Local Control Accountability Plan and Annual Update (LCAP) Template

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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 94%. Our population is comprised of 27% 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 District Attendance Administrator and our School Resource Officer.

LCAP Highlights

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

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

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

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

3. 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 II and III 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 LCFF Evaluation Rubrics, 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 in 2016-2017 was 8.9%. This is more than two percent lower than surrounding districts and the State Average. Our Attendance Rate increased from 95% in 2015-2016 to 96.4% in 2016-2017. The District's Suspension Rate is projected to decrease from 5.66% in 2016-2017 to 4% in 2017-2018. To build upon this progress, the district will continue the implemented Action Steps in Goal #3 of the LCAP and will hire an Administrator on Special Assignment to monitor student attendance and administer intervention programs.

Referring to the LCFF Evaluation Rubrics, 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

Our greatest need is improvement of our English Learner Progress.

The district indicator was "red" for English Learner Progress meaning that the baseline number of EL Students making progress toward proficiency declined significantly in 2016-2017. This rate decreased from 68.5% in 2015-2016 to 65.2% in 2016-2017. To facilitate improvement in this area the district plans to have intensive professional development in the ELPAC and integrated and designated ELD Curriculum. The district will also focus on research-based EL Instructional Strategies during Data Teams each week, and will train all staff in using Thinking Maps Across the Curriculum and Universal Design for Learning.

Referring to the LCFF Evaluation Rubrics, 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 Foster Youth and Homeless Students were two performance levels below All Students in the Suspension Rate. The District's Special Education Students and English Learners were one performance level below the District's General Education and English Only Students in ELA and Math. To address this gap 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.

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

McKinney-Vento Liaison 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 and Intervention Review quarterly to monitor the progress of students in intervention.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on stakeholder feedback and evaluation of state and local data, the district is implementing over thirty action steps to increase or improve services for unduplicated pupils. Three significant actions to improve/increase services are:

Providing additional psychologist support, and activities to increase student attendance.

Providing additional academic support to Tier II and Tier III Students.

Continuing support for implementation of our 1:1 Computer Initiative to provide all students in Grades 3-8 a device for testing and daily instruction.

Retention of Title I/EL Coordinators to progress monitor Intervention Students and Intervention Reviews quarterly to monitor progress of students in intervention,

Targeted Professional Development and increased monitoring for implementation of research-based EL Teaching Strategies and Universal Design for Learning to increase English proficiency and academic achievement for unduplicated pupils.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
TOTAL GENERAL FUND BUDGET EXPENDITURES FOR LCAP YEAR	$13,643,023
TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR	$3,001,767

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Expenditures specified above for the 2017-2018 include salaries and benefits for all certificated and classified personnel. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

DESCRIPTION	AMOUNT
TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR	$11,111,751

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 2019.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4
Local Priorities: N/A

Annual Measureable Outcomes

Expected	Actual
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 "Exemplary" as indicated on FIT Report. All facilities have an overall rating of "Exemplary" as indicated on FIT Report.	Maintained 100% fully credentialed and assigned. 100% of students have standards-aligned materials. All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.

Expected	Actual
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. **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	Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. 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 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 **Priority 4 (a): Statewide Assessments** Current data shows that 30% of students met or exceeded standards on the CAASPP ELA Test and 22% met or exceeded standards on the CAASPP Math Test. In 2016-2017, 20.7% of the district's EL students were redesignated as fluent English proficient. On the 2016-2017 CELDT-68.5% of English learners made 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	Local assessment data for 2017-2018 showed that 48% of TK-K, 42% of 1st, 33% of 2nd, 46% of 3rd, 36% of 4th, 46% of 5th, and 39% of 6th Graders met or exceeded standards on the AIMsWeb local assessment. On the Spring 2018 Scholastic Reading Inventory Assessment, 44% of 3rd-8th graders will meet or exceed standards. Nineteen percent of 3rd ,and 22% of 4th Graders meet or exceed standards on the 2018 Spring Scholastic Math Inventory. Twenty-two percent of 5th-8th Graders met or exceeded standards. Thirty-six percent 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, 22% of the district's EL students were redesignated as fluent English proficient. On the 2017-2018 ELPAC no comparison data is available. The 2013 District API was 742. API is no longer calculated. N/A

