve something: 73% Participated in civic or political org: 73% Met with an elected official: 100%	2026 Data Civic Action: Worked with neighbors to improve something: 100% Participated in civic or political org: 89% Met with an elected official: 70%	The District will use 2027 data: Pre-Post Civic Action Questions Civic Action: Worked with neighbors to improve something: 100% Participated in civic or political org: 100%	Difference Worked with neighbors to improve something: 14 percentage point gain Participated in civic or political org: 3 percentage point gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	Contacted an elected official: 33% Volunteered: 90% Spoke publicly or testified: 80% Signed a petition: 89% Contacted a newspaper or magazine to express opinion: 40% Attended a public meeting: 44% Attended a meeting related to area schools: 80% Served on a committee or as an officer 67% Advocating for my child and for other children 90%	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%	Met with an elected official: 13 percentage point gain Contacted an elected official: 10 percentage point decline Volunteered: - 10 percentage point decline Spoke publicly or testified: 37 percentage point gain Signed a petition: 32 percentage point gain Contacted a newspaper or magazine to express opinion: 11 percentage point gain Attended a public meeting: 27 percentage point decline Attended a meeting related to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						area schools: 20 percentage point decline Served on a committee or as an officer: 24 percentage points gain Advocating for my child and for other children: 19 percentage points gain
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: Somewhat and significantly more knowledgeable 100%	2026 Local Survey Accessibility: Agree and strongly agree 92.2% FRC Staff Support: Agree and strongly agree 93% Knowledge of community resources increase after contact: Somewhat and significantly more knowledgeable 97.7% Positive impact on family: Strong and	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: Somewhat and significantly more knowledgeable maintain 95% or higher	Difference Accessibility: 1.9 percentage point gain FRC Staff Support: 0.2 percentage point decline Knowledge of community resources increase after contact: 2.3 percentage point decline Positive impact on family: 7.1 percentage point gain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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%	significant impact 94.6% Positive impact on supporting child's education: Strong and significant impact 86.8% Would recommend FRC: Agree and strongly agree 100% Overall Satisfaction: Satisfied and very satisfied 99.3%	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	Positive impact on supporting child's education: Strong and significant impact 90.3% Would recommend FRC: 3.5 percentage point decline Overall Satisfaction: 0.7 percentage point decline

Goal Analysis [2025-26]

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 two of the three-year plan, the District has "Fully Implemented" all seven actions.

Action 5.1: Fully Implemented - The District implemented multiple communication platforms and supports for multilingual access, with initial steps taken to introduce new ADA compliance practices to improve accessibility. Metric results showed inconsistency in the effectiveness of two-way communication across sites, with improvements at the secondary level but continued challenges in clarity, consistency, and responsiveness particularly at the elementary level.

Action 5.2: Fully Implemented - Family Resource Centers (FRCs) successfully implemented family resources and community collaboration by providing evidence-based services to low-income families. Guided by the Five Protective Factors Framework, FRC staff delivered outreach, workshops, the Triple P Positive Parenting Program, and basic needs assistance while expanding on-site family supports through partnerships with community agencies. The District will continue to build on these efforts to strengthen family engagement and provide ongoing support to families.

Action 5.3: Fully Implemented - The district implemented a range of culturally responsive Parent Café models and family workshops, including continuing the Strengthening Families workshop series, a PTO/PTA training, and a new interactive family literacy workshop designed to help families build reading skills with their children. These efforts resulted in strong engagement and expanded learning opportunities for families. However, implementation varied across sites and highlighted the need for greater consistency and deeper impact in areas such as supporting their child's learning at home, and partnership with schools.

Action 5.4: Fully Implemented - The district continued to implement key actions to support family outreach and create welcoming environments by maintaining positions such as the Coordinator of Parent and Family Engagement, Community Outreach Liaisons, and Attendance Liaisons, who provide targeted support to non-English speaking families, foster and homeless youth, and families of chronically absent students. Implementation was strengthened through continued use of the evidence-based Check & Connect model, formal training for liaisons, and ongoing onboarding of new staff.

Action 5.5: Fully Implemented - The district continued the use of district translators and Language Line services along with piloting Translate Live devices at eight school sites and providing staff training on ther use, resulting in improved communication, accessibility, and stronger relationships with multilingual families.

Action 5.6: Fully Implemented - The District provided targeted workshops, resources, and engagement opportunities for families, including a Special Education Parent & Caregiver Information Night that increased access to community partners offering relevant services and advocacy support. The Special Education Parent Liaison also promoted ongoing feedback opportunities and workshops throughout the year, strengthening bilingual outreach and supporting families in advocating for their students.

Action 5.7: Fully Implemented - The District implemented Action 5.7 by providing culturally and linguistically responsive family engagement opportunities that build family capacity and leadership through the Parent Leadership Training Institute (PLTI). The action will be revised to expand beyond PLTI to include English Learner and Long-Term English Learner parent education classes and other initiatives to ensure sustainability and increased access, particularly in light of potential funding limitations.

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 $3,909,446.00 to implement the actions/services identified in Goal 5 and has expended approximately $4,323,274.00. Of these funds, $2,977,564.00 was allocated, with $3,507,697.00 being expended, to support the needs of unduplicated students.

Action 5.1: The District budgeted $806,291.00 towards Communication with Families, and estimates expending approximately $665,549.00. While the District did not expend all funds this school year, there will be no change to allocation given the additional activities added to Action 5.1 for the 2026/27 school year.

Action 5.2: The District budgeted $1,015,186.00 towards Family Resources/Community Collaboration, and estimates expending approximately $1,236,341.00. Salaries were higher than anticipated so the budget for 2026/27 will be increased.

Action 5.3: The District budgeted $202,700.00 towards Family Education, and estimates expending approximately $231,300.00. Salaries were higher than anticipated so the budget for 2026/27.

Action 5.4: The District budgeted $1,186,870.00 towards Family Outreach, and estimates expending approximately $1,338,512.00. Salaries were higher than anticipated so the budget for 2026/27 will be increased.

Action 5.5: The District budgeted $532,808.00 towards Communication - Translation Services, and estimates expending approximately $661,949.00. Salaries were higher than anticipated so the budget for 2026/27 will be increased.

Action 5.6: The District budgeted $125,591.00 towards Special Education Advocacy, and estimates expending approximately $150,028.00. Salaries were higher than anticipated so the budget for 2026/27 will be increased.

