LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison Elementary School District
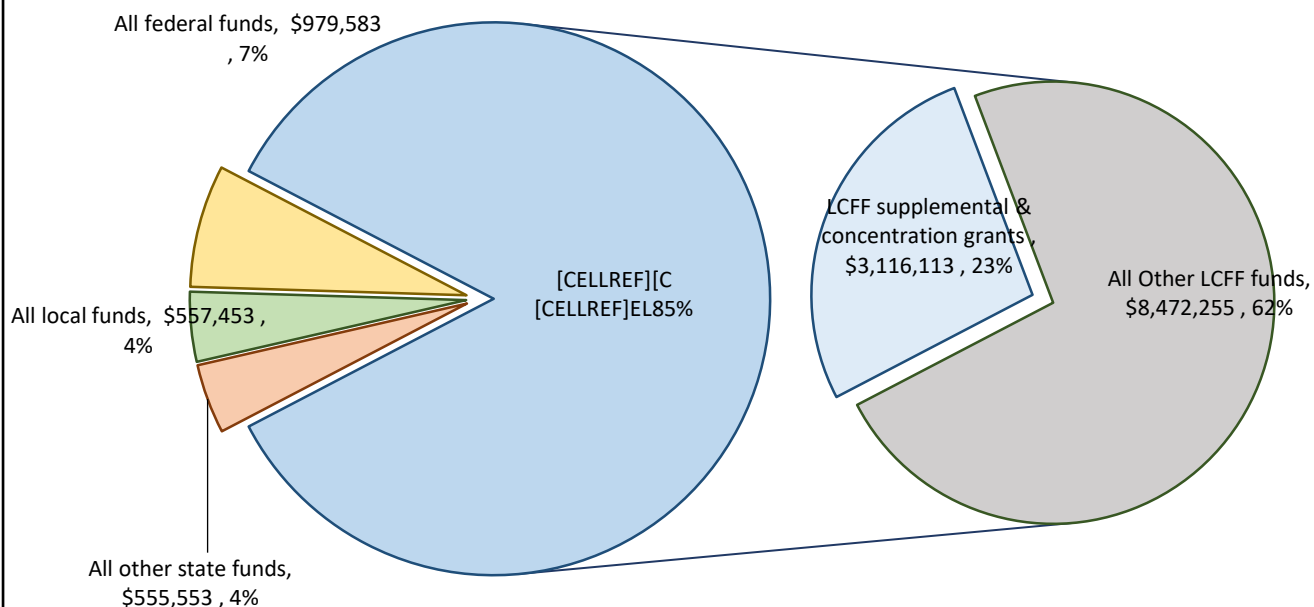
CDS Code: 15-63438-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Erica Andrews, 661-363-5394, eandrews@edison.k12.ca.us

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 2019-2020 LCAP Year

Projected Revenue by Fund Source

All federal funds, $979,583, 7%

All local funds, $557,453, 4%

All other state funds, $555,553, 4%

[CELLREF][C[CELLREF]EL85%

LCFF supplemental & concentration grants, $3,116,113, 23%

All Other LCFF funds, $8,472,255, 62%

This chart shows the total general purpose revenue Edison Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Edison Elementary School District is $13,680,956.64, of which $11,588,367.60 is Local Control Funding Formula (LCFF), $555,553.04 is other state funds, $557,453.32 is local funds, and $979,582.68 is federal funds. Of the $11,588,367.60 in LCFF Funds, $3,116,113.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

[CELLRANGE] $14,125,468	[CELLRANGE] $3,268,032
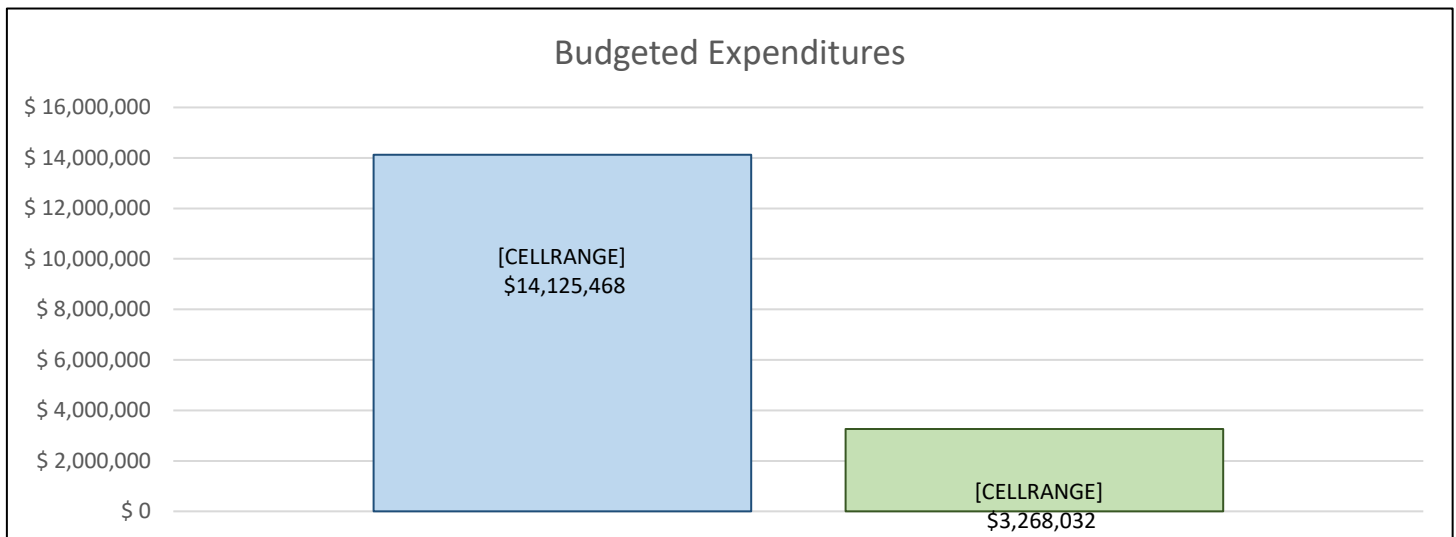
This chart provides a quick summary of how much Edison Elementary School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Edison Elementary School District plans to spend $14,125,467.66 for the 2019-2020 school year. Of that amount, $3,268,032.00 is tied to actions/services in the LCAP and $10,857,435.66 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
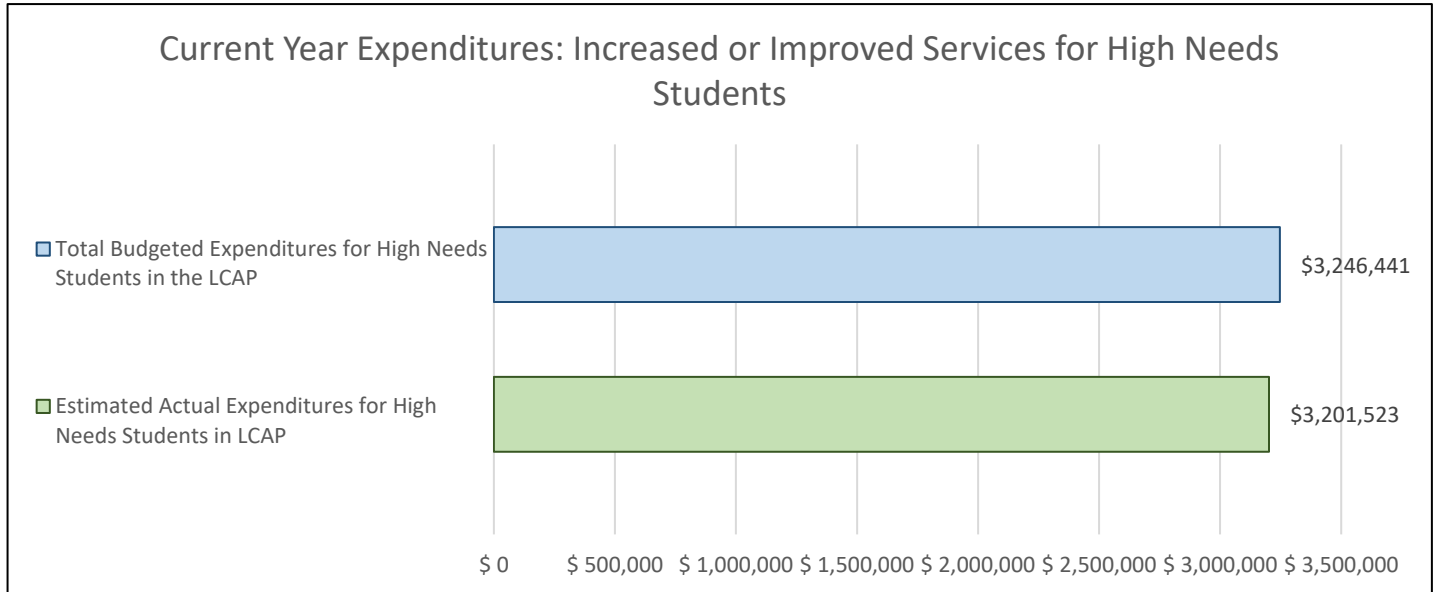
Budgeted general fund expenditures, not included in the LCAP, include, but are not limited to: certificated and classified salaries, substitute pay, general educational and office supplies, professional services, student lunches, utilities costs, and Special Education Expenditures.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Edison Elementary School District is projecting it will receive $3,116,113.00 based on the enrollment of foster youth, English learner, and low-income students. Edison Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Edison Elementary School District plans to spend $3,120,397.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $3,246,441

Estimated Actual Expenditures for High Needs Students in LCAP — $3,201,523

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000 $ 3,500,000

This chart compares what Edison Elementary 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 Edison Elementary 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.

In 2018-2019, Edison Elementary School District's LCAP budgeted $3,246,441.00 for planned actions to increase or improve services for high needs students. Edison Elementary School District estimates that it will actually spend $3,201,523.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of $44,918.00 had the following impact on Edison Elementary School District's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Edison Elementary School District	Erica Andrews Superintendent	eandrews@edison.k12.ca.us (661) 363-5394

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Edison Elementary School District serves a diverse group of students in Pre-K-8th Grades. We have three school sites and are located in a rural area on the outskirts of Kern County. **"*The Mission of the Edison Elementary School District is to provide our students with rigorous, engaging, and meaningful instructional activities to positively affect the lives of the students we serve."***

Our total student population is 1150 students. Our unduplicated count is 92%. Our population is comprised of 20% English Learners, 93% Socio-Economic Disadvantaged, and 1% Foster Youth. Ten percent of our students are classified as Special Education Students. The ethnicities of our students are: 81.6% Hispanic, 13.3% White/Caucasian, 2.5% Black/African American, 1.4% American Indian/Alaskan Native, and 1.2% Asian/Other.

The district serves Unduplicated Students in both Core and Intervention Programs. Site Administrators and District Title I/EL Coordinators monitor the progress of English learners and Socio-Disadvantaged Students in Intervention Programs. English learners receive both designated and integrated English Language Development Instruction.

The progress of our Foster Youth and Homeless Students is monitored by our Site Administrators and our Director of Accountability and Academics.

Behavior Intervention for Unduplicated Students is facilitated by our School Psychologists, our Site Administrators, and our Alternative Placement Instructors.

Attendance Programs for Unduplicated Students are supervised by our Attendance Administrators and our School Resource Officer.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Thorough analysis of our state and local data and input from all stakeholders, we identified three goals to assist the district in meeting its mission:

Increased proficiency for all students in grade level Common Core State Standards.

Increased use of and proficiency in educational technology with the goal of all students becoming 21st Century Learners.

Improving school climate and parent involvement/education with the goal of increased student attendance.