Expected	Actual
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. Priority 4 (e): EL reclassification Rate The district's redesignation rate was 20.7% for 2016-2017. Priority 4 (f): Percent passing AP Exam N/A Priority 4 (g): Percent of pupils who demonstrate college preparedness on EAP N/A	No comparison data is available for the 2017-2018 ELPAC. The district's redesignation rate increased to 22% in 2017-2018. N/A 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 Write From the Beginning Strategies at Staff Development Day and in additional Data Team Meetings Four times monthly.	Train 100% of teachers in Write From the Beginning Strategies at Staff Development Day and in additional Data Team Meetings Four times monthly.	$68,005 Sup/Con Cert Sal/Ben (1000/3000)	$90,744 Sup/Con Cert Sal/Ben (1000/3000)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain four K-4 Reading Specialists to provide Intervention Services.	Retained four K-4 Reading Specialists to provide Intervention Services.	$136,000 Sup/Con Cert Sal/Ben (1000/3000)	$129,881 Sup/Con 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 did not host Latino Family Literacy due to low enrollment.	a) $800 b) $200 c) $500 a) Sup/Con	a) 0 b) 0 c) 0 a) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		b) Sup/Con c) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)	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 Framework, and implementation in classroom by providing release time with substitute teachers.	Provided comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	$10,000 Sup/Con Cert Sal/Ben (1000/3000)	$9,623 Sup/Con Cert Sal/Ben (1000/3000)

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) $3,462 b) $1,551 c) $250 a) Sup/Con b) Sup/Con	a) $3,200 b) $1,544 c) $250 a) Sup/Con b) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		c) Sup/Con	c) Sup/Con
		a) Cert Sal/Ben (1000/3000)	a) Cert Sal/Ben (1000/3000)
		b) Class Sal/Ben (2000/3000)	b) Class Sal/Ben (2000/3000)
		c) Books/Sup (4000)	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 all 1st, 2nd, and 3rd graders not reading at grade level by end of third grade.	For low income pupils: Offer Intensive Summer Literacy Program (20 days) for all 1st, 2nd, and 3rd, 4th, 5th, and 6th graders not reading at grade level by end of the school year.	a) $10,386 b) $4,717 c) $750 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) $19,064 b) $9,263 c) $1,500 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.	Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	a) $70,000 b) $44,000 a) Sup/Con b) Title I a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	a) $71,180 b) $52,699 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 will monitor implementation and progress in Intervention Programs.	a) $15,000 b) $75,000 a) Sup/Con b) LCFF Base a) Cert Sal/Ben (1000/3000) b) 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 for Intervention Programs (AR, STAR, Read 180, FAAST Math, SMI, DIBELS)	Maintain site licenses for Intervention Programs (AR, STAR, Read 180, FAAST Math, SMI, DIBELS)	$12,490 Sup/Con Con Serv/Opp Exp (5000)	$20,916 Sup/Con 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.	$541,559 Sup/Con Cert Sal/Ben (1000/3000)	$682,703 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) $3,812 b) $2,400 a) Sup/Con b) Sup/Con	a) $2,912 b) $2,166 c) $6,785 d) $1,790

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a) Cert Sal/Ben (1000/3000) b) Book/Sup (4000)	a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con a) Cert Sal/Ben (1000/3000) b) Book/Sup (4000) c) Class Sal/Ben (2000/3000) d) Workshops (5000)

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Embed a fifteen minute tutorial period into the Master Schedule to provide support to Intervention Students.	Embed a fifteen minute tutorial period into the Master Schedule to provide support to Intervention Students.	$140,000 Sup/Con Cert Sal/Ben (1000/3000)	$173,971 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.	Retain Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.	a) $14,750 b) $25,000 a) Sup/Con b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben	a) $14,710 b) $25,000 a) Sup/Con b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(2000/3000)	(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 werer generally implemented as planned, with the exception of Actions # 1, 3, 6, and 11.

#1-Increased expense due to step and column adjustment and a 1.5% 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 April-May of 2018.

#6-Increase expense for Summer Intervention Program due to stakeholder's request for additional intervention for all grade levels 1st-8th.

#11-Increased expense due to step and column adjustment and a 1.5% salary increase. The district also had to hire two teachers on a temporary contract due to statutory leave.

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 30% in 2016 to 32% in 2017. The percent of students meeting or exceeding standards on the Math CAASPP Test increase from 23% in 2016 to 27% in 2017.

The percent of students in Grades 3-8 who met or exceeded standards on the local Reading Inventory Test increased from 24% met or exceeded standards in Fall 2017 to 32% met or exceeded standards in Spring 2018.

The percent of students in Grades K-4 who met or exceeded standards on the local Math Inventory Test increased from 9% met or exceeded standards in Fall 2017 to 25% met or exceeded standards in Spring 2018.

The percent of students in Grades 5-8 who met or exceeded standards on the local Math Inventory Test increased from 12% met or exceeded standards in Fall 2017 to 23% met or exceeded standards in Spring 2018.

ELPAC Data cannot be compared to CELDT Data; however, the District's RPEP Rate is projected to increase from 20.7% in 2017 to 26% in 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1 and #11-The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 1.5% salary increase for all Certificated Staff.