Action 5.7: The District budgeted $40,000.00 towards Family Advocacy and Leadership, and estimates expending approximately $39,595.00. There is no material difference between the budgeted and expended amounts.

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 5. After careful analysis, it was determined that four actions have been "Effective" and three actions have been "Partially Effective" at impacting the identified metrics.

Action 5.1 has been partially 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 Utilization Survey(Metrics: 5.2 and 5.9)
Action 5.3 has been partially effective as evidenced by the Local Indicator Report Parent Survey (Metric: 5.3)
Action 5.4 has been partially 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 5.6 has 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)
Action 5.7 has been effective as evidenced by the Parent Leader Training Institute Outcome Survey (Metric 5.8)

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:
Action 5.1: Modify to place emphasis on providing simpler, streamlined communication and add a focus on building staff capacity to implement accessible, ADA-aligned communication.
Action 5.3: Modify to emphasize consistent implementation across sites and strengthen families' capacity to support their children's learning at home.
Action 5.4: Modify to strengthen consistency and coordination across sites, with added emphasis on ongoing training and targeted outreach to under-engaged families to improve parent perceptions of involvement.
Action 5.6: Modified to remove a duplicate version included in error and streamline the language, while maintaining its focus on meaningful family engagement, bilingual outreach, and building families' capacity to advocate and participate in decision-making.
Action 5.7: Modify to expand beyond PLTI to include English Learner parent education and other opportunities, ensuring continuity in the event of funding limitations.

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. Revised in the 2026/27 Update: Enhance two-way family-school communication by utilizing a variety of tools to share timely, accessible, and relevant information in multiple languages. This includes, but is not limited to, platforms such as	$700,243.00	No

Action #	Title	Description	Total Funds	Contributing
		ParentSquare, Smore, social media, phone calls, digital and print flyers, district and school websites, and in-person outreach. Increased emphasis will be placed on simplifying and streamlining communication and expanding opportunities for meaningful two-way engagement. Staff and families will receive support to effectively navigate these tools, with a focus on building staff capacity to implement accessible, ADA-aligned communication, ensuring that communication aligns with district goals to promote student success.		
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.	$1,339,685.00	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. Revised in the 2026/27 Update: Provide evidence-based, culturally responsive parent education and support programs that engage families as partners in their student's academic success and build their capacity to support learning at home, advocate for their students, and collaborate with schools. These programs include a range of Parent Café models and targeted workshops designed to support diverse family needs, implemented consistently across sites.	$195,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. Revised in the 2026/27 Update: Maintain positions that support outreach and welcoming school environments, including the Coordinator of Parent and Family Engagement, Community Outreach Liaisons, and Attendance Liaisons. Strengthen implementation through the Check & Connect model, ongoing training, and targeted, consistent engagement strategies to increase family participation and improve parent perceptions of schools' promotion of parental involvement.	$1,611,714.00	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 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.	$675,300.00	Yes
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.	$154,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Revised in the 2026/27 Update: Support parent engagement through a range of initiatives by providing accessible resources, workshops, and opportunities for meaningful participation in committees and decision-making processes. Maintain the Special Education Parent Liaison position to ensure consistent bilingual outreach and support services, while strengthening families' capacity to advocate for their students and actively contribute to important decisions at the school and district levels.		
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). Revised in the 2026/27 Update: Provide culturally and linguistically responsive resources and learning opportunities that affirm families’ identities and build their capacity to support their children’s education and serve as leaders in their communities, such as participation in the Parent Leadership Training Institute (PLTI), English Learner and Long-Term English Learner parent education classes, and other family engagement initiatives.	$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 90% 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 qualified 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's 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%.

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's 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 were chronically absent and increased their attendance rates.

In preparation for the 2026/27 school year, Sem Yeto High School again qualifies for Equity Multiplier funds. A significant contributing factor is that as Sem Yeto increases their graduation rate, there is greater opportunity for students from the comprehensive high school to transfer mid-year. These mid-year transfers impact the school's non-stability rate.

The 2025 California Dashboard documents areas of growth. Suspension rates declined 15.8% and the school is now in the "Green". In addition, there are no student groups in the "Red" or "Orange". Graduation rates also continue to improve, with an increase of 7.9% and no student groups in "Red" or "Orange." Students also demonstrated growth in mathematics, increasing 55.5 points on the State assessment. The school is identified as "Orange" and there are two student groups in "Orange." Though improving, mathematics remains an area of focus. In addition, the school will be focusing on English Language Arts, which declined 33.4 points and is now in "Red." In addition, two student groups (Hispanic and Low Income) are also in "Red". College/Career is also an indicator in "Red" with two student groups (Hispanic and Low Income) in "Red".