Key LCAP Action Steps to support these goals include: reduced class size in K-3, additional counseling and support at all sites, addition of technology infrastructure, support, training, and devices LEA-wide, addition of parental training programs and support, targeted support services for unduplicated students, and the addition of Tier I and Tier II Supports for attendance, academics, and behavior.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest success has been our Attendance and our Suspension Rate. Our Chronic Absenteeism Rate decreased from 11.2% in 2017-2018 to a projected 10.78% in 2018-2019. Our Attendance Rate increased from 95% in 2017-08 to 96.3% in 2018-2019. The District's Suspension Rate is projected to decrease from 3.1% in 2017-2018 to 1.8% in 2018-2019.   To build upon this progress, the district will continue the implemented Action Steps in Goal #3 of the LCAP, and will hire a counselor at both school sites to provide additional support in academics, attendance, and behavior.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The district did not have any subgroups in the Red Performance Area for Academics on the Dashboard. The Mathematics Progress and Chronic Absenteeism Rate for All Students was in the Orange Performance Area.

To facilitate improvement in English Language Arts, the district plans to have intensive professional development in the EL Teaching Strategies and integrated and designated ELD Curriculum (1.4). The district will also focus on research-based EL Instructional Strategies during Data Teams each week (1.4), and will train all staff in using Thinking Maps Across the Curriculum and Universal Design for Learning (1.1, 3.20).

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (3.3). The district will also purchase NextGen Mathematics Program, which is aligned to CAASPP, to supplement Mathematics Instruction. The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13).

The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all Special Education Students.

To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain and Administrator on Special Assignment to act as an Attendance Supervisor (3.4), retain our School Resource Officer to make home visits (3.18), hire a counselor at each site to support students (3.2), and train all staff in MTSS and UDL for attendance, behavior, and academics (3.3) and (3.20).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The District's Special Education Students were one performance level below the District's General Education Students in ELA and Math and two performance levels below all students in Suspension/Expulsion. The District's Homeless Students were one performance level below all students in Chronic Absenteeism. To address these gaps the Edison Elementary School District will provide the following services:

All staff will be trained in Multi-Tiered Systems of Support to provide intervention and support to all students.

Special Education/Intervention Staff will meet in Data Teams weekly to review student progress.

The district will offer an ELA/Math Intervention/Assessment Preparation for all Special Education Students after school.

District Administration Team will review Suspension/Expulsion Data monthly with explicit review of all significant student subgroups.

McKinney-Vento Liaison (Administrator on Special Assignment) will attend all meetings for our Foster/Homeless Students and will quarterly meet with Superintendent to discuss necessary supports and actions for our Foster/Homeless Students.

District SRO will assist in monitoring attendance and behavior plans for all students including our Foster/Homeless Students.

Staff will meet for Attendance Review, Instructional Review, and Intervention Review quarterly to monitor the progress of students in intervention.

The district will hire an Attendance Supervisor (AOSA) to implement and monitor all Attendance Initiatives and Incentives with the goal of increased Student Attendance and decreased Chronic Absenteeism.

The District's Dashboard Performance for English Learner Progress decreased from green in 2015-2016 to red in 2016-2017. This progress was not rated in 2017-2018. To address this lack of progress for English Learners, the Edison Elementary School District will provide the following increased or improved services:

The district will host the Latino Family Literacy project to support English Fluency in the home (1.3).

The district will provide comprehensive Professional Development in ELPAC, ELD Framework, and EL Teaching Strategies (1.4).

The district will offer an Intensive ELD Intervention Summer Session (1.5).

The district will retain classroom aides to support EL Intervention (1.7). Director of Accountability, Title I/EL Coordinators, and Coordinator of Data Systems and Support will monitor progress of English learners (1.8, 2.1, 2.8).

The district will provide EL Intervention afterschool with transportation (3.13, 3.17).

The district will retain EADMs and AIMsWeb to progress monitor Intervention Students (2.2, 3.21).

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

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

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Fifty percent of students will be proficient in grade level standards by 2020.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment. **Maintain 100% are fully credentialed and assigned.** **Priority 1 (b): Pupils access to standards-aligned materials.** **Maintain 10% of students have standards-aligned materials** **Priority 1 (c): School facilities maintained and in good repair. All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.**	**Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.** **100% are fully credentialed and assigned.** **Priority 1 (b): Pupils access to standards-aligned materials.** **100% of students have standards-aligned materials** **Priority 1 (c): School facilities maintained and in good repair. All facilities continue to have an overall rating of "Good" as indicated on FIT Report.**
Priority 2 (a): Implementation of California Academic and Performance Standards **Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	**Priority 2 (a): Implementation of California Academic and Performance Standards** **100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction.**

Expected	**Actual**
Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency. **English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.**	**Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.** **English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.**
Priority 4: Student Achievement **Local assessment data for 2018-2019 will show that 45% of TK-K, 41% of 1st, 34% of 2nd, 39% of 3rd, 45% of 4th, 47% of 5th, and 40% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2018 Scholastic Reading Inventory Assessment, 46% of 3rd-8th graders will meet or exceed standards. Fifty-four percent of 2nd-6th Graders will meet or exceed standards on the 2019 Spring Scholastic Math Inventory.** **Priority 4 (a): Statewide Assessments** **34% of students will meet or exceed standards on the CAASPP ELA Test and 27% will meet or exceed standards on the CAASPP Math Test. In 2017-2018, 22% of the district's EL students will be redesignated as fluent English proficient. On the 2018-2019 ELPAC-70% of English learners will make annual progress.** **Priority 4 (b): Academic Performance Index** **The 2013 District API was 742. API is no longer calculated.** **Priority 4 (c): Percent of Students Completing a-g/CTE** **N/A** **Priority 4 (d): Percent of EL pupils making progress toward English proficiency** **Seventy-two percent of our EL students will make progress toward English proficiency.**	**Priority 4: Student Achievement** **Local assessment data for 2018-2019 showed that 40% of 3rd, 51% of 4th, 39% of 5th, 50% of 6th, 41% of 7th, and 47% of 8th Graders met or exceeded standards on the AIMSWeb ELA Composite. Local assessment data for 2018-2019 also showed that 42% of 3rd, 45% of 4th, 50% of 5th, and 50% of 6th, 58% of 7th, and 48% of 8th Graders met or exceeded standards on the AIMSWeb Math Composite. On the Spring 2019 Reading Inventory Assessment, 30% of 3rd-8th graders met or exceeded standards.** **Priority 4 (a): Statewide Assessments** **Current data shows that 36% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the CAASPP Math Test. In 2017-2018, 35.8% of the district's EL students were redesignated as fluent English proficient. On the 2017-2018 ELPAC, 34.9% were Level 4, 35.6% were Level 3, 19.6% were Level 2, and 10% were Level 1.** **Priority 4 (b): Academic Performance Index** **The 2013 District API was 742. API is no longer calculated.** **Priority 4 (c): Percent of Students Completing a-g/CTE** **N/A** **Priority 4 (d): Percent of EL pupils making progress toward English proficiency** **ELPAC Data for 2017-2018 shows that 34.9% were Level 4, 35.6% were Level 3, 19.6% were Level 2, and 10% were Level 1. ELPAC Data for 2018-2019 is pending.**

Expected	Actual
Priority 4 (e): EL reclassification Rate The district's redesignation rate will increase to 27%. **Priority 4 (f): Percent passing AP Exam** N/A	**Priority 4 (e): EL reclassification Rate** The district's redesignation rate was 35.8% for 2017-2018. The RFEP Rate for 2018-2019 is pending. **Priority 4 (f): Percent passing AP Exam** N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train 100% of teachers in Thinking Maps Across the Curriculum and Social Studies Implementation and review in additional Data Team Meetings four times monthly.	Train 100% of teachers in Thinking Maps Across the Curriculum and Social Studies Implementation and review in additional Data Team Meetings four times monthly.	$105,271 Sup/Con Cert Sal/Ben (1000/3000)	$129,350 Sup/Con Cert Sal/Ben (1000/3000)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain four and hire an additional K-6 Reading Specialists to provide Intervention Services.	Retained four and hired an additional K-6 Reading Specialists to provide Intervention Services.	a) $99,339 b) $66,226 a) Sup/Con	a) $87,587 b) $72,735 a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		b) Title I a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)	b) Title I a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.	District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.	a) $800 b) $200 c) $500 a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)	a) $0 b) $0 c) $0 a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD	Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD	$10,000 Sup/Con	a) $6,730 Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Framework, and implementation in classroom by providing release time with substitute teachers.	Framework, and implementation in classroom by providing release time with substitute teachers.	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000) b) $4,345 Sup/Con Workshops/ Conferences (5000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For English learners: Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	For English learners: Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	a) $3,570 b) $1,773 c) $250 a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	a) $3,213 b) $1,650 c) $250 a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For low income pupils: Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders not	For low income pupils: Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders	a) $21,422 b) $10,635 c) $1,500	d) $22,575 e) $6,009 f) $1,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
reading at grade level by end of the school year.	not reading at grade level by end of the school year.	a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	Retained seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	a) $55,342 b) $67,247 a) Sup/Con b) Title I a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	a) $54,218 c) $66,840 a) Sup/Con b) Title I a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Director of Accountability and Academics will monitor implementation and progress in Intervention Programs.	Director of Accountability and Academics monitored implementation and progress in Intervention Programs.	$15,000 Sup/Con Cert Sal/Ben (1000/3000)	$15,000 Sup/Con Cert Sal/Ben (1000/3000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain site licenses and hosting for Intervention Programs (AR, STAR, Read 180, FAAST Math, AIMSWeb)	Maintained site licenses and hosting for Intervention Programs (AR, STAR, Read 180, FAAST Math, AIMSWeb)	$22,000 Sup/Con Con Serv/Opp Exp (5000)	a) $29,363 Sup/Con Con Serv/Opp Exp (5000) b) $5,335 Title I Con Serv/Opp Exp (5000)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.	Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.	$25,450 Sup/Con Build/Cap Out (7000)	$25,450 Sup/Con Build/Cap Out (7000)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain class sizes of 24:1 in K-3 to help increase student achievement.	Retain class sizes of 24:1 in K-3 to help increase student achievement.	$685,504 Sup/Con Cert Sal/Ben (1000/3000)	$642,810 Sup/Con Cert Sal/Ben (1000/3000)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will host Parent Reading Information Nights to provide strategies for reading support at home.	District will host Parent Reading Information Nights to provide strategies for reading support at home.	a) $842 b) $2,606 c) $2,066 d) $1,709 a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Book/Sup (4000) d) Workshops/Conferences (5000)	a) $715 b) $2,833 c) $4,372 d) $300 a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Book/Sup (4000) d) Workshops/Conferences (5000)

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	Maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	$176,755 Sup/Con Cert Sal/Ben (1000/3000)	$173,754 Sup/Con Cert Sal/Ben (1000/3000)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.	Retained Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.	a) $14,876 b) $25,400 a) Sup/Con	a) $14,876 b) $25,400 a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned, with the exception of Actions # 1, 3, 9, and 11.

#1-Increased expense due to step and column adjustment and a 2% salary increase for certificated staff.

#3-The district did not hold the Latino Family Literacy Project due to low enrollment. The district did host Parent Project and piloted a Parent Center in 2018-2019.

#9-Increased expenditure to the purchase both AIMsWeb ELA and AIMsWeb Math and increased cost of Renaissance Learning annual license.

#11-Decreased expense due to low class sizes in K-3 and new teachers hired were at low end of salary schedule.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Review of metrics data show that action steps taken by the district have yielded positive results. The percent of students meeting or exceeding standards on the ELA CAASPP Test increased from 32% in 2017 to 36% in 2018. The percent of students meeting or exceeding standards on the Math CAASPP Test increased from 27% in 2017 to 27.1% in 2018. These increases can be attributed to Action Steps in Goals 1-3.

The percent of students in Grades 3-8 who met or exceeded standards on the local Reading Inventory Test increased from 21.5% met or exceeded standards in Fall 2018 to 30% met or exceeded standards in Spring 2019. These increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13).

The percent of students in Grades 3-8 who met or exceeded standards on the local Math Inventory Test increased from 29% met or exceeded standards in Fall 2018 to 49% met or exceeded standards in Spring 2019. These increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13).