#6- The material difference between Budgeted Expenditures and the Actual Expenditures was the addition of Summer Reading Intervention Classes for 4th, 5th, and 6th Grade.

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 2018-2019 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 add Summer Reading Intervention Classes for 4th, 5th, and 6th Grades, as well as a Reading Specialist for the middle school (Action Steps 2 and 6) to assist unduplicated pupils.

Additionally, the district will hire an additional psychologist 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 14).

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

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 Measureable Outcomes

Expected	Actual
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. 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	Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. 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 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,	Continued to offer access and enrollment to students in a broad course of study.

Expected	**Actual**
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.	
Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students	
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.	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.
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.	
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs	
Each site has an RSP Class and an SDC Class with highly qualified staff 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.)	
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.	Maintained required weekly/daily minutes of physical education instruction.

Expected	**Actual**
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. 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	Continued to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test. On the 2016-2017 Physical Fitness Test an average of 65% of fifth graders and 65% of seventh graders scored in the Healthy Fitness Zone for six Physical Fitness Areas7

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.	Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	$121,404 Sup/Con Cert Sal/Ben (1000/3000)	$125,319 Sup/Con Cert Sal/Ben (1000/3000)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Contract Fee for EADMs which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	Annual Contract Fee for EADMs which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	$9,700 Sup/Con Con Serv/Op Exp (5000)	$7,837 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.	Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.	$5,000 Sup/Con Books/Sup (4000)	$1,062 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.	Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	a) $5,235 b) $1,319 c) $1500 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) $6,225 b) 0 c) $4,500 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)

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	Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible	$60,000 Sup/Con Books/Sup (4000)	$63,587 Sup/Con Books/Sup (4000)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
devices in their everyday learning.	devices in their everyday learning.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional applications for student devices to be used for intervention.	Purchase additional applications for student devices to be used for intervention.	$15,000 Sup/Con Books/Sup (4000)	$13,000 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.	Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.	$166,316 Sup/Con Class Sal/Ben (2000/3000)	$175,867 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.	$198,628 Sup/Con Cert Sal/Ben (1000/3000)	$206,612 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.	Retain Media Clerk to assist students in the computer lab with Intervention.	$12,392 Sup/Con Class Sal/Ben (2000/3000)	$12,392 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.	Purchase Robotics Lessons/Kits and Rocket Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	$5,000 Sup/Con Books/Supp (4000)	$1,058 Sup/Con Books/Supp (4000)

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 #3, # 7, and #8.

#3-Decreased expense due to not having to replace teacher convertible devices.

#7-Increased expense due to step and column adjustment and a 1.5% salary increase for classified staff.

#8-Increased expense due to step and column adjustment and a 1.5% salary increase for certificated staff.

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

Review of metrics data shows that the action steps taken by the district have yielded positive results. A total of 783 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. Grade Level Leads attended the Google Summit in 2017-2018 and have trained teachers to better utilize educational technology. The district has added a STEM Robotics Elective to the middle school master schedule and has increased STEM/STEAM Opportunities after school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

#3- The material difference between Budgeted Expenditures and the Actual Expenditures was due to lack of need for replacement of teacher devices.

7 and #8-The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 1.5% salary increase for all Classified and Certificated Staff.

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 increase the number of STEM and STEAM offerings for electives and afterschool to serve unduplicated pupils in 2018-2019 (Action Step13). The district will also replace the devices in the Edison Middle Computer Lab in 2018-2019 and 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 decrease our funding for student devices from $60,000 in 2017-2018 to $20,000 in 2018-2018 and will maintain the needed staff for support of infrastructure, devices, and training (Action Steps 5, 7 and 9).

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 Measureable Outcomes

Expected	Actual
Priority 3: Parent Involvement Four Parent Input Meetings held. District hosted one Family Event per semester at each site. 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. 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. District offered one six-week course of Parent Project and hosted one Parent Education Evening at each site. Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs 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.	Continued to hold four meetings annually. District hosted one Family Event per trimester/semester at each site. Continued to hold four meetings annually for ELAC/DELAC and School Site Council. Parent Teacher Club and Booster Club met monthy. Latino Family Literacy Project met ten times in the year with five regular attendees. District offered two six-week courses of Parent Project and hosted two Parent Education/Intervention Evenings at each site for unduplicated pupils. ELAC/DELAC held four meetings with an average attendance of five at each meeting. District promoted parent participation in programs for individuals with exceptional needs.

Expected	Actual
Priority 5: Pupil Engagement Priority 5 (a): School attendance rates Attendance Rate is 96%. Priority 5 (b): Chronic absenteeism rates Chronic Absenteeism rate is 10.6%. Priority 5 (c); Middle school drop-out rates Middle School Dropout Rate is .04%. 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	Obtained and maintained a 95% Attendance Rate. Obtained and maintained a Chronic Absenteeism Rate of 12% Obtained and maintained a Middle School Dropout Rate of .04%. N/A N/A N/A
Priority 6 (a): Pupil suspension rates Pupil Suspension Rate is 5.66%.	Obtained and maintained a Pupil Suspension Rate of 3.1%.