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 mathematics 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 $717,000 to expend during the 2026/27 school year. This represents the 2026/27 allocation, as well as the remaining funds from the 2025/26 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%	Class of 2025 All Students - 82.0% African American - 78.6% Hispanic Students -83.1% Low Income - 81.8% English learners - 78.6% Students with Disabilities - 87% Unsheltered - 85.7%	The District will use 2026 Data: All Students - 90% African American - 90% Hispanic Students - 90% Low Income - 90% English learners - 90% Students with Disabilities - 90% Unsheltered - 90%	Difference All Students: 18.9 percentage points above baseline African American:11 percentage points above baseline Hispanic: 20.7 percentage points above baseline Low Income: 16 percentage points above baseline English learners: 11.9 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: 66.2 percentage points above baseline Unsheltered: 39 percentage points above baseline
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	2024/25 data: All Students - 10 African American - 5 Hispanic Students - 3 White - 1 Low Income - 10 English learners - 2 Students with Disabilities - 0 Unsheltered - 2	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 (below baseline is good) All Students: 24 students below baseline African American: No change Hispanic Students: 16 students below baseline White: 2 students below baseline Low Income: 18 students below baseline English learners: No change Students with Disabilities: 5 students below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Unsheltered: 3 students below baseline
6.3	English Learner Progress (Data Source: CA School Dashboard)	The District used the 2023 Dashboard for baseline data: 27.8% Making Progress	2024 Dashboard: 47.6% Making Progress	2025 Dashboard: 43.6% Making Progress	The District will use 2026 Data: 40% Making Progress	Difference 15.8 percentage points above baseline
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 used the March 27, 2026 data: All Students - 2.92% African American - 10.99% Hispanic - 1.3% White - 0% Low Income - 2.84% English Learners - 2.74% Students with Disabilities - 4.35%	The District will use April 2027 data: 2023 Suspension Rates All Students - 10% African American - 10% Hispanic Students - 10% White - 32.1% Low Income - 10% English learners - 10% Students with Disabilities - 10%	Difference (below baseline is good) All Students: 21.28 percentage points below baseline African American: 23.91 percentage points below baseline Hispanic: 17.4 percentage points below baseline White: 5.6 percentage points below baseline Low Income: 21.26 percentage points below baseline English learners: 63.96 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points below baseline Students with Disabilities: 27.75 percentage points below baseline
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 used March 26, 2026 Sem Yeto Main Campus - 0% Sem Yeto Satellite - 0%	The District will use April 2027 data: Sem Yeto Main - Less than 0.5% for Sem Yeto Satellite - Less than 0.5%	Difference (Decline is good) Sem Yeto Main Campus: 0.047% decline 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	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	The District used March 19, 2026 data: Sem Yeto Main Campus All Students - 79.47 African American - 79.66 Hispanic Students - 79.44 White - 82.89 Low Income - 79.1 English learners - 77.9 Students with Disabilities - 75.4 Unsheltered - 61.93	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	Difference Sem Yeto Main Campus All Students: 4 percentage points above baseline African American: 9.22 percentage points above baseline Hispanic: 2.8 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 Students with Disabilities - 85.68 Unsheltered - 85.3	Sem Yeto Satellite All Students - 87.39 African American - 87.62 Hispanic Students - 88.15 White - 80.4 Low Income - 86.98 English learners - 87.69 Students with Disabilities - 90.54 Unsheltered - 58.07	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 Students with Disabilities - 95.24 Unsheltered - 91.02	White: 5.11 percentage points above baseline Low Income: 1.7 percentage points above baseline English learners: 0.82 percentage points below baseline Students with Disabilities: 3.11 percentage points above baseline Unsheltered:12 percentage points below baseline Sem Yeto Satellite All Students: 4.05 percentage points above baseline African American: 5.61 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic: 4.53 percentage points above baseline White: 5.71 percentage points below baseline Low Income: 4.15 percentage points above baseline English learners: 3.5 percentage points above baseline Students with Disabilities: 5.3 percentage points above baseline Unsheltered: 22.95 percentage points below baseline
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	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	The District used March 19, 2026 data: Sem Yeto Main Campus All Students: 55.36 African American: 57.14 Hispanic Students: 54.23 White: 50	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	Difference (Below baseline is good) Sem Yeto Main Campus All Students: 3.89 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners: 41.38 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	Low Income: 50.25 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	Low Income: 56.35 English learners: 57.14 Students with Disabilities: 66.67 Unsheltered: 72.73 Sem Yeto Satellite All Students: 37.55 African American: 37.74 Hispanic Students:34.18 White: 50 Low Income: 39.91 English learners: 33.33 Students with Disabilities: 35.29 Unsheltered: 75	Low Income: 34.72 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	African American: 15.59 percentage points below baseline Hispanic: 10.7 percentage points above baseline White: 5.6 percentage points below baseline Low Income: 6.63 percentage points above baseline English learners: 15.76 percentage points below baseline Students with Disabilities: 16.67 percentage points above baseline Unsheltered: 12.98 percentage points below baseline Sem Yeto Satellite

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students: 13.11 percentage points below baseline African American: 21.83 percentage points below baseline Hispanic: 4.53 percentage points above baseline White: 4.55 percentage points below baseline Low Income: 12.81 percentage points below baseline English learners: 11.41 percentage points below baseline Students with Disabilities: 6.38 percentage points below baseline Unsheltered: 25 percentage points above baseline
6.8	Added with the 2025/26 Update to the LCAP	The District used June 2024 for baseline data:	June 2024	June 2025	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
	Distance from Standard - CAASPP Mathematics (Data Source: CA School Dashboard)	All Students: 218 points below standard Hispanic: 219.8 points below standard Low Income: 220.4 points below standard	All Students: 218 points below standard Hispanic: 219.8 points below standard Low Income: 220.4 points below standard	All Students: 162.5 points below standard Hispanic: 157 points below standard Low Income: 161.1 points below standard	All Students: 198 points below standard Hispanic: 198 points below standard Low Income: 198 points below standard	All Students: 53.5 points closer to standard Hispanic: 62.8 points closer to standard Low Income: 59.3 points closer to standard
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% Low Income: 13.2% Hispanic: 12.9%	June 2025 Percentage Prepared: All Students: 0.8% Low Income: 0.8% Hispanic: 0% Percentage Approaching Prepared: All Students: 11.7% Low Income: 10.7% Hispanic: 14.1%	The District will use June 2026 data: Percentage Prepared: All Students: 5% Low Income: 5% Hispanic: 5% Percentage Approaching Prepared: All Students: 20% Low Income: 20% Hispanic: 20%	Difference Percentage Prepared: All Students: 1.1 percentage points below baseline Low Income: 1.3 percentage points below baseline Hispanic: 2.4 percentage points below baseline Percentage Approaching Prepared: All Students: 0.5 percentage points below baseline Low Income: 2.5 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic: 1.2 percentage points above baseline
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 2026 Data # of 1st and 2nd Year Teachers: 7 % of 1st and 2nd Year Teachers Remaining for the 2026/27 School Year: 71.43%	April 2027 Data % of 1st and 2nd Year Teachers Remaining for the 2025/26 School Year: 90%	There is no material difference between baseline and year 2 data.
6.11	Added with the 2026/27 Update to the LCAP Distance from Standard - CAASPP English Language Arts (Data Source: CA School Dashboard)	The District used June 2025 for baseline data: All Students: 139.8 points below standard Hispanic: 141.9 points below standard Low Income: 142 points below standard	This is a new metric for the 2026/27 Update to the LCAP	This is a new metric for the 2026/27 Update to the LCAP	The District used June 2027 for baseline data: All Students: 120 points below standard Hispanic: 120 points below standard Low Income: 120 points below standard	This is a new metric for the 2026/27 Update to the LCAP

Goal Analysis [2025-26]

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 eight actions needed to meet Goal 6. After year two of the three-year plan, the District has fully implemented four actions, partially implemented four actions.

Action 6.1: Fully Implemented - The Sem Yeto scheduling committee implemented a new schedule starting in the 2025/26 school year. This action has been removed from the updated LCAP.