ELPAC Data cannot be compared to CELDT Data; however, the District's RPEP Rate increased from 20.7% in 2017 to 35.8% in 2018. This redesignation increase and other progress for English Learners can be attributed to the implementation of Action Steps: 1.4, 1.5, 1.7, 1.10, 1.11, and 1.13.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1 -The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 2% salary increase for all Certificated Staff.

3 -The material difference between Budgeted Expenditures and the Actual Expenditures was that the district did not hold a Latino Family Literacy Class due to low enrollment.

#9-Increased expenditure to the purchase both AIMsWeb ELA and AIMsWeb Math and increased cost of Renaissance Learning annual license.

11 -The material difference between Budgeted Expenditures and the Actual Expenditures was that the district hired new teachers, who were at the lower end of the salary schedule.

**Any material difference for salaries of Certificated or Classified Staff is due to 2% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is an achievement gap between English Learners and English Only Students, as well as between Special Education and General Education Students. To help close these gaps, the district will add additional training in 2019-2020 in Universal Design for Learning, ELPAC Proficiency, and Thinking Maps Across the Curriculum (Action Steps 1 and 4, and Goal 3, Action Step 20).

The district will also continue Summer Intervention Classes for 1st-8th Grade and an Intensive 5-8 ELD Intervention as well as retain two Reading Specialists (Action Steps 2, 5, and 6) to assist unduplicated pupils.

Additionally, the district will hire a counselor at each site for the middle school site to progress monitor all students and will focus on Universal Design for Learning when evaluating effectiveness of Instructional Program (Goal 3, Action Step 2).

Finally, the district will increase their parent education opportunities to support our families and staff to improve attendance/academics (Goal 1, Action Steps 3, 12, and Goal 3, Action Steps 4, 5, and 9).

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will become 21st Century Learners by 2019.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,7,8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Priority 2 (a): Implementation of California Academic and Performance Standards **Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.** **Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.** **Maintain English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas.**	**Priority 2 (a): Implementation of California Academic and Performance Standards** **Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.** **Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.** **Maintained English Learners receive 30-45 minutes daily in designated ELD. Obtain full implementation of ELA Curriculum with integrated ELD. Maintained implementation of integrated ELD instruction in all content areas.**
Priority 7 (a): Extent to which pupils have access and are enrolled in a broad course of study Continued to offer access and enrollment to students in a broad course of study. Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students	Priority 7 (a): Extent to which pupils have access and are enrolled in a broad course of study Continued to offer access and enrollment to students in a broad course of study. Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students

Expected	Actual
Continued to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.	Continued to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs Maintained an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.	**Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs** Maintained an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.
Priority 8 (a): Pupil outcomes in subjects described in 51210/51220 (Ex: CBM Metrics, Physical Fitness, various participation rates etc.) Maintained required weekly/daily minutes of physical education instruction. Continue 7o progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test. On the 2017-2018 PFT increase fifth grade percentage to 66% and seventh to 67% of students who scored in the Healthy Fitness Zone for six Physical Fitness Areas.	**Priority 8 (a): Pupil outcomes in subjects described in 51210/51220 (Ex: CBM Metrics, Physical Fitness, various participation rates etc.)** Maintained required weekly/daily minutes of physical education instruction. Continued to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test. On the 207-2018 Physical Fitness Test an average of 60% of fifth graders and 61% of seventh graders scored in the Healthy Fitness Zone for six Physical Fitness Areas.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	Retained Coordinator of Data Systems and Support to support use of technology in the classroom.	$128,848 Sup/Con	a) $131,647 Sup/Con Cert Sal/Ben

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Cert Sal/Ben (1000/3000)	(1000/3000) b) $1,449 Sup/Con Books/ Supplies (4000)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Contract Fee for EADMs (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	Annual Contract Fee for EADMs (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house.	$10,744 Sup/Con Con Serv/Op Exp (5000)	$10,744 Sup/Con Con Serv/Op Exp (5000)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.	Purchased and maintained convertible devices and desktops for all teachers to utilize in their classrooms.	$5,000 Sup/Con Books/Sup (4000)	$7,107 Sup/Con Books/Sup (4000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	Trained teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	a) $6,500 b) $190 c) $4,500	a) $2,115 b) $0 c) $500 d) $3255

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a) Sup/Con b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Other Op Serv (5000)	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Other Op Serv (5000) d) Books/Supplies (4000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.	Purchased convertibles, accessories, and storage units for each student testing, and trained 3rd-8th graders to use personal convertible devices in their everyday learning.	$20,000 Sup/Con Books/Sup (4000)	$25,495 Sup/Con Books/Sup (4000)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional applications for student devices to be used for intervention.	Purchased additional applications for student devices to be used for intervention.	$15,000 Sup/Con Books/Sup (4000)	$14,500 Sup/Con Books/Sup (4000)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.	Retained two 8 hrs./day District User Support Technicians to help maintain district devices and hired 50% Network Manager to maintain technology infrastructure.	$192,542 Sup/Con Class Sal/Ben (2000/3000)	$185,482 Sup/Con Class Sal/Ben (2000/3000)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.	Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.	$212,047 Sup/Con Cert Sal/Ben (1000/3000)	$192,991 Sup/Con Cert Sal/Ben (1000/3000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Media Clerk to assist students in the computer lab with Intervention.	Retained Media Clerk to assist students in the computer lab with Intervention.	$12,392 Sup/Con Class Sal/Ben (2000/3000)	a) $14,508 Sup/Con Class Sal/Ben (2000/3000) b) $13,392 Sup/Con Class Sal/Ben (2000/3000)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	Purchased Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	$5,000 Sup/Con Books/Supp (4000)	$5,000 Sup/Con Books/Supp (4000)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase supplies for Agriculture Elective and Partnership with FFA.	Purchase supplies for Agriculture Elective and Partnership with FFA.	$1000 Sup/Con Books/Supp (4000)	a) $141 Sup/Con Books/Supp (4000) b) $655 Sup/Con

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned, with the exception of Action # 5:

#5-District had increased expenditures due to replacement of first student devices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Review of local benchmark data, the Master Schedule at the middle school, stakeholder surveys, and administrative observations shows that the action steps taken by the district have yielded positive results. The district is at full implementation of our 1:1 devices, and students are utilizing these devices daily in instruction. To support this daily utilization, a total of 1200 technology work orders have been completed, eighty-one wireless access points were maintained, and additional technology personnel were retained to increase the district from substantial infrastructure and support to fully implemented infrastructure and support. A total of 800 student devices have been purchased and all 3rd-8th Grade have student devices for use in daily instruction. All students in 3rd-8th Grade also have Google Apps for Education Accounts. Students in TK-2nd Grades have increased access to the computer lab with touch-screen devices. The district has added STEAM Electives to the middle school master schedule and has increased STEM/STEAM Opportunities after school.

The district has retained staff to continue to train staff to implement 21st Century Learning, as well as to monitor the academic, behavior, and attendance progress of students by generating and analyzing data from multiple data systems including: Aeries, EADMs, Read 180, FAAST Math, and AIMSWeb.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1 and #9-The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 2% salary increase for all Classified and Certificated Staff.

**Any material difference for salaries of Certificated or Classified Staff is due to 2% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will retain the number of STEM and STEAM offerings for electives and afterschool to serve unduplicated pupils in 2019-2020 (Action Step13). The district will also continue to train teachers to utilize technology in their daily lessons and to progress monitor students (Action Steps 1, 4, and 8).   Finally, the district is at full implementation of student devices in 3rd-8th Grades. We will need to increase our funding for student devices from $20,000 in 2018-2019 to $60,000 in 2019-2020 to begin to replace student devices purchased in 2014-2015. The district will maintain the needed staff for support of infrastructure, devices, and training (Action Steps 5, 7 and 9).

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

The district will achieve and maintain 97% attendance rate by 2019.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Priority 3: Parent Involvement **Continued to hold four meetings annually.** **District hosted one Family Event per trimester/semester at each site.** Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites Continue to hold four meetings annually for ELAC/DELAC and School Site Council. Parent Teacher Club and Booster Club met monthly. Priority 3 (b): How district promotes participation of parents for unduplicated pupils	**Priority 3: Parent Involvement** **Continued to hold four meetings annually.** **District hosted one Family Event per trimester/semester at each site.** Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites Continued to hold four meetings annually for ELAC/DELAC and School Site Council. Parent Teacher Club and Booster Club met monthly. Priority 3 (b): How district promotes participation of parents for unduplicated pupils

Expected	Actual
Latino Family Literacy Project will meet ten times in the year with ten regular attendees. **District will offer two six-week courses of Parent Project and will host two Parent Education Evenings at each site.** **District will host an Intervention Parent Meeting once a quarter on each site.** **Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs** **ELAC/DELAC will hold four meetings with an average attendance of ten at each meeting. District will promote parent participation in programs for individuals with exceptional needs.**	**Latino Family Literacy Project did not meet due to low enrollment.** **District offered one six-week courses of Parent Project and hosted two Parent Education/Intervention Evenings at each site for unduplicated pupils.** **Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs** **ELAC/DELAC held four meetings with an average attendance of three at each meeting. District promoted parent participation in programs for individuals with exceptional needs.**
Priority 5: Pupil Engagement **Priority 5 (a): School attendance rates** **Obtain and maintain a 97% Attendance Rate.** **Priority 5 (b): Chronic absenteeism rates** **Maintain a Chronic Absenteeism Rate under 7%.**	**Priority 5: Pupil Engagement** **Priority 5 (a): School attendance rates** **Attendance Rate is estimated at 96.3% for 2018-2019.** **Priority 5 (b): Chronic absenteeism rates** **Chronic Absenteeism rate was 11.2% for 2017-2018. It is estimated at 10.78% for 2018-2019.** **On the 2018 Dashboard the Chronic Absenteeism Rates were as follows:** • **All Students-11.2% (Orange)** • **Homeless-19.4% (Red)** • **English Learners-9.4% (Orange)** • **Hispanic-8.9% (Orange)** • **SED -11.3% (Orange)** • **White-18.5% (Orange)**

Expected	Actual
	• **Two or More Races-12.5% (Orange)** The Chronic Absenteeism Rate for Students with Disabilities was 12.5% (Yellow). The district did not have any students in the Green or Blue Performance Areas. The percentage rate in 2018 was a 2.2% increase from 2017. In comparison, the State's Chronic Absenteeism Rate for 2018 was 9% in the Yellow Performance Range.
Priority 5 (c); Middle school drop-out rates Obtain and maintain a Middle School Dropout Rate of .01%.	**Priority 5 (c); Middle school drop-out rates** Middle School Dropout Rate is .01%.
Priority 5 (d): High school drop-out rates N/A	**Priority 5 (d): High school drop-out rates** N/A
Priority 5 (e): High school graduation rate N/A **Priority 5 (f): EAP** N/A	**Priority 5 (e): High school graduation rate** N/A **Priority 5 (f): EAP** N/A
Priority 6 (a): Pupil suspension rates Maintain a Pupil Suspension Rate under 3%. **Priority 6 (b): Pupil expulsion rates** Maintain a Pupil Expulsion Rate under .10%.	**Priority 6 (a): Pupil suspension rates** Pupil Suspension Rate was 3.1% for 2017-2018. It is estimated at 1.8% for 2018-2019. **Priority 6 (b): Pupil expulsion rates** Pupil Expulsion Rate is .16% for 2017-2018. The Pupil Expulsion Rate for 2018-2019 is pending.