Expected	**Actual**
Priority 6 (b): Pupil expulsion rates Pupil Expulsion Rate is .26%	Obtained and maintained a Pupil Expulsion Rate of .16%.
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.	Increased to 82% of students feel very connected to the school, 62% of testers feel they have caring adults at school, and 57% feel very safe at school on 2017-2018 California Healthy Kids Survey.

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.	$5,137 Sup/Con Services/Other Op Exp (5000)	a) $5,830 b) $3,420 a) Sup/Con b) Sup/Con a) Services/Other Op Exp (5000) b) Workshops (5000)

Action 2

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

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 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.	$234,434 Sup/Con Cert Sal/Ben (1000/3000)	$243,316 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 to improve school climate and pay Site PBIS Leads to monitor program for progress.	Train 100% of staff in Positive Behavior Intervention and Support to improve school climate and pay Site PBIS Leads to monitor program for progress.	a) $36,000 b) $15,000 a) Sup/Con b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	a) $43,710 b) $7,987 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.	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.	a) $15,000 b) $20,000 c) $5,000 a) Sup/Con b) 21st CCLC Grant c) Preschool Grant	a) $35,000 b) $10,000 c) $15,000 a) Sup/Con b) 21st CCLC Grant c) Preschool Grant

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a) 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) c) Class Sal/Ben (2000/3000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a full-time Counselor to run Social Skills Intervention Groups and to supervise PBIS Activities.	Hire a full-time Counselor to run Social Skills Intervention Groups and to supervise PBIS Activities.	a) $80,000 b) $20,000 a) Title I b) Sup/Con a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)	a) $81,771 b) $23,064 a) Title I b) Sup/Con a) Cert Sal/Ben (1000/3000) b) 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 Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of	$10,000	$11,768

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PBIS.	PBIS.	Sup/Con Cert Sal/Ben (1000/3000)	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.	Continue 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.	Retain full-time bus driver/custodian to drive additional routes.	$61,591 Sup/Con Class. Sal/Ben (2000/3000)	$65,806 Sup/Con Class. Sal/Ben (2000/3000)

Action 9

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain one Behavior/Health Aide/LVN to support students and assist staff.	Hired additional Opportunity Aide to provide Tier III Behavior Intervention and Support.	$55,273 Sup/Con Class Sal/Ben (2000/3000)	$17,326 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 Opportunity Aide to provide Tier III Behavior Intervention and support.	Retain Opportunity Aide to provide Tier III Behavior Intervention and support.	$18,000 Sup/Con Class Sal/Ben (2000/3000)	$18,322 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	Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full	a) $2,563	a) $2560

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
implementation of PBIS.	implementation of PBIS.	b) $211 c) $11,571 d) $958 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) Contracted Services (5000)	b) $1,675 c) $9873 d) $58 e) $7,315 a) Sup/Con b) Sup/Con c) Sup/Con d) Sup/Con e) Sup/Con a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supplies (4000) d) Contracted Services (5000) e) Workshops (5200)

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.	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events.	a) $23,991 b) $3,041 c) $11,548 a) 21st CCLC Grant b) Sup/Con c) 21st CCLC Grant	a) $28,408 b) $13,079 c) $5,431 d) $4,430 e) $4,728 a) 21st CCLC Grant b) Sup/Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Contracted Services (5000)	c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Contracted Services (5000) d) Books and Supplies (4000) e) Books and Supplies (4000)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	a) $115,000 b) $10,000 a) Sup/Con b) Preschool Grant a) Cert Sal/Ben (1000/3000) b) Cert Sal/Ben (1000/3000)	a) $128,400 b) 0 a) Sup/Con b) Preschool Grant a) Cert Sal/Ben (1000/3000) b) 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.	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.	$112,003 Sup/Con Cert Sal/Ben (1000/3000)	$115,735 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.	Retain additional bus driver and bus aide to transport intervention students.	$81,903 Sup/Con Class Sal/Ben (2000/3000)	$75,622 Sup/Con Class Sal/Ben (2000/3000)

Action 18

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

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) $100,000 b) $10,000 c) $10,000 a) Sup/Con b) 21st CCLC Grant c) Preschool Grant a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000) c) Service/Other Op Exp (5000)	a) $98,153 b) $0 c) $8,448 a) Sup/Con b) 21st CCLC Grant c) Preschool Grant a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000) c) 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.	Retain district nurse at six hours daily/180 days to provide additional support and education to students/families who have excessive absences.	$60,000 Sup/Con Cert Sal/Ben (1000/3000)	$73,767 Sup/Con Cert Sal/Ben (1000/3000)