Action 6.2: Partially Implemented - Sem Yeto has added Work Experience and Project Lead the Way at both campuses.

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 has been removed from the updated LCAP.

Action 6.4: Fully Implemented - Sem Yeto worked with the Facilities Department to complete the plans on outdoor learning spaces for the students. The project was completed during the summer of 2025. This action has been removed from the updated LCAP.

Action 6.5: Fully Implemented - The Sem Yeto Administration is working with appropriate staff development providers to train Sem Yeto staff in Restorative Justice, non-violent intervention techniques. This includes on-site coaching for Sem Yeto staff.

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. In addition, the staff is inviting guest speakers for class presentations to help students connect the learning to real life.

Action 6.7: Partially Implemented - Sem Yeto provides instructional coaching and support for Math teachers at Sem Yeto to improve student mastery of state Math standards.

Action 6.8: Partially Implemented - Sem Yeto hired a second college and career counselor to provide a college and career transition plan for every student at Sem Yeto.

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 $690,000.00 to implement the actions/services identified in Goal 6 and has expended approximately $400,228.00.

Action 6.1: Discontinued in 2024/25.

Action 6.2: The District budgeted $$230,000.00 towards increasing course offerings, and estimates expending approximately $$239,537.00. The District will be reducing the funds allocated to this action in 2026/27 as a result of the reduced funding available this upcoming year.

Action 6.3: Discontinued in 2024/25.

Action 6.4: Discontinued in 2024/25.

Action 6.5: The District budgeted $5,000.00 towards behavior intervention and support professional development, and estimates expending approximately $$4,083.00. There is no material difference between budgeted and expended figures.

Action 6.6: The District budgeted $120,000.00 towards student engagement activities, and estimates expending approximately $41,987.00. The District will be reducing the funds allocated to this action in 2026/27 as a result of the reduced funding available this upcoming year.

Action 6.7: The District budgeted $85,000.00 towards Tier I mathematics instruction and supports for students, and estimates expending approximately $16,671.00. The District will be reducing the funds allocated to this action in 2026/27 as a result of the reduced funding available this upcoming year.

Action 6.8: The District budgeted $250,000.00 towards career planning and exploration, and estimates expending approximately $97,950.00. The District will plans to continue this funding and plan more field trips in 2026/27 as this deemed important by parents and students.

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 this goal. After careful analysis, it was determined that the four actions have been effective at impacting the identified metrics and one metric has 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 6.5 has been effective as evidenced by the improved suspension and expulsion rates (Metrics: 6.4 and 6.5)
Action 6.6 has been partially effective as evidenced by the improved suspension and expulsion rates. However, it has only had a slight impact on attendance and chronic absenteeism rates. (Metrics: 6.4, 6.5, 6.6, and 6.7)
Action 6.7 has been effective as evidenced by improved CAASPP Mathematics results (Metric: 6.8)

Not Yet Effective
Action 6.8 has not yet been effective. The action is having an impact on graduation rates, but not on College/Career Readiness Rates. It will take more than one year for this action to have an impact on College/Career Readiness Rates given the school structures that need to also be added to support improving the College/Career Readiness metric.. (Metric 6.9)

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: The goal will be increased to 90% since the site has already achieved an 80% graduation rate in 2025.

Metrics:
6.11 is being added to reflect the need to address 2025 California Dashboard results in English Language Arts.

Desired Outcomes:
6.1 is being increased to reflect the fact that the desired outcomes were achieved in 2025.

Actions:
Action 6.1: Removed in the 2025/26 update as it has been accomplished.
Action 6.3: Removed in the 2025/26 update as it has been accomplished.
Action 6.4: Removed in the 2025/26 update as it has been accomplished.
Action 6.9: Added to address the need to improve student success in English Language Arts
Action 6.10: Added to address the need to create more engaging lessons

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 was discontinued with the 2025/26 LCAP 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	$245,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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).		
6.3	Technology This action was discontinued with the 2025/26 LCAP 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 This action was discontinued with the 2025/26 LCAP update.	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 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.	$0.00	No
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

Action #	Title	Description	Total Funds	Contributing
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.	$110,000.00	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. 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.	$95,057.00	No
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.	$122,000.00	No
6.9	Writing Across the Curriculum	The California Dashboard documents a great need to improve student skills in English Language Arts. Staff report that writing is an area of needed focus to improve student performance in this area. Hattie's Visible	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Learning identifies writing programs to have a 0.45 effect size. In addition, effective writing instruction can include strategies to integrate prior knowledge (0.93 effect size), summarization (0.79 effect size), and elaboration and organization (0.75 effect size). The effect of this action will be measured by Metric 6.11.		
6.10	Project Based Learning	Educational partners, specifically students, shared that instruction is often based on the completion of packets or other non-engaging activities. Project-Based Learning (PBL) is a student-centered teaching method where learners gain knowledge and skills by actively investigating and responding to authentic, engaging, and complex real-world problems over an extended period. Students work collaboratively to solve problems, resulting in deeper content knowledge and critical thinking skills, culminating in a public product. Evidence Matters (Buck Institute for Education) has issued a report that documents Project Based Learning can impact student engagement and student outcomes. The effect of this action will be measured by Metric 6.8 and 6.11.	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Implement a system of support that ensures H. Glenn Richardson reduces suspension rate to 3% or less 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.

H. Glenn Richardson qualifies as an Equity Multiplier school for the 2026/27 school year (based on 2024/25 data) with a Non-Stability Rate of 45.2%. This compares to the District Non-Stability Rate of 9.9%, the Solano County Rate of 9.5% and the Statewide Rate of 8.5%. H. Glenn Richardson is a K-8 school for students with disabilities who have moderate to significant support needs. The staff is trained in supporting students' behavioral, communication and sensory needs with the goal of preparing students for transition to a less restrictive environment. As a result, there is great mobility throughout the year of students transitioning into the program and transitioning out of the program.

H. Glenn Richardson has a very low student population (11 students as of April 1, 2026) and is currently "Red" in no areas on the State Dashboard. The only indicator on the 2025 State Dashboard with a color is Suspension Rate which is "Orange" for the school and Students with Disabilities.

Actions and metrics will be focused on evidence based strategies to reduce suspension rates with a budget allocation of $51,697.00.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate	2025 Dashboard Percent of Students Suspended at least One Day: 6.5%	N/A - New Metric for the 2026/27 LCAP Update	N/A - New Metric for the 2026/27 LCAP Update	Percent of Students Suspended at least One Day: 3%	N/A - New Metric for the 2026/27 LCAP Update

Goal Analysis [2025-26]

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.