Expected	Actual
Priority 6 (c): Other Local Measures on sense of safety and school connectedness.	**Priority 6 (c): Other Local Measures on sense of safety and school connectedness.**
Increase to 75% or above that feel very connected to the school, 65% or above who have caring adults at school, and 60% or above feel very safe at school on 2018-2019 California Healthy Kids Survey.	**California Healthy Kids Survey Data from 2018 showed that 78% of testers felt very connected to the school, 80% of testers said they had adults who cared about them at the school, and 70.5% of testers said they felt safe at school.**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior intervention to progress monitor students sent to SARB Board.	Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior intervention to progress monitor students sent to SARB Board.	$6,562 Sup/Con Services/Other Op Exp (5000)	a) $10,062 Sup/Con Services/Other Op Exp (5000) b) $5,654 Sup/Con Workshops/Conference (5000)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain full-time Vice-Principals at Orangewood Elementary and Edison Middle to track student	Retained full-time Vice-Principals at Orangewood Elementary and Edison Middle	$252,483	$257,810

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
attendance, chair SARB Committee, and provide additional support.	to track student attendance, chair SARB Committee, and provide additional support.	Sup/Con Cert Sal/Ben (1000/3000)	Sup/Con Cert Sal/Ben (1000/3000)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train 100% of staff in Positive Behavior Intervention and Support/MTSS to improve school climate and pay Site PBIS Leads to monitor program for progress.	Trained 100% of staff in Positive Behavior Intervention and Support/MTSS to improve school climate and pay Site PBIS Leads to monitor program for progress.	a) $35,485 b) $16,500 a) Sup/Con b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	a) $37,522 b) $9,533 a) Sup/Con b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain part-time Community Liaison to oversee SARB, organize parent education courses, inform stakeholders about access to community resources, and to mentor students with poor attendance.	Retained part-time Community Liaison to oversee SARB, organize parent education courses, inform stakeholders about access to community resources, and to mentor students with poor attendance.	a) $39,840 b) $16,500 a) Sup/Con b) Preschool Grant a) Cert Sal/Ben (1000/3000)	a) $40,190 b) $9.553 a) Sup/Con b) Preschool Grant a) Cert Sal/Ben (1000/3000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		b) Cert Sal/Ben (1000/3000)	b) Cert Sal/Ben (1000/3000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire an Administrator on Special Assignment to supervise Attendance Improvement Activities and Expanded Learning Opportunities	Hired an Administrator on Special Assignment to supervise Attendance Improvement Activities and Expanded Learning Opportunities	$103,431 Sup/Con Cert Sal/Ben (1000/3000)	$104,340 Sup/Con Cert Sal/Ben (1000/3000)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PBIS Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of PBIS.	PBIS Coordinator, TOSA, and PBIS Teams continued to monitor for full implementation of PBIS.	$11,901 Sup/Con Cert Sal/Ben (1000/3000)	$11,901 Sup/Con Cert Sal/Ben (1000/3000)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.	Continued decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.	$11,077 Sup/Con Equip/Cap. Outlay (6000)	$11,077 Sup/Con Equip/Cap. Outlay (6000)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain full-time bus driver/custodian to drive additional routes.	Retained full-time bus driver/custodian to drive additional routes.	$60,627 Sup/Con Class. Sal/Ben (2000/3000)	$63,161 Sup/Con Class. Sal/Ben (2000/3000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire one Behavior/Health Aide/LVN to support students and assist staff.	Hired two part-time Behavior/Health Aides to support students and assist staff.	$28,663 Sup/Con Class Sal/Ben (2000/3000)	$39,182 Sup/Con Class Sal/Ben (2000/3000)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For foster youth: Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	For foster youth: Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	$1,000 Sup/Con Cert Sal/Ben (1000/3000)	$1,000 Sup/Con Cert Sal/Ben (1000/3000)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Two Opportunity Aides to provide Tier III Behavior Intervention and support.	Retained Two Opportunity Aides to provide Tier III Behavior Intervention and support.	$36,962 Sup/Con Class Sal/Ben (2000/3000)	$31,080 Sup/Con Class Sal/Ben (2000/3000)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.	Core PBIS Teams attended monthly planning sessions to plan activities and ensure full implementation of PBIS.	a) $2,563 b) $1,675 c) $9,873 d) $7,315 a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Workshops/Conferences (5000)	a) $1,750 b) $1,675 c) $9,120 d) $4,189 a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Workshops/Conferences (5000)

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events	Retained Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events	a) $28,563 b) $5,663 c) $4,000 d) $4,000 e) 5,431 a) 21st CCLC Grant b) 21st CCLC Grant c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books and Supplies (4000) d) Books and Supplies (4000) e) Cont. Serv/Op Exp (5000)	a) $16,709 b) $21,253 c) $5,500 d) $4,200 e) $5,000 a) 21st CCLC Grant b) 21st CCLC Grant c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books and Supplies (4000) d) Books and Supplies (4000) e) Cont. Serv/Op Exp (5000)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain full-time School Psychologist for Orangewood Elementary and hire full time School Psychologist for Edison Middle School	Retained full-time School Psychologist for Orangewood Elementary and hire full time School Psychologist for Edison Middle School	$233,868 Sup/Con	$236,757 Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.	Retained full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.	$116,835 Sup/Con Cert Sal/Ben (1000/3000)	$111,587 Sup/Con Cert Sal/Ben (1000/3000)

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.	Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.	$29,000 Sup/Con Equip/Cap Outlay (6000)	$28,608 Sup/Con Equip/Cap Outlay (6000)

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain additional bus driver and bus aide to transport intervention students.	Retained additional bus driver and bus aide to transport intervention students.	$72,906 Sup/Con Class Sal/Ben (2000/3000)	$74,589 Sup/Con Class Sal/Ben (2000/3000)

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain School Resource Officer to assist with district safety and truancy reduction.	Retain School Resource Officer to assist with district safety and truancy reduction.	a) $113,866 b) $10,000 a) Sup/Con b) Preschool Grant a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000)	a) $113,866 b) $10,000 a) Sup/Con b) Preschool Grant a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000)

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain district nurse at six hours daily/180 days to provide additional support and education to students/families who have excessive absences.	Retained district nurse at sis hours daily/90 days and 8 hours daily/90 days to provide additional support and education to students/families who have excessive absences.	$63,291 Sup/Con Cert Sal/Ben (1000/3000)	$77,457 Sup/Con Cert Sal/Ben (1000/3000)

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train Staff in Universal Design for Learning for Attendance, Academics, and Behavior.	Train Staff in Universal Design for Learning for Attendance, Academics, and Behavior.	a) $35,485 b) $16,500 a) Sup/Con	a) $37,522 b) $11,978 a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class. Sal/Ben (2000/3000)	b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class. Sal/Ben (2000/3000)

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain AIMsWeb to progress monitor Reading and Math Intervention Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.	Maintained AIMsWeb to progress monitor Reading and Math Intervention Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.	$8,500 Sup/Con Con Serv/Opp Exp (5000)	$7,319 Sup/Con Con Serv/Opp Exp (5000)

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders.	Provided additional homework assistance and academic support by retaining two additional ASES Program Leaders.	$29,642 Sup/Con Class Sal/Ben (2000/3000)	a) $10,464 b) $13,738 a) Sup/Con b) Title I a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned, with the exception of Actions #2, #9, #14, and #19.

#2, #9, and #14-Increased expense due to step and column adjustment and a 2% salary increase for certificated and classified staff.

#19-Second Semester the district hired an 8-hour/day nurse to attend to our students' increasing health needs and to make home visits and monitor Health Care Plans to improve attendance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Review of metrics data shows that action steps taken by the district have yielded positive results in the areas of Attendance Rate and Suspension/Expulsion. The District's Attendance Rate attained in 2018-2019 was 96.3%. It was 95% in 2017-2018. The increase was due to attendance incentives and support implemented through Action Steps: 3.2, 3.5, 3.14, and 3.18.

The addition of school supports (Action Steps 3.2, 3.3, 3.9, 3.11, 3.13, 3.14, and 3.15) has decreased our Suspension Rate from 3.1% in 2017-2018 to a projected 1.8% in 2018-2019.

Our Chronic Absenteeism Rate was 11.2% on the 2018 Fall Dashboard Release, which is in the Orange Performance Range for All Students. This was an increase of 2.2% from 2017. The District's Significant Subgroups Chronic Absenteeism Rates are as follows:

Homeless-19.4% (Red)

English Learners-9.4% (Orange)

Hispanic-8.9% (Orange)

SED-11.3% (Orange)

White-19.5% (Orange)

Two or More Races-12.5% (Orange)

The Chronic Absenteeism Rate for Students with Disabilities was 12.5% (Yellow). **The district did not have any students in the Green or Blue Performance Areas. In comparison the State's Chronic Absenteeism was 9% in 2018, in the Yellow Performance Area.** This Chronic Absenteeism Rate is projected to decrease in 2018-2019. This is due to attendance efforts by our vice-principals, SRO, and Family Community Liaison (Action Steps 3.2, 3.18, and 3.4). The addition of Saturday School Dates, SARB Hearings, and Parent Project helped to improve attendance and academics (Action Steps 3.1, 3.5, 3.15, and 3.20).

Increasing afterschool athletic and academic opportunities for unduplicated students (Action Steps: 3.5, 3.8, 3.13, 3.17, and 3.22) have helped to increase our student's connectedness. On the 2018 California Healthy Kids Survey 78% of testers felt very concerned to the school, 80% of testers said they had adults who cared about them at the school, and 70.5% of testers said they felt safe at the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2, #9, and #14-The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 2% salary increase for all Certificated and Classified Staff.

19-The material difference between Budgeted Expenditures and the Actual Expenditures was that the district hired a full-time (8 hrs./day) nurse to serve our students second semester.

**Any material difference for salaries of Certificated or Classified Staff is due to 2% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The additional supports have helped to improve the district's Chronic Absenteeism Rate, Attendance Rate, and Suspension Rate as well as the school site environments. Stakeholders have expressed that PBIS and MTSS have also helped to improve school climate. Stakeholders have also expressed the need for more attendance incentives for students and staff and the need for an additional school psychologist at the middle school to monitor student progress in intervention. Additionally, the staff has asked for more classroom management training to help support behavior intervention students. Most importantly, the district would like to focus on improving the Chronic Absenteeism Rate of all students which increased by 2.2% from 2017-2018.

In response to this input and commitment to reducing the Chronic Absenteeism Rate, the district will make the following changes to action steps in 2019-2020:

#2-A full-time counselor will be hired for each site to support improved attendance for all students and to provide individual and group counseling to unduplicated students.

#4-An Administrator on Special Assignment will be retained to serve as Attendance Supervisor and coordinate and monitor Attendance Improvement Efforts.

#9-A Behavior/Health Aide will be hired to support Intervention Students with the goal of students returning to General Education Classroom.

#14-A part-time psychologist for the middle school to monitor unduplicated student progress in academics, behavior, and attendance.

#18-A full-time nurse will be retained to monitor Health Care Plans and make home visits to improve attendance.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

10/8/18-LCAP Progress Report shared at October Board of Trustees Meeting.

10/25/18-LCAP Progress/Action Steps shared with Site Leadership Teams.

11/5/18-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 19-20 LCAP Goals.

11/6/18-LCAP Committee met with KCSOS LCAP Team to review progress, goals, and action steps for 2018-19 and California Dashboard Data.

12/10/18-LCAP Progress discussed with trustees and Superintendent shared stakeholder input concerning LCAP.

12/13/18-LCAP Progress shared with Staff at Site Data Teams. Input for 19-20 Goals and Action Steps solicited.

January 2019-LCAP Survey distributed/posted online for students (grades 3-8), all staff, and parents.

1/31/19-Met with LCAP Committee to review current progress data, survey data, and to form goals for 19-20.

2/6/19-LCAP Progress shared with Safety/Wellness Committees and input solicited for 19-10 LCAP.

3/19/19-Reviewed results of LCAP Survey with District Administrative Team.

3/26/19-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 19-20.

4/8/19-LCAP Progress Report shared with Board of Trustees. Input from stakeholders regarding 2019-20 LCAP Goals also shared.

April 2019-LCAP Progress Report and data shared with Board of Trustees, ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs and input was solicited for 19-20 LCAP.

5/10/19-Met with LCAP Committee to review current progress data, survey data, and to form goals for 2019-20.