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train Staff in Multi-Tiered Systems of Support (MTSS) for Attendance, Academics, and Behavior.	Train Staff in Multi-Tiered Systems of Support (MTSS) for Attendance, Academics, and Behavior.	$36,000 Sup/Con Cert Sal/Ben (1000/3000)	$34,614 Sup/Con Cert Sal/Ben (1000/3000)

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase AIMsWeb to progress monitor Reading and Math Intervention Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.	Purchased AIMsWeb to progress monitor Reading and Math Intervention Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.	$5,200 Sup/Con Con Serv/Opp Exp (5000)	$8,050 Sup/Con Con Serv/Opp Exp (5000)

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase portable building to house Alternative Placement Classroom and furnish classroom.	Purchased portable building to house Alternative Placement Classroom and furnish classroom.	a) $35,000 b) $5,000 a) Sup/Con b) Sup/Con a) Buildings/Cap Out (6000) b) Books/Supp (4000)	a) $30,500 b) 0 a) Sup/Con b) Sup/Con a) Buildings/Cap Out (6000) b) Books/Supp (4000)

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional homework assistance and academic support by hiring two additional ASES Program Leaders.	Provide additional homework assistance and academic support by hiring two additional ASES Program Leaders.	a) $18,000 b) $18,000 a) Sup/Con b) Title I a) Class Sal/Ben	a) $17,032 b) $11,926 a) Sup/Con b) Title I a) Class Sal/Ben

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		(2000/3000) b) Class Sal/Ben (2000/3000)	(2000/3000) 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 #2, # 4, and #19.

#2-Increased expense due to step and column adjustment and a 1.5% salary increase for certificated staff.

#4-Community Liaison provided limited services to afterschool program or preschool. This position was completely funded out of Supplemental/Concentration Funds to increase the number of Saturday School Sessions to improve academics and 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. The District's Attendance Rate maintained in 2017-2018 at 95.4%. It was 95.52% in 2016-2017. The minimal decrease was due to two major viruses that affected our students.

The addition of school supports has decreased our Suspension Rate from 5.66% in 2016-2017 to a projected 4% in 2017-2018.

Our Chronic Absenteeism Rate was 8.9% on the Fall Dashboard Release, which is 2% or more below the surrounding districts and the State Average. This was due to attendance efforts by our vice-principals, SRO, and Family Community Liaison. The addition of Saturday School Dates, SARB Hearings, and Parent Project helped to improve attendance and academics.

Increasing afterschool athletic and academic opportunities for unduplicated students have helped to increase our student's connectedness. On the 2017-2018 California Healthy Kids Survey 82% of the students tested reported that they felt connected to their school compared to 71% in 2015-2016.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2-The material difference between Budgeted Expenditures and the Actual Expenditures was a step and column adjustment and a 1.5% salary increase for all Certificated Staff.

4-The material difference between Budgeted Expenditures and the Actual Expenditures was that this position was fully funded out of Supplemental/Concentration Funds.

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. Finally, staff has asked for more classroom management training to help support behavior intervention students.

In response to this input the district will make the following changes to action steps in 2018-2019:

#5-An Administrator on Special Assignment will be hired to supervise Attendance Improvement Activities.

#9-A Behavior/Health Aide will be hired to support Intervention Students.

#14-A full-time psychologist for the middle school to monitor student progress in academics, behavior, and 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?

10/9/17-LCAP Progress Report shared at October Board of Trustees Meeting.

10/19/17-LCAP Progress/Action Steps shared with Site Leadership Teams.

11/14/17-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 18-19 LCAP Goals.

12/11/17-LCAP Progress discussed with trustees and Superintendent shared stakeholder input concerning LCAP.

January 2018-June 2018-Met individually with ALL Classified Staff Members to review LCAP and to solicit input for 18-19 goals,

1/29/18-LCAP Progress shared with Safety/Wellness Committees and input solicited for 18-19 LCAP.

2/21/18-Met with LCAP Committee to review current progress data, survey data, and to form goals for 18-19.

3/12/18-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 18-19. LCAP Goals.

3/12-3/22/18-LCAP Survey distributed/posted online for students (grades 3-8), all staff, and parents.

4/3/18-Reviewed results of LCAP Survey with District Administrative Team.

4/3/18-Met with LCAP Committee to review current progress data, survey data, and to form goals for 2018-19.

4/9/18-LCAP Progress Report shared with Board of Trustees. Input from stakeholders regarding 2018-19 LCAP Goals also shared.

April 2018-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 17-18 LCAP.

May 2018-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 18-19 LCAP.