N/A - This is a new Action and Goal for the 2026/27 LCAP Update.

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.

N/A - This is a new Action and Goal for the 2026/27 LCAP Update.

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

N/A - This is a new Action and Goal for the 2026/27 LCAP Update.

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.

N/A - This is a new Action and Goal for the 2026/27 LCAP Update.

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
7.1	Sensory Rooms	H. Glenn Richardson will set up calming spaces where a student's social-emotional needs can be met. At least one room will have the equipment, supplies and materials to establish a calming space (de-escalation room) for when students are experiencing high anxiety and/or dysregulated behaviors. This will also include the staff safety equipment necessary to ensure the child and staff member are protected when the student is dysregulated. At least one sensory room will be set up with a multi-sensory environment designed for students with sensory processing needs. It will be an	$46,697.00	No

Action #	Title	Description	Total Funds	Contributing
		environment to support students who are feeling overwhelmed but are still in control, with the goal of preventing escalation. Developed by WestEd for the California Department of Education, Calming Spaces in Schools and Classrooms (Laura Buckner). According to Buckner, "Calming spaces fit into a vision for schools to operate as “centers of wellness”—that is, places where students’ full ranges of mental, social, and emotional needs are met so that they can learn and thrive (Mental Health Services Oversight and Accountability Commission [MHSOAC], 2020). They can be integrated as part of a multi-tiered system of support (MTSS) Tier 1 Universal Prevention or (in some cases, depending on design) Tier 2 Early Intervention (MHSOAC, 2020)." The practice of providing students with calming spaces is aligned with several widely used frameworks that guide how schools and districts support student mental health and wellness. These include PBIS, Whole School, Whole Community, Whole Child, Restorative Practices, Mindfulness Practices, Social Emotional Learning, and Trauma-Informed Practices.		
7.2	Home Visits	Students attending H. Glenn Richardson often have support from community providers, in addition to the support they receive from related services providers while in school. The purpose of this action is to provide an opportunity for the HGR staff, the family, and the community providers to meet at the family home to unify and maximize the supports provided so that there can be a unified effort in supporting the student.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$44,846,245.00	$3,539,337.00

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
19.682%	0.000%	$0.00	19.682%

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 the Orange with only 5.6% prepared. Foster	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 supports students accessing the a-g pathway or a	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
	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	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 Low Income students have access to the broad course of study. We are committed to investing in	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
		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 needs of every student, regardless of their background or circumstances.	

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
		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
2.5	**Action:** Restorative Practices **Need:** The District's suspension rate is "Orange" with 5.2% of the students being suspended at least	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	2.1 Suspension 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
	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	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.	
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. 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	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
		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. 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 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 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	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
	Scope: LEA-wide	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. **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 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
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.	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.	3.6 Certificated staff ethnicity compared to student ethnicity

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	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.	
4.1	**Action:** Curricular, Extra Curricular and Enrichment Opportunities **Need:** Improving the school climate is necessary to enhance student attendance, engagement, connectedness, and achievement. **Scope:** LEA-wide	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, 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	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
		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 foster a positive and inclusive learning atmosphere. **Scope:** LEA-wide	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, 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.	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 Fairness, Rule Clarity, and Respect for Diversity
4.3	**Action:** Inclusive Community Building and Development **Need:**	This action is principally directed at addressing the need by providing tailored professional development for staff, which fosters welcoming environments, cultivates positive school climates,	4.3 CalSCHLS Staff Survey: Key Indicator of School Supports for Staff

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 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	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.	4.6 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:** 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	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. 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.	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
	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 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		

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
	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 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	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.	5.1 Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Communication with Parents About School."

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities, and grandparents raising grandchildren **Scope:** LEA-wide	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 information and referrals to support services that benefit unduplicated students and their families, such as social services, educational programs, and healthcare providers.	5.2 Parent Involvement and Family Engagement Survey 5.7 Parent Leader Training Institute Outcome Survey
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	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	5.4 Parent response on the CalSCHLS Parent Survey as rated by the key indicator of "Promotion of Parental Involvement in School"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support the development of family members, and advocate for families. **Scope:** LEA-wide	and families. It is provided District-wide because the district has unduplicated students throughout who are in need of this additional support.	
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:** LEA-wide	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 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.	5.7 Parent Leader Training Institute Outcome Survey