May 2019-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.

May 2019-Superintendent met with Classified Unit Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.

June 3, 2019-Public Hearing on LCAP and Budget.

June 17, 2019-Scheduled adoption of final LCAP and Budget at regularly scheduled board meeting.

Annual Update:

10/8/18-LCAP Progress Report with data shared at October Board of Trustees Meeting.

10/25/18-LCAP Progress/Action Steps shared with Site Leadership Teams.

11/5/18-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 19-20 LCAP Goals.

11/6/18-LCAP Committee (Principals, Parents, Students, Teachers, Certificated Representative Classified Representative and District Administrators) met with KCSOS LCAP Team to review progress, goals, and action steps for 2018-19 and California Dashboard Data.

12/10/18-LCAP Progress Report with data shared at December Board of Trustees Meeting.

December 2018 and January 2019-LCAP Progress Report and Data shared with Site Leadership Teams, School Site Councils, Booster Club, ELAC/DELAC, and Orangewood PTC Groups.

3/26/19-Superintendent met with Peer Leadership Class at Edison Middle School to share LCAP Progress Report and data.

April 2019-LCAP Progress Report and data shared with Board of Trustees, ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs.

May 2019-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.

May 2019-Superintendent met with SEIU Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.

May 10, 2019-LCAP Committee met to review Annual Update.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parent Consultation:

The district reviewed metric data and progress toward meeting goals and action steps with multiple parent advisory groups. The district also conducted a Parent Survey for input into 2019-20 goals and action steps. The parent input was that the goals should remain the same. The parents felt that the increased parent participation opportunities were very effective. The parents felt that the addition of our School Resource Officer and other supports have improved the safety and climate of the school. The district will continue to offer one parent education meeting a quarter to increase parent participation and knowledge of available resources and supports for families. The district will also fund a Parent Center, which will be open daily after school to provide resources and support. Finally, the parents expressed the need for more College and Career Exploration. The district has added STEAM Electives to Goal II and has partnered with Foothill High School to begin an FFA Program at the middle

school site. The district has also received a 21st Century Grant in increase STEAM Activities at the middle school and will use LCAP Funding to increase the number of students in the Expanded Learning Program at Orangewood.

Staff Consultation:

The district reviewed metric data and progress toward meeting goals and action steps quarterly with multiple staff leadership and advisory groups. A Staff Survey was conducted for input into 2019-20 goals and action steps. The staff input was that goals should remain the same with some recommendations for changes in action steps. The staff felt we needed to hire counselors to support our students. This will be added to Goal III. The staff also expressed a need to review available supports to students at Tier I, II, and III. A Multi-Tiered Systems of Support/PBIS Review will be scheduled for August 2019 and included in Goal III of the LCAP. The staff also expressed that the SRO has helped to improve attendance and safety in our district. The staff gave input that the district should continue to offer summer intervention for all grade levels in reading. Finally, the staff recommended that we hire additional Intervention Aides to support ELA and Math Instruction.

Student Consultation:

A Student Survey was conducted for input into the 2019-2020 goals and action steps. The Superintendent also shared progress with Peer Leadership and Student Council Groups quarterly. The students expressed that the additional supports on campus (SRO, VP, and Psychologist) made them feel safer and more connected to the school. They also expressed that the 1:1 computer initiative was going well and that they were accessing student devices daily during instruction with no support issues. They felt that the PBIS Program was working well at the elementary site, but continues to need revision at the middle school. They believed the attendance incentive activities at the middle school were very effective. They appreciated the increased PBIS Incentives offered in 2018-2019. They also expressed that 6th grade sports and the soccer program were very successful and should be continued. The students shared that they did not have the counseling support they needed to be successful. In the 2019-20 LCAP, the district has allocated funds to continue sixth grade sports and our soccer program. The district will also hire a counselor at each site to help monitor student progress in academics, attendance, and behavior interventions. The entire district will receive PBIS and MTSS Booster Training to support full implementation.

Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2019 at our public hearing. Progress toward meeting goals has been shared quarterly at board meetings. Local businesses shared that they feel safer with our School Resource Officer in place. They have also noted the additional bus stops and feel we have increased the safety for our student by decreasing the walking boundaries. The district has been contacted by Giumarra Vineyards to supplement our LCAP Action Step of improving parental communication and participation by hosting a School Supply Drive to assist our families and donating funds to our Orangewood PTC and Edison Booster Club to help support our parent/community participation events. The company also donated funds to support our Attendance Incentives for students. The district will also continue to partner with Bakersfield College, Kern County Behavioral Health, and the Kern County Sheriff's Department to provide support and information to parents. The district received a 21st Century Grant through a consortium of districts in our region and will work with this consortium to provide increased access and support for our students and their families. Finally, Edison Middle School will continue its partnership with Foothill High School in the Kern High School District to operate an FFA Middle School Program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Fifty percent of students will be proficient in grade level standards by 2020.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: N/A

Identified Need:

Current data shows that 36% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the CAASPP Math Test. In 2017-2018 35.8% of the district's unduplicated students were designated as fluent English proficient. Local Assessment Data for 2018-2019 showed that 40% of 3rd, 51% of 4th, 39% of 5th, 50% of 6th, 41% of 7th, and 47% of 8th Graders met or exceeded standards (low risk) on the AIMSWeb ELA Composite. Local Assessment Data for 2018-2019 also showed that 42% of 3rd, 45% of 4th, 50% of 5th, 50% of 6th, 58% of 7th, and 48% of 8th Graders met or exceeded standards (low risk) on the AIMSWeb Math Composite. On the Spring 2019 Reading Inventory Assessment, 30% of 8th Graders met or exceeded standards. CAASPP Data for 2019 is pending.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment. .	100% are fully credentialed and assigned	Estimated: Maintain 100% fully credentialed and assigned. **Actual: 100% are fully credentialed and assigned**	Estimated: Maintain 100% fully credentialed and assigned. **Actual: 100% are fully credentialed and assigned**	Estimated: Maintain 100% fully credentialed and assigned.
Priority 1 (b): Pupils access to standards-aligned materials.	100% of students have standards-aligned materials	Estimated: Maintain 100% of students will have standards-aligned materials. **Actual: 100% of students have standards-aligned materials.**	Estimated: Maintain 100% of students will have standards-aligned materials. **Actual: 100% of students have standards-aligned materials.**	Estimated: Maintain 100% of students will have standards-aligned materials.
Priority 1 (c): School facilities maintained and in good repair. All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.	All facilities have an overall rating of "Exemplary" as indicated on FIT Report.	Estimated: All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report. **Actual: All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.**	Estimated: All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report. **Actual: All facilities have an overall rating of "Good" as indicated on FIT Report.**	Estimated: All facilities continue to have an overall rating of "Good" as indicated on FIT Report.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 (a): Implementation of California Academic and Performance Standards	100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. **Actual: Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. **Actual: Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.
Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.	Estimated: English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas**.** **Actual: English Learners received 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD**	Estimated: English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas**.** **Actual: English Learners received 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is**	Estimated: English Learners will receive 30-45 minutes daily in designated ELD and the district adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas**.**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		instruction is implemented in all content areas.	implemented in all content areas.	
Priority 4: Student Achievement	Local assessment data for 2016-2017 showed that 43% of TK-K, 39% of 1st, 32% of 2nd, 37% of 3rd, 43% of 4th, 45% of 5th, and 38% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2017 Scholastic Reading Inventory Assessment, 44% of 3rd-8th graders met or exceeded standards. Fifty-two percent of 2nd-6th Graders met or exceeded standards on the Spring Scholastic Math Inventory.	Estimated: Local assessment data for 2017-2018 will show that 44% of TK-K, 40% of 1st, 33% of 2nd, 38% of 3rd, 44% of 4th, 46% of 5th, and 39% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2017 Scholastic Reading Inventory Assessment, 45% of 3rd-8th graders will meet or exceed standards. Fifty-three percent of 2nd-6th Graders will meet or exceed standards on the 2018 Spring Scholastic Math Inventory. **Actual: Local assessment data for 2017-2018 showed that 44% of TK-K, 40% of 1st, 33% of 2nd, 38% of 3rd, 44% of 4th, 46% of 5th, and 39% of 6th Graders met or exceeded standards on the AIMSWeb local assessment. On the Spring 2017 Scholastic Reading Inventory Assessment, 45% of 3rd-8th graders met or exceed standards. Twenty-three percent of 2nd-6th Graders met or exceeded standards on the 2018 Spring Scholastic Math Inventory.**	Estimated: Local assessment data for 2018-2019 will show that 45% of TK-K, 41% of 1st, 34% of 2nd, 39% of 3rd, 45% of 4th, 47% of 5th, and 40% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2018 Scholastic Reading Inventory Assessment, 46% of 3rd-8th graders will meet or exceed standards. Fifty-four percent of 2nd-6th Graders will meet or exceed standards on the 2019 Spring Scholastic Math Inventory. **Actual: Local assessment data for 2018-2019 showed that 40% of 3rd, 51% of 4th, 39% of 5th, 50% of 6th, 41% of 7th, and 47% of 8th Graders met or exceeded standards on the AIMSWeb ELA Composite. Local assessment data for 2018-2019 also showed that 42% of 3rd, 45% of 4th, 50% of 5th, 50% of 6th, 58% of 7th, and 48% of 8th Graders met or exceeded standards on the AIMSWeb Math Composite. On the Spring 2019 Scholastic Reading Inventory Assessment, 30% of 3rd-8th graders met or exceeded standards.**	Estimated: Local assessment data for 2019-2020 will show that 45% of 3rd, 55% of 4th, 44% of 5th, 50% of 6th, 46% of 7th, and 52% of 8th Graders met or exceeded standards on the AIMSWeb ELA Composite. Local assessment data for 2019-2020 will also show that 47% of 3rd, 50% of 4th, 55% of 5th, 55% of 6th, 63% of 7th, and 53% of 8th Graders met or exceeded standards on the AIMSWeb Math Composite. On the Spring 2020 Scholastic Reading Inventory Assessment, 35% of 3rd-8th graders will meet or exceed standards. .

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 (a): Statewide Assessments	Current data shows that 32% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the CAASPP Math Test. In 2017-2018, it is projected that 26% of the district's EL students will be redesignated as fluent English proficient.	Estimated: 32% of students will meet or exceed standards on the CAASPP ELA Test and 25% will meet or exceed standards on the CAASPP Math Test. In 2017-2018, 21% of the district's EL students will be redesignated as fluent English proficient. **Actual: 32% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the CAASPP Math Test. In 2017-2018, it is projected that 26% of the district's EL students were redesignated as fluent English proficient.**	Estimated: 34% of students will meet or exceed standards on the CAASPP ELA Test and 27% will meet or exceed standards on the CAASPP Math Test. In 2017-2018, 22% of the district's EL students will be redesignated as fluent English proficient. On the 2018-2019 ELPAC-70% of English learners will make annual progress. **Actual: 36% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the 2018 CAASPP Math Test. In 2017-2018 35.8% of the district's EL students were redesignated as fluent English proficient.**	Estimated: 40% of students will meet or exceed standards on the CAASPP ELA Test and 32% will meet or exceed standards on the CAASPP Math Test. In 2018-2019, 40% of the district's EL students will be redesignated as fluent English proficient.
Priority 4 (b): Academic Performance Index	The 2013 District API was 742. API is no longer calculated.	The 2013 District API was 742. API is no longer calculated.	The 2013 District API was 742. API is no longer calculated.	The 2013 District API was 742. API is no longer calculated.
Priority 4 (c): Percent of Students Completing a-g/CTE	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 (d): Percent of EL pupils making progress toward English proficiency	Current CELDT Data shows that 68.5% of our EL students made progress toward English proficiency.	Estimated: Seventy percent of our EL students will make progress toward English proficiency. **Actual: This cannot be calculated using the ELPAC. No comparison scores from previous year.**	Estimated: Seventy-two percent of our EL students will make progress toward English proficiency. **Actual: On the 2017-2018 ELPAC, 34.9% were Level 4, 35.6% were Level 3, 19.6% were Level 2, and 10% were Level 1.**	Estimated: On the 2018-2019 ELPAC, 40% will be Level 4, 40% will be Level 3, 15% will be Level 2, and 5% will be Level 1.
Priority 4 (e): EL reclassification Rate	The district's redesignation rate was 20.7% for 2016-2017.	Estimated: The district's redesignation rate will increase to 22%. **Actual: The district's redesignation rate is projected to increase to 26%.**	Estimated: The district's redesignation rate will increase to 27%. **Actual: The district's redesignation rate for 2017-2018 increased to 35.8%.**	Estimated: The district's redesignation rate will increase to 40%.
Priority 4 (f): Percent passing AP Exam	N/A	N/A	N/A	N/A
Priority 4 (g): Percent of pupils who demonstrate college preparedness on EAP	N/A	N/A	N/A	N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train 100% of teachers in Write From the Beginning Strategies at Staff Development Day and in additional Data Team Meetings Four times monthly.	Train 100% of teachers in Thinking Maps Across the Curriculum and Social Studies Implementation and review in additional Data Team Meetings four times monthly.	Train 100% of teachers in Thinking Maps Across the Curriculum and Science Implementation and review in additional Data Team Meetings four times monthly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$68,005	$105,271	$125,061
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain four K-4 Reading Specialists to provide Intervention Services.	Retain four and hire an additional K-6 Reading Specialists to provide Intervention Services.	Retain two K-6 Reading Specialists to provide Intervention Services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$136,000	c) $99,339 d) $66,226	$67,571
Source	Sup/Con	c) Sup/Con d) Title I	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	e) Cert Sal/Ben (1000/3000) f) Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.

