

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • November-December 2013: Introduction of Local Control Accountability Plan requirements to Edison Elementary Board of Trustees and various stakeholder groups through videos and discussion. • January 2014: Explanation of LCFF/LCAP to ELAC/DELAC, District Advisory, and School Site Council Groups. • February 2014: The district distributed surveys to students in grades 3-8, all staff, and all district families. • March 2014: Input meetings were held with stakeholder groups including: ELAC/DELAC, Edison and Orangewood School Site Councils, to review survey results and further clarify needs and goals of the district. • April 7, 2014: At a regularly scheduled board meeting, district representatives presented to the board and district community summarized results of the surveys and stakeholder input sessions with recommendations for LCFF Goals. The community and stakeholder groups were provided an opportunity to respond to the summarized data and proposed LCFF Goals during this meeting. • June 3, 2014: The district presented a draft of its Local Control Accountability Plan (LCAP) and Budget at a special board meeting. • June 16, 2014: The final draft of the LCAP and Budget was presented to the board for final approval. 	<p>Explained the purpose of the LCAP Plan and outlined district's intent to seek input from stakeholders, conduct a needs assessment, and establish priority goals for use of LCFF funds.</p> <p>Input and questions were forwarded to district superintendent for response and inclusion in needs assessment. There were no questions. Input was reviewed and noted in needs assessment.</p> <p>Results of the surveys were included and summarized in needs assessment data. This data was used to formulate goals for the LCAP.</p> <p>The district compiled and summarized input from the stakeholder's meetings.</p> <p>There was no additional input given from stakeholders.</p> <p>Teachers requested that the district consider a Phonics Program to help with Reading Intervention. Superintendent will share concern with ELA Adoption Committee as a focus for 2016-2017 ELA Adoption. One additional Reading Specialist was added to the plan to support Reading Intervention in Grades K-4.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
50% of district’s students are proficient in ELA Standards as measured by CST and	80% of the district’s third grade students will read at grade level using Common Core State	All K-3 Students	All	Review of local assessments and CAASPP Scores.	60% reading proficiency rates by the end of 3 rd grade	70% reading proficiency rates by the end of 3 rd grade	80% reading proficiency rates by the end of 3 rd grade	Priority #s 1, 2, 3, 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
assessments.	Standards by the end of the third grade.							
Only 44% of the district's EL students have been redesignated as Fluent English Proficient as measured by AMAOs, local assessments, CELDT, and ADEPT Scores.	80% of the district's EL students will achieve English proficiency by the end of their 6 th grade year by June, 2017.	All K-6 EL Students	All	Review of CELDT and ADEPT Scores	60% EL language proficiency by end of 6 th grade	70% EL language proficiency by end of 6 th grade	80% EL language proficiency by end of 6 th grade	Priority #s 2, 4, 8
The district's attendance rate is 95.5% as measured by local attendance data.	The district will increase the attendance rate to 97% by June 2017.	All	All	Review of local attendance data	96% attendance rate	96.5% attendance rate	97% attendance rate	Priority #s 4, 3, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
As measured by observation data and stakeholder surveys, the technology infrastructure, hardware, software, and training provided in the district is minimal and not sufficient to implement CCSS. The district current possesses 0 convertible devices to be used by teachers and students in	By 2017 the district will attain substantial support of necessary technology infrastructure, tools, and training to support full implementation of CCSS. District currently has no convertible devices for teachers or students to utilize in classrooms. Substantial support will be measured by 1:1 ratio of	All	All	Review of local stakeholder technology surveys	Partial technology support, training, and resources to implement CCSS.	Moderate technology support, training, and resources to implement CCSS.	Substantial technology support, training, and resources to implement CCSS.	Priority #s 1, 2,4, 7, 8