May 2018-Superintendent met with SEIU Representative to discuss LCAP Progress and formulation of goals for 18-19 LCAP.

5/16/18-Met with LCAP Committee to review final progress data and to complete goals and action steps for 18-19.

June 4, 2018-Public Hearing on LCAP and Budget.

June 18, 2018-Scheduled adoption of final LCAP and Budget at regularly scheduled board meeting.

Annual Update:

10/12/17-LCAP Progress Report with data shared at October Board of Trustees Meeting.

11/14/17-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 17-18 LCAP Goals.

12/14/17-LCAP Progress Report with data shared at December Board of Trustees Meeting.

December 2017 and January 2018-LCAP Progress Report and Data shared with Site Leadership Teams, School Site Councils, Booster Club, ELAC/DELAC, and Orangewood PTC Groups.

2/23/18-Superintendent met with Peer Leadership Class at Edison Middle School to share LCAP Progress Report and data.

April 2018-LCAP Progress Report and data shared with Board of Trustees, ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs.

May 2018-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 18-19 LCAP.

May 2018-Superintendent met with SEIU Representative to discuss LCAP Progress and formulation of goals for 18-19 LCAP.

May 16, 2018-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 2018-19 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 STEM 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 2018-19 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 an additional psychologist 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 2018 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. Finally, the staff gave input that the district should offer summer intervention for all grade levels in reading. The middle school staff expressed the need for a Reading Specialist at their site. An additional Reading Specialist and funding for 1st-8th Summer Intervention will be included in Goal I.

Student Consultation:

A Student Survey was conducted for input into the 2018-2019 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 there were not enough attendance incentive activities at the middle school. They appreciated the increased PBIS Incentives offered in 2017-2018. They also expressed that 6th grade sports and the soccer program were very successful and should be continued. The students did not feel that the counselor offered them the counseling support they needed to be successful. In the 2018-19 LCAP, the district has allocated funds to continue sixth grade sports and our soccer program. The district will also hire a full-time psychologist for Edison Middle School to help monitor student progress in academics, attendance, and behavior interventions. The district will send teams from both sites to MTSS Training this summer, and the entire district will be retrained in PBIS and MTSS to support full implementation.

Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2018 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 district will also continue to partner with Bakersfield College 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.

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 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 22% of the district's unduplicated students will be designated as fluent English proficient. Local assessment data for 2017-2018 showed that 60% of TK-K, 42% of 1st, 33% of 2nd, 46% of 3rd, 36% of 4th, 37% of 5th, 39% of 6th , 55% of 7th, and 50% of 8th Graders met or exceeded standards on the AIMsWeb local assessment. On the Spring 2018 Scholastic Reading Inventory Assessment, 32% of 3rd-8th graders met or exceeded standards. Twenty-two percent of 3rd-8th Graders met or exceeded standards on the Spring Scholastic Math Inventory. CAASPP Data for 2018 is pending.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a): Basic Services-Teachers	100% are fully credentialed and assigned		Estimated: Maintain 100% fully credentialed and assigned.	Estimated: Maintain 100% fully credentialed and assigned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
appropriately assigned and full credentialed for assignment. .		Estimated: Maintain 100% fully credentialed and assigned. **Actual: 100% are 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.	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.**	All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.	All facilities continue to have an overall rating of "Exemplary" as indicated on FIT Report.
Priority 2 (a): Implementation of California Academic	100% of teachers received Professional Development in CCSS. Classroom	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Performance Standards	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.	implemented into daily instruction. **Actual: Maintained 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.**	implemented into daily instruction.	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 instruction is implemented in all content areas.**	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.	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.
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	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	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	Local assessment data for 2019-2020 will show that 46% of TK-K, 42% of 1st, 35% of 2nd, 40% of 3rd, 46% of 4th, 48% of 5th, and 41% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2018 Scholastic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.	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.**	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.	Reading Inventory Assessment, 47% of 3rd-8th graders will meet or exceed standards. Fifty-five percent of 2nd-6th Graders will meet or exceed standards on the 2020 Spring Scholastic Math Inventory.
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	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.	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.**	proficient. On the 2018-2019 ELPAC-70% of English learners will make annual progress.	proficient. On the 2019-2020 CELDT (ELPAC)-71% of English learners will make annual progress.
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
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.	Estimated: Seventy-four percent of our EL students will make progress toward English proficiency.
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**	Estimated: The district's redesignation rate will increase to 27%.	Estimated: The district's redesignation rate will increase to 28%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		26%.		
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

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	Unchanged

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 Social Studies 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	$105,271
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)

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	Unchanged

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 five K-6 Reading Specialists to provide Intervention Services.