Select from New, Modified, or Unchanged for 2018-19

District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.

Select from New, Modified, or Unchanged for 2019-20

District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.

2017-18 Actions/Services

Unchanged

2018-19 Actions/Services

Unchanged

2019-20 Actions/Services

Unchanged

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $800	d) $800	a) $800

Year	2017-18	2018-19	2019-20
	b) $200 c) $500	e) $200 f) $500	b) $200 c) $500
Source	a) Sup/Con b) Sup/Con c) Sup/Con	g) Sup/Con h) Sup/Con i) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)	j) Cert Sal/Ben (1000/3000) k) Class Sal/Ben (2000/3000) l) Books/Supp (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Edison Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

For English learners:

Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.

2018-19 Actions/Services

For English learners:

Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.

2019-20 Actions/Services

For English learners:

Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $3,462 b) $1,551 c) $250	d) $3,570 e) $1,773 f) $250	a) $3,240 b) $2,607 c) $250
Source	a) Sup/Con b) Sup/Con c) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	g) Cert Sal/Ben (1000/3000) h) Class Sal/Ben (2000/3000) i) Books/Sup (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	Orangewood

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For low income pupils: Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders not reading at grade level by end of the school year.	For low income pupils: Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders not reading at grade level by end of the school year.	For low income pupils: Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders not reading at grade level by end of the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $10,386 b) $4,717 c) $750	d) $21,422 e) $10,635 f) $1,500	a) $19,800 b) $11,029 c) $1,500
Source	a) Sup/Con b) Sup/Con c) Sup/Con	g) Sup/Con h) Sup/Con i) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	j) Cert Sal/Ben (1000/3000) k) Class Sal/Ben (2000/3000) l) Books/Sup (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	Schoolwide	Orangewood

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $70,000 b) $44,000	c) $55,342 d) $67,247	a) $54,916 b) $74,964
Source	a) Sup/Con b) Title I	c) Sup/Con d) Title I	a) Sup/Con b) Title I
Budget Reference	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	b) Class Sal/Ben (2000/3000) c) Class Sal/Ben (2000/3000)	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Director of Accountability and Academics will monitor implementation and progress in Intervention Programs.	Director of Accountability and Academics will monitor implementation and progress in Intervention Programs.	Director of Accountability and Academics will monitor implementation and progress in Intervention Programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $15,000 b) $75,000	$15,000	$15,000
Source	a) Sup/Con b) LCFF Base	Sup/Con	Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain site licenses for Intervention Programs (AR, STAR, Read 180, FAAST Math, SMI, DIBELS)	Maintain site licenses and hosting for Intervention Programs (AR, STAR, Read 180, FAAST Math, AIMSWeb)	Maintain site licenses and hosting for Intervention Programs (AR, STAR, Read 180, FAAST Math, NextGen Math)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,490	$22,000	a) $37,000 b) $5,400
Source	Sup/Con	Sup/Con	a) Sup/Con b) Title I
Budget Reference	Con Serv/Opp Exp (5000)	Con Serv/Opp Exp (5000)	a) Con Serv/Opp Exp (5000) b) Con Serv/Opp Exp (5000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.	Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.	Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,450	$25,450	$25,450
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Build/Cap Out (7000)	Build/Cap Out (7000)	Build/Cap Out (7000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Orangewood

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Retain class sizes of 24:1 in K-3 to help increase student achievement.

2018-19 Actions/Services

Retain class sizes of 24:1 in K-3 to help increase student achievement.

2019-20 Actions/Services

Retain class sizes of 24:1 in K-3 to promote student social-emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$541,559	$685,504	$459,150
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will host Parent Reading Information Nights to provide strategies for reading support at home.	District will host Parent Reading Information Nights to provide strategies for reading support at home.	District will host Parent Reading Information Nights to provide strategies for reading support at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $3,812 b) $2,400	e) $842 f) $2,606 g) 2,066 h) 1,709	a) $715 b) $2,833 c) $4,372 d) $300
Source	a) Sup/Con b) Sup/Con	i) Sup/Con j) Sup/Con k) Sup/Con l) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Book/Sup (4000)	m) Cert Sal/Ben (1000/3000) n) Class Sal/Ben (2000/3000) o) Book/Sup (4000) p) Workshops/Conferences (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Book/Sup (4000) d) Workshops/Conferences (5000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Embed a fifteen minute tutorial period into the Master Schedule to provide support to Intervention Students.	Maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	Maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$176,755	$170,537
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.	Retain Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.	Retain Highly Qualified Special Education Teachers to instruct an Assessment Bootcamp for Intervention Students by offering a $2,500 Annual Stipend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $14,750 b) $25,000	c) $14,876 d) $25,400	$15,000
Source	a) Sup/Con b) Sup/Con	c) Sup/Con d) Sup/Con	Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	c) Cert Sal/Ben (1000/3000) d) Class Sal/Ben (2000/3000)	Cert Sal/Ben (1000/3000)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All students will become 21st Century Learners by 2020.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7, 8

Local Priorities: N/A

Identified Need:

Current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning. Current local data also shows the implementation of two STEAM Electives with additional offerings after school during the Afterschool Program. Stakeholders have expressed the need for additional STEAM/STEM offerings. The district currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 (a): Implementation of CCSS	100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. **Actual: Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. **Actual: Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.
Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas**.**	Maintain English Learners receive 30-45 minutes daily in designated ELD. Obtain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas**.** **Actual: English Learners received 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is**	Maintain English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas**.** **Actual: English Learners received 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is**	Maintain English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas**.**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		implemented in all content areas.	**implemented in all content areas.**	
Priority 7 (a): Extent to which pupils have access and are enrolled in a broad course of study	The district offers 5 elective classes to 7th-8th grade on a wheel: Art, Theater, Band/Choir, and Computer Skills. In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Computer Tech, Art, Theater, Band, Agriculture, and Choir. The district also offers 30 minutes of ELD Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level.	Estimated: Continue to offer access and enrollment to students in a broad course of study.

Actual: Continued to offer access and enrollment to students in a broad course of study. | Estimated: Continue to offer access and enrollment to students in a broad course of study.

Actual: Continued to offer access and enrollment to students in a broad course of study. | Estimated: Continue to offer access and enrollment to students in a broad course of study. |
| Priority 7 (b): Extent to which students have access to and are enrolled in | In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing | Estimated: Continue to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive | Continue to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and | Continue to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
programs/services for unduplicated students	arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Computer Tech, Art, Theater, Band, Agriculture, and Choir. The district also offers 30 minutes of ELD Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level. EL Students are leveled for ELD Instruction. K-6 ELD Instruction is 30 minutes daily, and 7-8 ELD Instruction is 45 minutes daily. Students are leveled for Reading and Mathematics Instruction with Intervention Aides and Reading Specialists.	Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site. **Actual: Continued to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.**	Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site. **Actual: Continued to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.**	Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for	Each site has an RSP Class and an SDC Class with highly qualified staff for students with exceptional needs.	Estimated: Maintain an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.	Estimated: Maintain an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.	Estimated: Maintain an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students with exceptional needs		**Actual: Maintained an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.**	**Actual: Maintained an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.**	
Priority 8 (a): Pupil outcomes in subjects described in 51210/51220 (Ex: CBM Metrics, Physical Fitness, various participation rates etc.)	All district students receive required weekly/daily minutes of physical education instruction. In grades 7-8, five sections of each Core Class is offered to serve about 120 students at each grade level. The district administers Common Formative Assessments every five weeks in ELA, Math, Science, and Social Studies. ELD Students are progress monitored through the CELDT and ADEPT. The district also administers Physical Fitness Tests annually to students in grades 5-8.	Estimated: Maintain required weekly/daily minutes of physical education instruction. **Actual: Maintained required weekly/daily minutes of physical education instruction.** Estimated: Continue to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test. **Actual: Continue to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test.**		
	On the 2015-2016 Physical Fitness Test an average of 64% of fifth graders and 66% of seventh graders scored in the Healthy Fitness Zone for six Physical Fitness Areas	Estimated: On the 2016-2017 PFT increase fifth grade percentage to 66% and seventh to 68% of students who scored in		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		the Healthy Fitness Zone for six Physical Fitness Areas. **Actual: On the 2016-2017 PFT increased fifth grade percentage to 65% and seventh decreased to 64.85% of students who scored in the Healthy Fitness Zone for six Physical Fitness Areas.**		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	Retain Coordinator of Data Systems and Support to support use of technology in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$121,404	$128,848	$135,353
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 2

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Annual Contract Fee for EADMs which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.

2018-19 Actions/Services

Annual Contract Fee for EADMs (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.

2019-20 Actions/Services

Annual Contract Fee for EADMs (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,700	$10,744	$10,719
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Con Serv/Op Exp (5000)	Con Serv/Op Exp (5000)	Con Serv/Op Exp (5000)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.	Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.	Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Books/Sup (4000)	Books/Sup (4000)	Books/Sup (4000)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $5,235 b) $1,319 c) $1500	e) $6,500 f) $190 g) $4,500	a) $2,200 b) $3,300 c) $500
Source	a) Sup/Con b) Sup/Con c) Sup/Con	h) Sup/Con i) Sup/Con j) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Other Op Serv (5000)	k) Cert Sal/Ben (1000/3000) l) Class Sal/Ben (2000/3000) m) Other Op Serv (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Other Op Serv (5000)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.	Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.	Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$20,000	$60,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Books/Sup (4000)	Books/Sup (4000)	Books/Sup (4000)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase additional applications for student devices to be used for intervention.	Purchase additional applications for student devices to be used for intervention.	Purchase additional applications for student devices to be used for intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Books/Sup (4000)	Books/Sup (4000)	Books/Sup (4000)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.

2018-19 Actions/Services

Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.