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. **Scope:** Limited to Unduplicated Student Group(s)	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 responsive teaching practices aimed at facilitating language development and academic growth. English Learner Language Development: This action targets the needs of English Learners. Students receive language development through a Structured English Immersion model at both the elementary (Benchmark) and secondary (English 3D) levels. Elementary staff provide Integrated and daily 30-minute Designated English Language Development (ELD) to support access to grade-level standards. Additional support 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. Professional Development for Teachers of English Learners:	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
		Across FSUSD, teachers use evidence-based strategies such as High Five and GLAD, supported by ongoing professional development during the summer and throughout the school year. Long Term English Learner Language Development: 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 for the reading and writing demands of state standards. Provide academic tutoring for English learner students at each high school. Professional Development for Teachers of Long Term English Learners: Professional development for teachers of Long-Term English Learners (LTELs) is provided through targeted training and coaching in English 3D, including both workshop-based sessions and job-embedded support in the classroom. This training focuses on strategies to accelerate language acquisition, build academic vocabulary, and improve writing skills to support	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		reclassification. Elementary teachers also receive training in English 3D Course A to support early intervention and prevent students from becoming LTELs. Additionally, secondary teachers are provided professional development in Summit K-12 to supplement instruction and provide targeted language support aligned to student proficiency levels. 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 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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)		
1.20	**Action:** Foster Youth Case Management **Need:** The District qualified for Technical Assistance in 2024/25 and one of the student achievement groups identified as needing additional support were Foster Youth. On the 2024 Dashboard, Foster Youth were "Red" in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. On the 2025 Dashboard, the District made progress with Foster Youth shifting to "Orange" on the Dashboard in all four data sets. In addition, they were no longer identified as a student group needing additional focus when the 2025/26 Eligibility for Assistance under California's System of Support notification was released in December 2025. **Scope:** Limited to Unduplicated Student Group(s)	A root cause analysis documented that Foster Youth may not have timely access to academic interventions. The students are highly mobile and are not always getting connected to supports in a timely or consistent way. In order to address this issue, the district will implement a coordinated system of academic case management for foster youth to assist in immediate access to instruction and intervention upon enrollment or school change. This will include intake protocols, transcript and placement review, assignment to appropriate academic supports within five school days, and ongoing progress monitoring across school sites.	1.1 (CAASPP ELA), 1.2 (CAASPP Math), 1.14 (MAP - Reading), and 1.15 (MAP - Mathematics)
5.2	**Action:** Family Resources/Community Collaboration **Need:**	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	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
	The District's percent of low income students has risen over the last five years. In 2021, FSUSD was home to 57.6% of students identified as low income. Today, they represent 66% of the population. In addition, in 2021, FSUSD was home to 127 unsheltered students. Today, the District serves over 528 unsheltered students. Research documents that students who are low income and/or have housing insecurities have more needs than a student who does not have these same financial challenges. By providing support to our families who are low income/unsheltered, we are providing greater opportunity for student success. Through this action, the District will 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)	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 reflective of their diverse backgrounds, fostering a sense of belonging and enhancing overall well-being.	
5.5	**Action:** Communication - Translation Services **Need:** The cities of Fairfield and Suisun City are two of the most diverse cities in the State of California. They are ethnically diverse, culturally divers, and linguistically diverse.	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	5.5 DELAC Parent Involvement and Family Engagement Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners make up about 15.3% of the student population. In addition, FSUSD has over 3000 families identify the desire to have information in a language other than English. In fact, there are over thirty different languages spoken by FSUSD families. While legally required to translate documents into Spanish given the population of Spanish speaking students, the DELAC committee and the Family Engagement Surveys have documented a need to provide translation services in languages other than Spanish, as well as to ensure a more personal approach to providing Spanish translation services. In order to ensure families feel welcomed and are able to successfully engage in the learning community, FSUSD is providing effective two-way communication tools and resources to support increased engagement, facilitate access to resources, and promote cultural understanding within the school community. **Scope:** Limited to Unduplicated Student Group(s)	where families feel empowered to engage as equal partners in their children's educational experience.	

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 24 FTE which will increase the number of staff providing direct services at three school sites: Sem Yeto High School, Matt Garcia High School, and Sullivan Language Immersion Academy. (Action 1.7, Educational Options)

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	8.69 to 1	7.63 to 1
Staff-to-student ratio of certificated staff providing direct services to students	28.87 to 1	24.63 to 1

2026-27 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	227,851,990.00	44,846,245.00	19.682%	0.000%	19.682%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$77,053,983.00	$32,136,093.00	$10,032,948.00	$5,232,450.00	$124,455,474.00	$76,224,315.00	$48,231,159.00

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	$1,098,066.00	$30,000.00	$499,053.00			$629,013.00	$1,128,066.00	
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	$2,521,114.00	$15,437,560.00	$2,958,674.00	$15,000,000.00			$17,958,674.00	
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	$45,000.00	$5,000,000.00	$5,045,000.00				$5,045,000.00	

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
							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	$1,635,000.00	$350,000.00		$1,985,000.00			$1,985,000.00	
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	$3,111,679.00	$1,154,069.00	$2,973,152.00	$326,199.00		$966,397.00	$4,265,748.00	

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	$1,422,219.00	$303,234.00	$1,248,877.00			$476,576.00	$1,725,453.00	
1	1.7	Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$17,998,315.00	$3,376,363.00	$15,542,105.00	$5,204,975.00		$627,598.00	$21,374,678.00	
1	1.8	Tier I and Tier II Mathematics Program (LREBG Funded)	All	No			All Schools	2024 - 2027	$380,000.00	$870,000.00		$1,250,000.00			$1,250,000.00	
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	$300,000.00	$0.00	$300,000.00				$300,000.00	
1	1.10	English Language Arts and Mathematics Support and Intervention (Former Title: English Language Arts Intervention) (LREBG Funded)	All	No			Specific Schools: Anna Kyle Elementary, B. Gale Wilson Middle, Crystal Middle, David Weir K-8, Grange Middle, Rolling Hills Elementary, Sheldon K-8, and Tolenas Elementary	2025 - 2027	$1,120,000.00	$0.00		$1,120,000.00			$1,120,000.00	
1	1.11	Small Group Instruction/Opportunity Culture (LREBG Funded)	All	No			Specific Schools: Tolenas Elementary and Grange Middle	2025 - 2027	$168,000.00	$146,088.00		$314,088.00			$314,088.00	

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
							School									
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	$350,000.00	$50,000.00		$400,000.00			$400,000.00	
1	**1.13**	English Learner Counseling Services and Targeted Supports (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	$140,000.00	$0.00		$140,000.00			$140,000.00	
1	**1.16**	Professional Development on Effective Instruction (LREBG Funded)	All	No			All Schools Specific Schools: B. Gale Wilson, Sheldon Elementary, and Sullivan	2026 - 2027	$74,000.00	$291,000.00		$365,000.00			$365,000.00	
1	**1.17**	Accelerating the Identification and Implementation of Special Education Services (LREBG Funded)	Students with Disabilities	No			All Schools	2026 - 2027	$60,000.00	$0.00		$60,000.00			$60,000.00	
1	**1.18**	English Language Classes to Engage Parents in Supporting Family Literacy (LREBG Funded)	English Learners	No			All Schools	2026 - 2027	$10,000.00	$0.00		$10,000.00			$10,000.00	

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	1.19	Counselor-Driven 8th/9th Grade Scheduling process	All English learners, Foster Youth, Low Income and Students with Disabilities	No			All Schools 8th - 10th grade	2026 - 2027	$2,042,575.00	$0.00		$2,042,575.00			$2,042,575.00	
1	1.20	Foster Youth Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026 - 2027	$146,800.00	$0.00	$146,800.00				$146,800.00	
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	$176,313.00	$0.00	$176,313.00				$176,313.00	
2	2.2	SEL Curriculum Integration	All	No			All Schools	2024 - 2027	$0.00	$60,000.00		$60,000.00			$60,000.00	
2	2.3	SEL Resources Outside of School	All	No			All Schools	2024 - 2027	$0.00	$51,398.00	$51,398.00				$51,398.00	
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	$2,879,425.00	$65,000.00	$2,879,425.00	$65,000.00			$2,944,425.00	
3	3.1	Recruitment Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	2024 - 2027	$477,125.00	$0.00	$477,125.00				$477,125.00	
3	3.2	Staff Onboarding	All	No			All Schools	2024-2027	$1,806,056.00	$0.00	$1,806,056.00				$1,806,056.00	
3	3.3	Staff Retention and Satisfaction	All	No			All Schools	2024-2027	$1,620,925.00	$0.00	$1,620,925.00				$1,620,925.00	
3	3.4	High Quality Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$887,749.00	$700,000.00	$887,749.00			$700,000.00	$1,587,749.00	
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	$1,504,416.00	$0.00	$654,935.00	$194,546.00		$654,935.00	$1,504,416.00	