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district's third grade students will read at grade level using Common Core State Standards by the end of the third grade.	Priority #s 4, 3, 5, 6	<ol style="list-style-type: none"> 1. Train 100% of teachers Common Core State Standards. 2. Develop a Pacing Guide and Common Formative Assessments for ELA Common Core. 3. Hire One Additional K-8 Teachers to decrease class sizes. 4. Continue to offer Strategic and Intensive Intervention in ELA for all students. Hire third Part-time Reading Intervention Teacher. 5. Adopt and purchase ELA Common Core Curriculum. 	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>Review of CAASPP Scores, local reading assessment scores.</p>	<ol style="list-style-type: none"> 1. \$34,000 LCFF, TI 2. \$17,000 LCFF, TI 	<ol style="list-style-type: none"> 2. \$17,000 LCFF, TI 	<ol style="list-style-type: none"> 3. \$70,000/annually LCFF 3. \$70,000 LCFF 4. \$30,000 LCFF, TI 5. \$150,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		6. Offer Comprehensive PD in adopted ELA Curriculum.	LEA-wide		6. No additional funding.	6. No additional funding.	6. \$50,000 LCFF
		7. Monitor for implementation of Common Core State Standards and progress monitor intervention students using Aeries Student Data System.	LEA-wide				7. \$ 5,000 LCFF Aeries Annual Maintenance Fee. EL/Title I Coordinators, administrators, teachers will monitor.
		8. Retain 100% Highly Qualified Staff and keep Class Size Averages at 24:1. This is a 2% salary raise plus estimated benefits increase.	LEA-wide			8. \$150,000 LCFF, TI	8. \$170,000 LCFF, TI
		9. Add an additional K-3 Classroom (Building) to fully implement CSR.	LEA-wide				9.. \$150,000 LCFF
		10. Hire additional K-4 Reading Specialist to provide Intervention Services.	School-wide			10. \$30,000/annual salary LCFF	10. \$30,000/annual salary LCFF
			LEA-				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		11. District will host Parent Reading Information Nights to provide strategies for reading support at home.	wide		11. Training by Title I/EL Coordinator. No additional funding required.	11. Training by Title I/EL Coordinator. No additional funding required.	11. Training by Title I/EL Coordinator. No additional funding required.
80% of the district's EL students will achieve English proficiency by the end of their 6 th grade year by June, 2017.	Priority #s 2, 4, 8	1. Conduct a needs assessment. 2. Train District EL Coordinators in Strategic EL Teaching Strategies 3. Provide PD to teachers/administrators based on needs assessments.	LEA-wide LEA-wide LEA-wide	Review of CELDT and ADEPT Scores	1. May 2014-no additional cost 2. \$5,000 LCFF, TI 3. \$17,000 LCFF, TI		

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>4. Provide comprehensive PD in CELDT Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom.</p> <p>5. Adopt and purchase ELD Curriculum.</p> <p>6. Train Teachers/Administrators in ELD Curriculum.</p> <p>7. Monitor for full implementation of ELD Curriculum.</p> <p>8. District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>4. \$17,000 LCFF, TI</p>	<p>5. \$50,000 LCFF, TI</p> <p>6. \$13,000 LCFF, TI</p> <p>7. EL Coordinators at each site. No additional cost.</p> <p>8. Training by Title I/EL Coordinator. No additional funding required.</p>	

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
By 2017 the district will attain substantial support of necessary technology infrastructure, tools, and training to support full implementation of CCSS. District currently has no convertible devices for teachers or students to utilize in	Priority #s 1, 3, 4, 5, 6, 7	<ol style="list-style-type: none"> 1. Hire Coordinator of Data Systems and Support to support use of technology in the classroom. 2. Replace Edusoft Data System with EADM's which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments. 3. Purchase convertible devices and desktops for all teachers to utilize in their classrooms. 	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>Administrator Observation, Technology Implementation Survey, Technology Readiness Survey</p>	<p>1. \$100,000/salary and benefits.</p> <p>1. \$100,000/salary and benefits LCFF</p> <p>2. \$10,000/annually LCFF</p> <p>3. \$32,000/ 60 desktops LCFF</p>	<p>1. \$100,000/salary and benefits LCFF</p> <p>2. \$10,000/annually LCFF</p>	

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
classrooms. Substantial support will be measured by 1:1 ratio of convertibles to students in grades 3-8.		<p>4. Train teachers to utilize technology in their daily lessons.</p> <p>5. Purchase convertibles for each student testing, and train 3rd-8th graders to use personal convertible device in their everyday learning.</p> <p>6. Hire 5.92 hrs./day Technology Clerk to help maintain district devices.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>4. Training by Coordinator of DS and Support. No additional cost.</p> <p>5. \$80,000/annually to purchase 133 per year LCFF</p> <p>5. \$80,000/annually to purchase 133 per year LCFF</p> <p>6. \$30,000 LCFF</p>	<p>5. \$80,000/annually to purchase 133 per year LCFF</p> <p>6. \$30,000 LCFF</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The district will increase the attendance rate to 97% by June 2017.	Priority #s 1, 3, 4, 5, 6, 7	<ol style="list-style-type: none"> 1. Purchase Aeries Student Data System to accurately track student attendance and academic progress. 2. Hire full-time Credentialed Counselor/TOSA at Orangewood Elementary to track student attendance, chair SARB Committee, and provide additional support. 3. Train 100% of staff in Positive Behavior Intervention and Support to improve school climate. 4. TOSA will monitor for full implementation of PBIS. 5. Decrease walking boundaries at each site to increase attendance. 	<p>LEA-wide</p> <p>School-wide</p> <p>LEA-wide</p> <p>School-wide</p> <p>LEA-wide</p>	Review of annual district/site attendance data.	<ol style="list-style-type: none"> 1. \$40,000 LCFF 2. \$100,000 LCFF 	<ol style="list-style-type: none"> 1. Annual Maintenance \$5,000 LCFF 2. \$100,000 LCFF 	<ol style="list-style-type: none"> 1. \$40,000 LCFF 2. \$100,000 LCFF
		<ol style="list-style-type: none"> 3. Orangewood Site train during Data Teams. No additional cost. 4. No additional cost. 5. \$30,000/annual for 5.92 bus driver/custodian 			<ol style="list-style-type: none"> 3. Edison Middle Site train during Data Teams. No additional cost. 4. No additional cost. 5. \$30,000/annual for 5.92 bus driver/custodia 	<ol style="list-style-type: none"> 4. No additional cost. 5. \$30,000/annual for 5.92 bus driver/custodian 	<ol style="list-style-type: none"> 4. No additional cost. 5. \$30,000/annual for 5.92 bus driver/custodian