2019-20 Actions/Services

Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$166,316	$192,542	$220,418

Year	2017-18	2018-19	2019-20
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.	Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.	Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$198,628	$212,047	$236,396
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners, Foster Youth, Low Income |

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Media Clerk to assist students in the computer lab with Intervention.	Retain Media Clerk to assist students in the computer lab with Intervention.	Retain Media Clerk to assist students in the computer lab with Intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,392	$12,392	$15,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Edison Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Sup/Con	Sup/Con	Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	Books/Supp (4000)	Books/Supp (4000)	Books/Supp (4000)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Edison Middle

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Purchase supplies for Agriculture Elective and Partnership with FFA.	Purchase supplies for Agriculture Elective and Partnership with FFA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$1,000	$1,000
Source		Sup/Con	Sup/Con
Budget Reference		Books/Supp (4000)	Books/Supp (4000)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

The district will achieve and maintain 97% attendance rate by 2020.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: N/A

Identified Need:

Local attendance data shows that the district's attendance rate for 2018-19 was 96.3%. The 2017-2018 District Truancy Rate was 78%. The District's 2017-2018 Suspension Rate was 3.1% and the Expulsion Rate was .16%. California Healthy Kids Survey Data from 2018 showed that 78% of testers felt very connected to the school, 80% of testers said they had adults who cared about them at the school, and 70.5% of testers said they felt safe at school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parent Involvement	Four Parent Input Meetings held. District hosted one Family Event per semester at each site.	Estimated: Continue to hold four meetings annually. Estimated: District will host one Family Event per trimester/semester at each site.	Estimated: Continue to hold four meetings annually. **Actual: Four Family Input Meetings were held.** Estimated: District will host one Family Event per trimester/semester at each site. **Actual: District hosted one family event each semester at each site.**	Estimated: Continue to hold four meetings annually. Estimated: District will host one Family Event per trimester/semester at each site. Estimated: Continue to hold four meetings annually.
Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites	Sustained Parent Participation on ELAC/DELAC, School Site Council, and Parent Teacher Club.	Estimated: Continue to hold four meetings annually.	Estimated: Continue to hold four meetings annually. **Actual: Continued to hold four meetings annually.**	
Priority 3 (b): How district promotes participation of parents for unduplicated pupils	Latino Family Literacy Project met ten times in 14-15 year with six regular attendees.	Estimated: Latino Family Literacy Project will meet ten times in the year with eight regular attendees.	Estimated: Latino Family Literacy Project will meet ten times in the year with ten regular attendees.	Estimated: Latino Family Literacy Project will meet ten times in the year with ten regular attendees.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs	District offered one six-week course of Parent Project and hosted one Parent Education Evening at each site. District will host an Intervention Parent Meeting once a quarter on each site. ELAC/DELAC held four meetings with an average attendance of seven at each meeting. District will promote parent participation in programs for individuals with exceptional needs.	**Actual: Latino Family Literacy Project met ten times in the year with five regular attendees**. Estimated: District will offer one six-week course of Parent Project and will host two Parent Education Evenings at each site. District will host an Intervention Parent Meeting once a quarter on each site. **Actual: District offered one six-week course of Parent Project and hosted an Intervention Parent Meeting once a quarter on each site.** Estimated: ELAC/DELAC will hold four meetings with an average attendance of ten at each meeting. District will promote parent participation in programs for individuals with exceptional needs. **Actual: ELAC/DELAC held four meetings with an average attendance of five at each meeting. District promoted parent participation in**	**Actual: Latino Family Literacy Project did not meet due to lack of interest.** Estimated: District will offer two six-week courses of Parent Project and will host two Parent Education Evenings at each site. District will host an Intervention Parent Meeting once a quarter on each site. **Actual: District offered one six-week course of Parent Project and hosted an Intervention Parent Meeting once a quarter on each site.** ELAC/DELAC will hold four meetings with an average attendance of ten at each meeting. District will promote parent participation in programs for individuals with exceptional needs. **Actual: ELAC/DELAC held four meetings with an average attendance of five at each meeting. District promoted parent participation in**	Estimated: District will offer one six-week course of Parent Project and will host two Parent Education Evenings at each site. District will host an Intervention Parent Meeting once a quarter on each site. Estimated: ELAC/DELAC will hold four meetings with an average attendance of ten at each meeting. District will promote parent participation in programs for individuals with exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		programs for individuals with exceptional needs.	programs for individuals with exceptional needs.	
Priority 5: Pupil Engagement Priority 5 (a): School attendance rates	Attendance Rate is 95.4%.	Estimated: Obtain and maintain a 97% Attendance Rate. **Actual: District Attendance Rate was 95.4% in 2017-2018.**	Estimated: Obtain and maintain a 97% Attendance Rate. **Actual: District Attendance Rate was 96.3% in 2018-2019.**	Estimated: Obtain and maintain a 97% Attendance Rate.
Priority 5 (b): Chronic absenteeism rates	Chronic Absenteeism rate is 8.9%.	Estimated: Obtain and maintain a Chronic Absenteeism Rate under 8%. **Actual: Chronic Absenteeism Rate was 8.9%**	Estimated: Maintain a Chronic Absenteeism Rate under 7%. **Actual: Chronic Absenteeism Rate for 2018-2019 was 11.2%.**	Estimated: Maintain a Chronic Absenteeism Rate under 10%.
Priority 5 (c); Middle school drop-out rates	Middle School Dropout Rate is .04%.	Estimated: Obtain and maintain a Middle School Dropout Rate of .01%. **Actual: Middle School Dropout Rate was.04% for 2016-2017.**	Estimated: Obtain and maintain a Middle School Dropout Rate of .01%. **Actual: Middle School Dropout Rate was.04% for 2016-2017.**	Estimated: Obtain and maintain a Middle School Dropout Rate of .01%.
Priority 5 (d): High school drop-out rates	N/A	N/A	N/A	N/A
Priority 5 (e): High school drop-out rates	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 (a): Pupil suspension rates	Pupil Suspension Rate is 5.66%.	Estimated: Obtain and maintain a Pupil Suspension Rate under 3%. **Actual: Pupil Suspension Rate for 2016-2017 was 5.66%.**	Estimated: Maintain a Pupil Suspension Rate under 3%. **Actual: Pupil Suspension Rate for 2018-2019 was 3.1%.**	Estimated: Maintain a Pupil Suspension Rate under 3%.
Priority 6 (b): Pupil expulsion rates	Pupil Expulsion Rate is .26%	Estimated: Obtain and maintain a Pupil Expulsion Rate under .10%. **Actual: Pupil Expulsion Rate was .26% in 2016-2017.**	Estimated: Maintain a Pupil Expulsion Rate under .10%. **Actual: Pupil Expulsion Rate was .16% in 2018-2019.**	Estimated: Maintain a Pupil Expulsion Rate under .10%.
Priority 6 (c): Other Local Measures on sense of safety and school connectedness.	California Healthy Kids Survey Data from 2015-2016 showed that 71% of testers felt very connected to the school, 44% of testers said they had adults who cared about them at the school, and 66% of testers said they felt very safe at school.	Estimated: Increase to 75% or above that feel very connected to the school, 50% or above who have caring adults at school, and 75% or above feel very safe at school on 2017-2018 California Healthy Kids Survey. **Actual: California Healthy Kids Survey Data from 2017-2018 showed that 82% of testers felt very connected to the school, 62% of testers said they had adults who cared about them at the school, and 57% of testers said they felt very safe at school.**	Estimated: Increase to 75% or above that feel very connected to the school, 65% or above who have caring adults at school, and 60% or above feel very safe at school on 2018-2019 California Healthy Kids Survey. **Actual: California Healthy Kids Survey Data from 2018-2019 showed that 78% of testers felt connected to the school, 80.5% of testers said they had adults who cared about them at the school, and 70% of testers said they felt safe at school.**	Estimated: Increase to 80% or above that feel connected to the school, 80% or above who have caring adults at school, and 70% or above feel very safe at school on 2019-2020 California Healthy Kids Survey.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior	Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior	Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
intervention to progress monitor students sent to SARB Board.	intervention to progress monitor students sent to SARB Board.	intervention to progress monitor students sent to SARB Board.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,137	$6,562	a) $10,062 b) $5,600
Source	Sup/Con	Sup/Con	a) Sup/Con b) Sup/Con
Budget Reference	Services/Other Op Exp (5000)	Services/Other Op Exp (5000)	a) Services/Other Op Exp (5000) b) Workshops/Conferences (5000)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain full-time Vice-Principals at Orangewood Elementary and Edison Middle to track student attendance, chair SARB Committee, and provide additional support.	Retain full-time Vice-Principals at Orangewood Elementary and Edison Middle to track student attendance, chair SARB Committee, and provide additional support.	Hire full-time Counselors at Orangewood Elementary and Edison Middle to track student attendance, and provide additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$234,434	$252,483	$208,250
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train 100% of staff in Positive Behavior Intervention and Support to improve school climate and pay Site PBIS Leads to monitor program for progress.	Train 100% of staff in Positive Behavior Intervention and Support/MTSS to improve school climate and pay Site PBIS Leads to monitor program for progress.	Train 100% of staff in Positive Behavior Intervention and Support/MTSS to improve school climate and pay Site PBIS Leads to monitor program for progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $36,000 b) $15,000	c) $35,485 d) $16,500	a) $35,991 b) $12,000
Source	a) Sup/Con b) Sup/Con	c) Sup/Con d) Sup/Con	a) Sup/Con b) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	e) Cert Sal/Ben (1000/3000) f) Class Sal/Ben (2000/3000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain part-time Community Liaison to oversee SARB, organize parent education courses, inform stakeholders about access to community resources, and to mentor students with poor attendance.	Retain part-time Community Liaison to oversee SARB, organize parent education courses, inform stakeholders about access to community resources, and to mentor students with poor attendance.	Retain Administrator on Special Assignment to Supervise Attendance Improvement Activities and Expanded Learning Opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $15,000 b) $20,000 c) $5,000	c) $39,840 d) $16,500	a) $148,162 b) $10,000
Source	a) Sup/Con b) 21st CCLC Grant c) Preschool Grant	c) Sup/Con d) Preschool Grant	a) Sup/Con b) Preschool Grant
Budget Reference	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000) c) Class Sal/Ben (2000/3000)	e) Cert Sal/Ben (1000/3000) f) Cert Sal/Ben (1000/3000)	a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PBIS Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of PBIS.

2018-19 Actions/Services

PBIS Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of PBIS.

2019-20 Actions/Services

PBIS Coordinator, TOSAs, and PBIS Teams will continue to monitor for full implementation of PBIS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$11,901	$122,719

Year	2017-18	2018-19	2019-20
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.	Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.	Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,077	$11,077	$11,077
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Equip/Cap. Outlay (6000)	Equip/Cap. Outlay (6000)	Equip/Cap. Outlay (6000)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain full-time bus driver/custodian to drive additional routes.	Retain full-time bus driver/custodian to drive additional routes.	Retain full-time bus driver/custodian to drive additional routes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,591	$60,627	$63,641
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Class. Sal/Ben (2000/3000)	Class. Sal/Ben (2000/3000)	Class. Sal/Ben (2000/3000)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learner, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hired additional Opportunity Aide to provide Tier III Behavior Intervention and Support.	Hire one Behavior/Health Aide/LVN to support students and assist staff.	Retain one full-time and one part-time Behavior/Health Aide to support students and assist staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,326	$28,663	$54,382
Source	Sup/Con	Sup/Con	Sup/Con

Year	2017-18	2018-19	2019-20
Budget Reference	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For foster youth:	For foster youth:	For foster youth:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Retain Opportunity Aide to provide Tier III Behavior Intervention and support.

2018-19 Actions/Services

Retain Two Opportunity Aides to provide Tier III Behavior Intervention and support.

2019-20 Actions/Services

Retain Two Opportunity Aides to provide Tier III Behavior Intervention and support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,000	$36,962	$44,977
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.

2018-19 Actions/Services

Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.