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
3	3.6	Developing Leaders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$409,327.00	$115,158.00	$524,485.00				$524,485.00	
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024 - 2027	$357,641.00	$280,000.00	$330,000.00			$307,641.00	$637,641.00	
4	4.2	Positive Behavior Interventions and Disciplinary Measures	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024 - 2027	$5,008,199.00	$312,764.00	$5,320,963.00				$5,320,963.00	
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	$902,000.00	$20,000.00	$533,675.00	$150,456.00		$237,869.00	$922,000.00	
4	4.4	Safe, Secure and Inviting Physical Environment	All	No			All Schools	2024 - 2027	$17,160,000.00	$2,005,000.00	$19,165,000.00				$19,165,000.00	
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	$5,500,000.00	$14,375,000.00	$9,800,000.00		$10,000,000.00	$75,000.00	$19,875,000.00	
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 greatest emphasis at Anna Kyle, David Weir, Tolenas, Armijo,	2025 - 2027	$265,000.00	$1,610,000.00		$1,875,000.00			$1,875,000.00	

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
							Grange, and Public Safety Academy .									
5	5.1	Communication with Families	All	No			All Schools	2024 - 2027	$436,715.00	$263,528.00	$700,243.00				$700,243.00	
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	$1,228,942.00	$110,743.00	$1,224,036.00		$32,948.00	$82,701.00	$1,339,685.00	
5	5.3	Family Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$195,700.00	$0.00	$195,700.00				$195,700.00	
5	5.4	Family Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,606,714.00	$5,000.00	$1,136,994.00			$474,720.00	$1,611,714.00	
5	5.5	Communication - Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024 - 2027	$525,300.00	$150,000.00	$675,300.00				$675,300.00	
5	5.6	Special Education Advocacy	Students with Disabilities	No			All Schools	2024 - 2027	$154,500.00	$0.00		$154,500.00			$154,500.00	
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 This action was discontinued with the 2025/26 LCAP update.	All	No			Specific Schools: Sem Yeto High School	2024 - 2025	$0.00	$0.00		$0.00			$0.00	
6	6.2	Increase Course Offerings	All	No			Specific Schools: Sem Yeto High	2024 - 2027	$245,000.00	$0.00		$245,000.00			$245,000.00	

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
							School									
6	6.3	Technology This action was discontinued with the 2025/26 LCAP 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 was discontinued with the 2025/26 LCAP 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	$0.00	$110,000.00		$110,000.00			$110,000.00	
6	6.7	Tier I Mathematics Instruction and Support for Students	All	No			Specific Schools: Sem Yeto High School	2025 - 2027	$25,000.00	$70,057.00		$95,057.00			$95,057.00	
6	6.8	Career Planning and Exploration	All	No			Specific Schools: Sem Yeto High School	2025 - 2027	$92,000.00	$30,000.00		$122,000.00			$122,000.00	
6	6.9	Writing Across the Curriculum	All	No			Specific Schools: Sem Yeto High School	2026 - 2027	$5,000.00	$65,000.00		$70,000.00			$70,000.00	
6	6.10	Project Based Learning	All	No			Specific Schools: Sem Yeto	2026 - 2027	$5,000.00	$65,000.00		$70,000.00			$70,000.00	

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
							High School									
7	**7.1**	Sensory Rooms	Students with Disabilities	No			Specific Schools: H. Glenn Richardson	2026/27 School Year	$0.00	$46,697.00		$46,697.00			$46,697.00	
7	**7.2**	Home Visits	Students with Disabilities	No			Specific Schools: H. Glenn Richardson	2026/27	$5,000.00	$0.00		$5,000.00			$5,000.00	

2026-27 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
227,851,990.00	44,846,245.00	19.682%	0.000%	19.682%	$48,525,361.00	0.000%	21.297 %	**Total:**	$48,525,361.00
								LEA-wide Total:	$35,130,348.00
								Limited Total:	$3,595,013.00
								Schoolwide Total:	$9,800,000.00

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	$499,053.00	
1	**1.2**	Systems of Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,958,674.00	
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	$2,973,152.00	

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	$1,248,877.00	
1	1.7	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,542,105.00	
1	1.9	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Comprehensive Middle and High Schools	$300,000.00	
1	1.20	Foster Youth Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$146,800.00	
2	2.1	De-Escalation Strategies (NCI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,313.00	
2	2.5	Restorative Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,879,425.00	
3	3.1	Recruitment Plan	Yes	LEA-wide	Low Income	All Schools	$477,125.00	
3	3.4	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$887,749.00	
3	3.5	Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$654,935.00	
3	3.6	Developing Leaders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$524,485.00	
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Yes	LEA-wide	Foster Youth Low Income	All Schools	$330,000.00	
4	4.2	Positive Behavior Interventions and Disciplinary Measures	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,320,963.00	
4	4.3	Inclusive Community Building and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$533,675.00	

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 (%)
4	**4.5**	Upgrade Facilities at High Need Schools	Yes	Schoolwide	Low Income	Specific Schools: Title I Schools, as well as Fairfield High School and Armijo High School	$9,800,000.00	
5	**5.2**	Family Resources/Community Collaboration	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,224,036.00	
5	**5.3**	Family Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,700.00	
5	**5.4**	Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,136,994.00	
5	**5.5**	Communication - Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$675,300.00	
5	**5.7**	Family Advocacy and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$128,443,513.00	$135,145,583.00

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	$1,369,628.00
1	**1.2**	Systems of Data Analysis	Yes	$13,076,984.00	$21,377,450.00
1	**1.3**	Rigorous and Meaningful Learning	No	$4,700,090.00	$8,535,884.00
1	**1.4**	Literacy Across Content Areas (LREBG Funded)	No	$1,660,000.00	$1,537,839.00
1	**1.5**	College and Career Readiness Curriculum Integration	Yes	$1,416,943.00	$1,698,371.00
1	**1.6**	English Learner Roadmap Implementation	Yes	$4,480,728.00	$4,322,460.00
1	**1.7**	Educational Options	Yes	$16,812,324.00	$17,554,820.00
1	**1.8**	Tier I and Tier II Mathematics Program (LREBG Funded)	No	$1,140,000.00	$0.00
1	**1.9**	English Language Development	Yes	$741,604.00	$236,338.00