Budgeted Expenditures

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

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $800 b) $200 c) $500	a) $800 b) $200 c) $500	a) $800 b) $200 c) $500
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/Supp (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Supp (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:

(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

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)

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	2018-19 Actions/Services	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $3,462 b) $1,551 c) $250	a) $3,570 b) $1,773 c) $250	a) $3,570 b) $1,773 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)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)

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))

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

Modified

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

Unchanged

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

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	a) $21,422 b) $10,635 c) $1,500	a) $21,422 b) $10,635 c) $1,500
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)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Books/Sup (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) 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, 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	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	a) $55,342 b) $67,247	a) $55,342 b) $67,247
Source	a) Sup/Con b) Title I	a) Sup/Con b) Title I	a) Sup/Con b) Title I
Budget Reference	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	a) Class Sal/Ben (2000/3000) b) Class Sal/Ben (2000/3000)	a) Class Sal/Ben (2000/3000) b) 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)

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, 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)

Action **9**

| 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 | Unchanged |

| 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, AIMSWeb) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,490	$22,000	$22,000
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 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)

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

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)

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 help increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$541,559	$685,504	$685,504
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   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
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

Year	2017-18	2018-19	2019-20
Amount	a) $3,812 b) $2,400	a) $842 b) $2,606 c) 2,066 d) 1,709	a) $842 b) $2,606 c) 2,066 d) 1,709
Source	a) Sup/Con b) 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) Book/Sup (4000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Book/Sup (4000) d) Workshops/Conferences (5000)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) Book/Sup (4000) d) Workshops/Conferences (5000)

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:
(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
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	$176,755
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   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)

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

New

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 Highly Qualified Special Education Teachers and Paraprofessionals to meet the needs of Special Education Students by offering a $2,500 Annual Stipend.

2018-19 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.

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.

Budgeted Expenditures

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

(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 substantial technology infrastructure in place, substantial 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 one STEM Elective 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 Measureable 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	Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction. **Actual: Maintained 100%**	Maintain 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.	**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 implemented in all content areas.**	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**.**	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 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	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.**	Continue to offer access and enrollment to students in a broad course of study.	Continue to offer access and enrollment to students in a broad course of study.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.			
Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students	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 | Estimated: Continue 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.

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. | Continue 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. | Continue 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. |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.			
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs	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. **Actual: Maintained an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.**	Maintain an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.	Maintain 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	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**	Maintain required weekly/daily minutes of physical education instruction. Continue to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test.	Maintain required weekly/daily minutes of physical education instruction. Continue to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and ADEPT. The district also administers Physical Fitness Tests annually to students in grades 5-8. 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	**monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test.** Estimated: On the 2016-2017 PFT increase fifth grade percentage to 66% and seventh to 68% of students who scored in 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.**	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.	On the 2018-2019 PFT increase fifth grade percentage to 67% and seventh to 68% 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)

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)

| 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 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	$128,848
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)

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)

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 Fee for EADMs 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 Common Formative Assessments.	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	$10,744
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)

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	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)

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)

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	a) $6,500 b) $190 c) $4,500	a) $6,500 b) $190 c) $4,500
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

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)	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000) c) 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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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	$20,000
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:
(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)

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

Purchase additional applications for student devices to be used for intervention.

2018-19 Actions/Services

Purchase additional applications for student devices to be used for intervention.

2019-20 Actions/Services

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

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)

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 two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.	Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.	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	$192,542
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:	**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

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	$212,047
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)

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:	**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 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	$12,392
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**

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))

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

Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.

2018-19 Actions/Services

Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.

2019-20 Actions/Services

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
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:
(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	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		$1000	$1000
Source		Sup/Con	Sup/Con
Budget Reference		Books/Supp (4000)	Books/Supp (4000)

(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 2017-2018 was 95.4%. The 2016-2017 District Truancy Rate was 42.29%. The District's 2016-2017 Suspension Rate was 5.66% and the Expulsion Rate was .26%. 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.

Expected Annual Measureable 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.	Continue to hold four meetings annually. District will host one Family Event per trimester/semester at each site.	Continue to hold four meetings annually. District will host one Family Event per trimester/semester at each site.	Continue to hold four meetings annually. District will host 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	Sustained Parent Participation on ELAC/DELAC, School Site Council, and Parent Teacher Club.	Continue to hold four meetings annually.	Continue to hold four meetings annually.	Continue 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. **Actual: Latino Family Literacy Project met ten times in the year with five regular attendees**.	Latino Family Literacy Project will meet ten times in the year with ten regular attendees.	Latino Family Literacy Project met ten times in the year with ten regular attendees.
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.	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.	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.	District will offer two 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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: 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 programs for individuals 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.	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.
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.**	Obtain and maintain a 97% Attendance Rate.	Obtain and maintain a 97% Attendance Rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%**	Maintain a Chronic Absenteeism Rate under 7%.	Maintain a Chronic Absenteeism Rate under 6%.
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.**	Obtain and maintain a Middle School Dropout Rate of .01%.	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
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%**	Maintain a Pupil Suspension Rate under 3%.	Maintain a Pupil Suspension Rate under 3%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 under was .26% in 2016-2017.**	Maintain a Pupil Expulsion Rate under .10%.	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.**	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.	Increase to 80% or above that feel very connected to the school, 70% 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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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 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.	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.