2019-20 Actions/Services

Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $2,563 b) $211	a) $2,563 b) $1,675	a) $1,750 b) $1,675

Year	2017-18	2018-19	2019-20
	c) $11,571 d) $958	c) $9,873 d) $7,315	c) $10,000 d) $5,000
Source	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Contracted Services (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Workshops/Conferences (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Workshops/Conferences (5000)

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

	Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged	Unchanged

	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events.	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events.	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $23,991 b) $3,041 c) $11,548	f) $28,563 g) $5,663 h) $4,000 i) $4,000 j) 5,431	a) $18,144 b) $19,656 c) $4,000 d) $4,000 e) $5,000
Source	a) 21st CCLC Grant b) Sup/Con c) 21st CCLC Grant	k) 21st CCLC Grant l) 21st CCLC Grant m) 21st CCLC Grant n) Sup/Con o) 21st CCLC Grant	a) 21st CCLC Grant b) 21st CCLC Grant c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant
Budget Reference	a) Cert Sal/Ben (1000/3000) A. Class Sal/Ben (2000/3000) b) Contracted Services (5000)	p) Cert Sal/Ben (1000/3000) q) Class Sal/Ben (2000/3000) r) Books and Supplies (4000) s) Books and Supplies (4000) t) Cont. Serv/Op Exp (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books and Supplies (4000) d) Books and Supplies (4000) e) Cont. Serv/Op Exp (5000)

Action 13

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain full-time School Psychologist for Orangewood Elementary to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	Retain full-time School Psychologist for Orangewood Elementary and hire full time School Psychologist for Edison Middle School to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	Retain full-time School Psychologist for district to monitor the Response to Intervention Program, and to provide support to students, families, and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $115,000 b) $10,000	$233,868	$138,229
Source	a) Sup/Con b) Preschool Grant	Sup/Con	Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.	Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.	Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$112,003	$116,835	$120,155
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.	Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.	Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,000	$29,000	$28,608
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Equip/Cap Outlay (6000)	Equip/Cap Outlay (6000)	Equip/Cap Outlay (6000)

Action **16**

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Retain additional bus driver and bus aide to transport intervention students.

2018-19 Actions/Services

Retain additional bus driver and bus aide to transport intervention students.

2019-20 Actions/Services

Retain additional bus driver and bus aide to transport intervention students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,903	$72,906	$75,341
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain School Resource Officer to assist with district safety and truancy reduction.	Retain School Resource Officer to assist with district safety and truancy reduction.	Retain School Resource Officer to assist with district safety and truancy reduction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $100,000 b) $10,000 c) $10,000	c) $113,866 d) $10,000	a) $113,866 b) $10,000
Source	a) Sup/Con b) 21st CCLC Grant c) Preschool Grant	c) Sup/Con d) Preschool Grant	a) Sup/Con b) Preschool Grant
Budget Reference	a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000) c) Service/Other Op Exp (5000)	e) Service/Other Op Exp (5000) f) Service/Other Op Exp (5000)	a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000)

Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain district nurse at six hours daily/180 days to provide additional support and education to students/families who have excessive absences.	Retain district nurse at six hours daily/180 days to provide additional support and education to students/families who have excessive absences.	Retain district nurse at eight hours daily/180 days to provide additional support and education to students/families who have excessive absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$63,291	$104,619

Year	2017-18	2018-19	2019-20
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)	Cert Sal/Ben (1000/3000)

Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train Staff in Multi-Tiered Systems of Support (MTSS) for Attendance, Academics, and Behavior.	Train Staff in Universal Design for Learning for Attendance, Academics, and Behavior.	Train Staff in Universal Design for Attendance, Academics, and Behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$36,000	a) $35,485 c) $16,500	a) $35,991 b) $12,000
Source	Sup/Con	a) Sup/Con c) Sup/Con	a) Sup/Con b) Sup/Con
Budget Reference	Cert Sal/Ben (1000/3000)	a) Cert Sal/Ben (1000/3000) c) Class. Sal/Ben (2000/3000)	a) Cert Sal/Ben (1000/3000) b) Class. Sal/Ben (2000/3000)

Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase AIMsWeb to progress monitor Reading and Math Intervention Students.	Maintain AIMsWeb to progress monitor Reading and Math Intervention Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.	Maintain AIMsWeb to progress monitor Reading and Math Intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,200	$8,500	$7,319
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Con Serv/Opp Exp (5000)	Con Serv/Opp Exp (5000)	Con Serv/Opp Exp (5000)

Action   **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Orangewood

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional homework assistance and academic support by hiring two additional ASES Program Leaders.	Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders.	Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $18,000 b) $18,000	$29,642	$31,042
Source	a) Sup/Con b) Title I	Sup/Con	Sup/Con
Budget Reference	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)	Class Sal/Ben (2000/3000)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$3,120,368

37.05%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Ninety-three percent of the Edison Elementary School District's pupils are identified as either English Leaner, Foster Youth, or Low Income, and as these pupils are enrolled proportionally throughout the district, the district has determined that the use of these funds is principally directed towards, and effective in meeting the district's goals for unduplicated pupils.

According to our CALPADS Certified Reports, the enrollment of English Learners, Foster Youth, or Low Income Students (unduplicated pupils) at Orangewood is 92%, and at Edison Middle is 94%. Therefore, the district determined that the most effective use of supplemental and concentration funds would be to provide intervention services to these students on a school-wide basis. This will allow more flexible program scheduling, and more effective use of staffing and instructional materials.

The Edison Elementary School District is in declining enrollment and has been using Reserve Funds in 2018-2019 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 all students.

The district was able to generate local benchmark data in attendance, academics, and behavior. Our attendance rate increased from 95% in 2017-2018 to 96.3% in 2018-2019, and our Chronic Absenteeism Rate is projected to decrease from 11.2% to 10.78%. Our stakeholders expressed a need for more support for our Homeless/Foster, Low Income, and EL Students in attendance. The district plans to retain our SRO, Hire an Administrator on Special Assignment to be our Attendance Supervisor, and retain a full-time nurse to help improve the attendance rate of theses subgroups.

Review of metrics data show that action steps taken by the district have yielded positive results. **The percent of students meeting or exceeding standards on the ELA CAASPP Test increased from 32% in 2017 to 36% in 2018 (Yellow). In comparison, the State's Performance Indicator for ELA was Orange. The percent of students meeting or exceeding standards on the Math CAASPP Test increased minimally from 27% in 2017 to 27.1% in 2018 (Orange). The State's Performance Level was also Orange.** These increases can be attributed to Action Steps in Goals 1-3.

The percent of students in Grades 3-8 who met or exceeded standards on the local Reading Inventory Test increased from 21.5% met or exceeded standards in Fall 2018 to 30% met or exceeded standards in Spring 2019. These increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13). Therefore, the district will continue these Action Steps in 2019-2021.

The percent of students in Grades 3-8 who met or exceeded standards on the local Math Inventory Test increased from 29% met or exceeded standards in Fall 2018 to 49% met or exceeded standards in Spring 2019. These increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13). Therefore, the district will continue these Action Steps in 2019-2021.

ELPAC Data cannot be compared to CELDT Data; however, the District's RPEP Rate increased from 20.7% in 2017 to 35.8% in 2018. This redesignation increase and other progress for English Learners can be attributed to the implementation of Action Steps: 1.4, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2019-2021.

The district did not have any subgroups in the Red Performance Area for Academics on the Dashboard. **The Mathematics Progress and Chronic Absenteeism Rate for All Students was 11.2%, in the Orange Performance Area. In comparison, the State's Chronic Absenteeism Rate was 9%, in the Yellow Performance Area.**

To facilitate improvement in English Language Arts, the district plans to have intensive professional development in the EL Teaching Strategies and integrated and designated ELD Curriculum (1.4). The district will also focus on research-based EL Instructional Strategies during Data Teams each week (1.4), and will train all staff in using Thinking Maps Across the Curriculum and Universal Design for Learning (1.1, 3.20).

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (3.3). The district will also purchase NextGen Mathematics Program, which is aligned to CAASPP, to supplement Mathematics Instruction. The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13).

The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all Special Education Students (1.14).

To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain and Administrator on Special Assignment to act as an Attendance Supervisor (3.4), retain our School Resource Officer to make home visits (3.18), hire a counselor at each site to support students (3.2), and train all staff in MTSS and UDL for attendance, behavior, and academics (3.3) and (3.20).

The District's Special Education Students were one performance level below the District's General Education Students in ELA and Math and two performance levels below all students in Suspension/Expulsion. **The District's Homeless Students were one performance level below all students in Chronic Absenteeism**. To address these gaps the Edison Elementary School District will provide the following increased or improved services:

All staff will be trained in Multi-Tiered Systems of Support and UDL by the Director of Accountability and Academics to provide intervention and support to all students (3.3, 3.20).

Special Education/Intervention Staff will meet in Data Teams with DAA weekly to review student progress (1.1,1.14).

The district will offer an ELA/Math Intervention/Assessment Preparation for all Special Education Students Monitored by DAA after school (3.3, 3.16).

District Administration Team (Principals, Administrator on Special Assignment, Psychologist, Director of Accountability and Academics, and Superintendent) will review Suspension/Expulsion Data monthly with explicit review of all significant student subgroups (3.21).

McKinney-Vento Liaison (Administrator on Special Assignment) will attend all meetings for our Foster/Homeless Students and will quarterly meet with Superintendent to discuss necessary supports and actions for our Foster/Homeless Students (3.4.)

District SRO will assist in monitoring attendance and behavior plans for all students including our Foster/Homeless Students (3.18).

Teaching and Administrative Staff will meet for Attendance Review, Instructional Review, and Intervention Review quarterly to monitor the progress of students in intervention (1.8, 1.9, 2.2, 3.1, 3.4, 3.12).

Two site counselors will be hired to provide additional support for Intervention Students (3.2)

The District's Dashboard Performance for English Learner Progress decreased from green in 2015-2016 to red in 2016-2017. This progress was not rated in 2017-2018. To address this lack of progress for English Learners, the Edison Elementary School District will provide the following increased or improved services:

The district will host the Latino Family Literacy Project facilitated by Title I/EL Coordinators to support English Fluency in the home (1.3).

The district will provide comprehensive Professional Development from Title I/EL Coordinators and Director of Accountability and Academics in ELPAC, ELD Framework, and EL Teaching Strategies (1.4).

The district will offer an Intensive ELD Intervention Summer Session directed by by Title I/EL Coordinators and Director of Accountability and Academics (1.5).

The district will retain classroom aides to support EL Intervention (1.7).

Director of Accountability, Title I/EL Coordinators, and Coordinator of Data Systems and Support will monitor progress of English learners (1.8, 2.1, 2.8).

The district will provide EL Intervention afterschool with transportation monitored by Coordinator of Data Systems and Support and Director of Accountability and Academics (3.13, 3.17).

The district will retain EADMs and AIMsWeb supported by Coordinator of Data Systems and Support to progress monitor Intervention Students (2.2, 3.21).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,210,113	37.38 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Ninty-three percent of the Edison Elementary School District's pupils are identified as either English Leaner, Foster Youth, or Low Income, and as these pupils are enrolled proportionally throughout the district, the district has determined that the use of these funds is principally directed towards, and effective in meeting the district's goals for unduplicated pupils.

According to our CALPADS Certified Reports, the enrollment of English Learners, Foster Youth, or Low Income Students (unduplicated pupils) at Orangewood is 92%, and at Edison Middle is 94%. Therefore the district determined that the most effective use of supplemental and concentration funds would be to provide intervention services to these students on a school-wide basis. This will allow more flexible program scheduling, and more effective use of staffing and instructional materials.

The Edison Elementary School District is in declining enrollment and has been using Reserve Funds in 2017-2018 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 all students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 2,727,260

36.05 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LEA-wide 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 has determined that the use of these funds is principally directed towards, and effective in meeting the district's goals for the targeted pupils.
- According to our CALPADS Certified Reports, the enrollment of either low income, English learner, or foster youth (targeted pupils) at Orangewood Elementary is 91%, and 93% at Edison Middle School. Therefore, the district determined that the most effective use of supplemental and concentration grants would be to provide intervention services to these students on a school-wide basis. This will allow more flexible program scheduling, more effective use of staffing and instructional materials.
- The Edison Elementary School District is in declining enrollment and has been using Reserve Funds in 2016-2017 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.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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

- **Support for Identified Schools:** Describe how the LEA supported 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

  Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the 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).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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