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	1.10	English Language Arts Intervention (LREBG Funded)	No	$435,000.00	$403,042.00
1	1.11	Small Group Instruction/Opportunity Culture (LREBG Funded)	No	$325,000.00	$313,933.00
1	1.12	Extended School Year (Summer School and Intersessions) (LREBG Funded)	No	$570,000.00	$195,669.00
1	1.13	English Learner Counseling Services (LREBG Funded)	No	$120,000.00	$0.00
1	1.14	Additional Academic Services (LREBG Funded)	No	$530,000.00	$437,920.00
1	1.15	Small Group Instruction (LREBG Funded)	No	$120,000.00	$127,557.00
2	2.1	De-Escalation Strategies (NCI)	Yes	$152,143.00	$180,027.00
2	2.2	SEL Curriculum Integration	No	$85,200.00	$26,629.00
2	2.3	SEL Resources Outside of School	No	$173,623.00	$135,000.00
2	2.4	Anti-Bullying Climate	No	$140,000.00	$80,171.00
2	2.5	Restorative Practices	Yes	$2,581,467.00	$2,598,523.00
3	3.1	Recruitment Plan	Yes	$456,929.00	$459,222.00
3	3.2	Staff Onboarding	No	$1,626,898.00	$1,689,289.00

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)
3	**3.3**	Staff Retention and Satisfaction	No	$1,572,449.00	$1,482,564.00
3	**3.4**	High Quality Professional Development	Yes	$1,571,101.00	$1,499,004.00
3	**3.5**	Support for New Teachers	Yes	$1,422,966.00	$1,431,450.00
3	**3.6**	Developing Leaders	Yes	$471,775.00	$564,083.00
4	**4.1**	Curricular, Extra Curricular and Enrichment Opportunities	Yes	$4,707,641.00	$2,028,074.00
4	**4.2**	Positive Behavior Interventions and Disciplinary Measures	Yes	$5,290,887.00	$4,076,121.00
4	**4.3**	Inclusive Community Building and Development	Yes	$1,371,000.00	$1,357,271.00
4	**4.4**	Safe, Secure and Inviting Physical Environment	No	$20,511,097.00	$20,445,443.00
4	**4.5**	Upgrade Facilities at High Need Schools	Yes	$32,208,889.00	$32,562,134.00
4	**4.6**	Support for Learning Recovery (LREBG Funds)	No	$1,825,000.00	$1,696,165.00
5	**5.1**	Communication with Families	No	$806,291.00	$665,549.00

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)
5	**5.2**	Family Resources/Community Collaboration	Yes	$1,015,186.00	$1,236,341.00
5	**5.3**	Family Education	Yes	$202,700.00	$231,300.00
5	**5.4**	Family Outreach	Yes	$1,186,870.00	$1,338,512.00
5	**5.5**	Communication - Translation Services	Yes	$532,808.00	$661,949.00
5	**5.6**	Special Education Advocacy	No	$125,591.00	$150,028.00
5	**5.7**	Family Advocacy and Leadership	Yes	$40,000.00	$39,595.00
6	**6.1**	Restructure Sem Yeto School Day This action is being removed from the LCAP with the 2025/26 update.	No	$0.00	$0.00
6	**6.2**	Increase Course Offerings	No	$230,000.00	$239,537.00
6	**6.3**	Technology This action is being removed from the LCAP with the 2025/26 update.	No	$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.	No	$0.00	$0.00
6	**6.5**	Behavior Intervention Training and Support	No	$5,000.00	$4,083.00
6	**6.6**	Student Engagement Activities	No	$120,000.00	$41,987.00

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	**6.7**	Tier I Mathematics Instruction and Support for Students	No	$85,000.00	$16,671.00
6	**6.8**	Career Planning and Exploration	No	$250,000.00	$97,950.00

2025-26 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)
$43,356,721.00	$41,817,774.00	$44,068,286.00	($2,250,512.00)	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	$619,253.00		
1	1.2	Systems of Data Analysis	Yes	$3,215,441.00	$1,679,249.00		
1	1.5	College and Career Readiness Curriculum Integration	Yes	$552,941.00	$743,500.00		
1	1.6	English Learner Roadmap Implementation	Yes	$3,863,342.00	$3,863,342.00		
1	1.7	Educational Options	Yes	$13,175,036.00	$17,554,820.00		
1	1.9	English Language Development	Yes	$741,604.00	$741,604.00		
2	2.1	De-Escalation Strategies (NCI)	Yes	$152,143.00	$0.00		
2	2.5	Restorative Practices	Yes	$2,516,467.00	$2,565,523.00		
3	3.1	Recruitment Plan	Yes	$456,929.00	$459,222.00		
3	3.4	High Quality Professional Development	Yes	$871,101.00	$860,016.00		
3	3.5	Support for New Teachers	Yes	$417,770.00	$440,622.00		
3	3.6	Developing Leaders	Yes	$471,775.00	$564,083.00		
4	4.1	Curricular, Extra Curricular and Enrichment Opportunities	Yes	$350,000.00	$952,157.00		

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)
4	**4.2**	Positive Behavior Interventions and Disciplinary Measures	Yes	$5,290,887.00	$4,076,121.00		
4	**4.3**	Inclusive Community Building and Development	Yes	$594,924.00	$598,630.00		
4	**4.5**	Upgrade Facilities at High Need Schools	Yes	$6,304,818.00	$5,324,064.00		
5	**5.2**	Family Resources/Community Collaboration	Yes	$596,591.00	$1,083,496.00		
5	**5.3**	Family Education	Yes	$202,700.00	$231,300.00		
5	**5.4**	Family Outreach	Yes	$1,012,151.00	$1,009,740.00		
5	**5.5**	Communication - Translation Services	Yes	$532,808.00	$661,949.00		
5	**5.7**	Family Advocacy and Leadership	Yes	$40,000.00	$39,595.00		

2025-26 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)
$220,297,392.00	$43,356,721.00	0.00	19.681%	$44,068,286.00	0.000%	20.004%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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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