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district's students will be proficient in grade level Common Core Math standards by June, 2017.	Priority #s 1, 2, 3, 4	<ol style="list-style-type: none"> 1. Adopt and purchase Math Common Core Curriculum. 2. Offer comprehensive PD in adopted Math CCSS Curriculum. 3. Monitor for full implementation of CCSS Math Curriculum. 	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>Review of annual CAASPP Scores and local assessment data.</p>	<p>1. \$150,000 LCFF</p> <p>2. \$50,000 LCFF</p> <p>3. No additional cost.</p>	<p>3. No additional cost.</p>	

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district's third grade students will read at grade level by the end of the third grade.	Priority #s 4, 5, 6	For low income pupils: Offer Intensive Summer Literacy Program (20 days) for all 3 rd graders not reading at grade level by end of third grade.	LEA-wide	Pre and post Common Formative Assessment in Literacy. CAASPP Results, DIBELS, STAR Reading Scores	Summer Literacy Program \$10,000/annually LCFF, Ti, TIII	Summer Literacy Program \$10,000/annually LCFF, Ti, TIII	Summer Literacy Program \$10,000/annually LCFF, Ti, TIII
80% of the district's EL students will be redesignated as Fluent English Proficient by the end of 6 th grade.	Priority #s 2, 4, 8	For English learners: Offer Intensive ELD Intervention Summer Session (20 days) for all students not	LEA-wide	CELDT and ADEPT Scores, local assessments and curriculum-embedded assessments.	Summer Literacy Program \$5,000/annually LCFF, Ti, TIII	Summer Literacy Program \$5,000/annually LCFF, Ti, TIII	Summer Literacy Program \$5,000/annually LCFF, Ti, TIII

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		redesignated by end of 6 th grade.					
By 2017 the District's Attendance Rate will increase to 97% as measured by site/district attendance data.		For foster youth: Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	LEA-wide	Increase in attendance rate of foster youth students.	No additional funding needed.	No additional funding needed.	No additional funding needed.
By 2017 the district will attain substantial support of necessary technology infrastructure, tools, and training to support full implementation of CCSS.		For redesignated fluent English proficient pupils: EL Coordinators will progress monitor redesignated students by using Student Data Systems to ensure they	LEA-wide	Data System Reports. Administrator Observation, Technology Implementation Survey, Technology Readiness Survey	No additional funding needed.	No additional funding needed.	No additional funding needed.

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

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

1. The Edison Elementary School District's increase from LCFF based on supplemental and concentration Grants is \$1,125,860 for the 2014-2015 school year.
2. The district is expending its LCFF supplemental grant funds as determined by district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.
3. **Districtwide and Schoolwide Justifications:**
 - 92% of the Edison Elementary School District's pupils are identified as either low income, English learner, or foster youth, and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance intervention services to these students in all of the district's schools.
 - All schools in the Edison Elementary School District have at least a 35% enrollment of either low income, English learner, or foster youth. Therefore, the district determined that the most effective use of supplemental and concentration grants would be to provide intervention services to these services to these students on a schoolwide basis. This will allow more flexible program scheduling, more effective use of staffing and and instructional materials.
 - The Edison Elementary School District is in declining enrollment and has been using Reserve Funds in 2013-2014 to maintain current programs and services for students. The district will use a portion of LCFF Funds to maintain current effective programs and to attract and retain highly qualified staff to provide educational services to students.

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

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which the Edison Elementary School District will increase or improve services is 15.66%.
2. Services for low income, foster youth, and English learners will be increased/improved as identified in Section 3B of this Local Control Accountability Plan.
 - Summer Literacy and Language Intensive Seminars
 - Implementation of Latino Family Literacy Project to support the families of EL students.
 - Hire of a TOSA/Counselor at elementary site to monitor attendance and to implement early behavior intervention.
 - Purchase of a new Student Data System (Aeries) and hire of a Data/Support Coordinator to assist teachers and staff in monitoring attendance and student progress.
 - Hire of an additional K-8 Teacher to decrease class sizes.
 - Hire of an additional Reading Specialist to support Reading Intervention for low income and EL students.

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