Budgeted Expenditures

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

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, 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 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.	Retain full-time Vice-Principals at Orangewood Elementary and Edison Middle to track student attendance, chair SARB Committee, and provide additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$234,434	$252,483	$252,483
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	a) $35,485 b) $16,500	a) $35,485 b) $16,500
Source	a) Sup/Con b) Sup/Con	a) Sup/Con b) Sup/Con	a) Sup/Con b) Sup/Con
Budget Reference	a) Cert Sal/Ben (1000/3000) b) Class Sal/Ben (2000/3000)	a) Cert Sal/Ben (1000/3000) b) 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

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 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 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.

Budgeted Expenditures

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

Action 5

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
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire a full-time Counselor to run Social Skills Intervention Groups and to supervise PBIS Activities.	Hire an Administrator on Special Assignment to supervise Attendance Improvement Activities and Expanded Learning Opportunities	Hire an Administrator on Special Assignment to supervise Attendance Improvement Activities and Expanded Learning Opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $80,000 b) $20,000	$103,431	$103,431
Source	a) Title I b) Sup/Con	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 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)

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
	PBIS Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of PBIS.	PBIS Coordinator, TOSA, and PBIS Teams will continue to monitor for full implementation of PBIS.	PBIS Coordinator, TOSA, 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	$11,901
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 7

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)

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

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

Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.

2018-19 Actions/Services

Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.

2019-20 Actions/Services

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 **8**

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)

| 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	$60,627
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 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 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	Unchanged

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 Behavior/Health Aide/LVN to support students and assist staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,326	$28,663	$28,663
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)

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)

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)
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: 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.	For foster youth: 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   11

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)

| 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	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain Opportunity Aide to provide Tier III Behavior Intervention and support.	Retain Two Opportunity Aides to provide Tier III Behavior Intervention and support.	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	$36,962
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 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
Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.	Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.	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 c) $11,571 d) $958	a) $2,563 b) $1,675 c) $9,873 d) $7,315	a) $2,563 b) $1,675 c) $9,873 d) $7,315
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   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)

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, 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 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

Year	2017-18	2018-19	2019-20
Amount	a) $23,991 b) $3,041 c) $11,548	a) $28,563 b) $5,663 c) $4,000 d) $4,000 e) 5,431	a) $28,563 b) $5,663 c) $4,000 d) $4,000 e) $5,431
Source	a) 21st CCLC Grant b) Sup/Con c) 21st CCLC Grant	a) 21st CCLC Grant b) 21st CCLC Grant c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant	a) 21st CCLC Grant b) 21st CCLC Grant c) 21st CCLC Grant d) Sup/Con e) 21st CCLC Grant
Budget Reference	f) Cert Sal/Ben (1000/3000) A. Class Sal/Ben (2000/3000) g) Contracted Services (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)	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

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, 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	Unchanged

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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) $115,000 b) $10,000	$233,868	$233,868
Source	a) Sup/Con b) Preschool Grant	Sup/Con	Sup/Con

Year	2017-18	2018-19	2019-20
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   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

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

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	$116,835
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   16

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)

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
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	$29,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	Equip/Cap Outlay (6000)	Equip/Cap Outlay (6000)	Equip/Cap Outlay (6000)

Action   17

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$81,903	$72,906	$72,906
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 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)

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

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	a) $113,866 b) $10,000	a) $113,866 b) $10,000
Source	a) Sup/Con b) 21st CCLC Grant c) Preschool Grant	a) Sup/Con b) 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)	a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000)	a) Service/Other Op Exp (5000) b) Service/Other Op Exp (5000)

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)

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
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 six 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	$63,291
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 **20**

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

Modified

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

Unchanged

2017-18 Actions/Services

Train Staff in Multi-Tiered Systems of Support (MTSS) for Attendance, Academics, and Behavior.

2018-19 Actions/Services

Train Staff in Universal Design for Learning for Attendance, Academics, and Behavior.

2019-20 Actions/Services

Train Staff in Universal Design for Attendance, Academics, and Behavior.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |

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

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

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	Unchanged

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 Students and purchase School-Wide Information System (SWIS) to progress monitor student behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,200	$8,500	$8,500
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   22

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, 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	$29,642
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: **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

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 Academic Performance Index;
  C. 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;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. 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. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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?