EMPOWERING
EDISON
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison Elementary School District

CDS Code: 15-63438

School Year: 2023-24

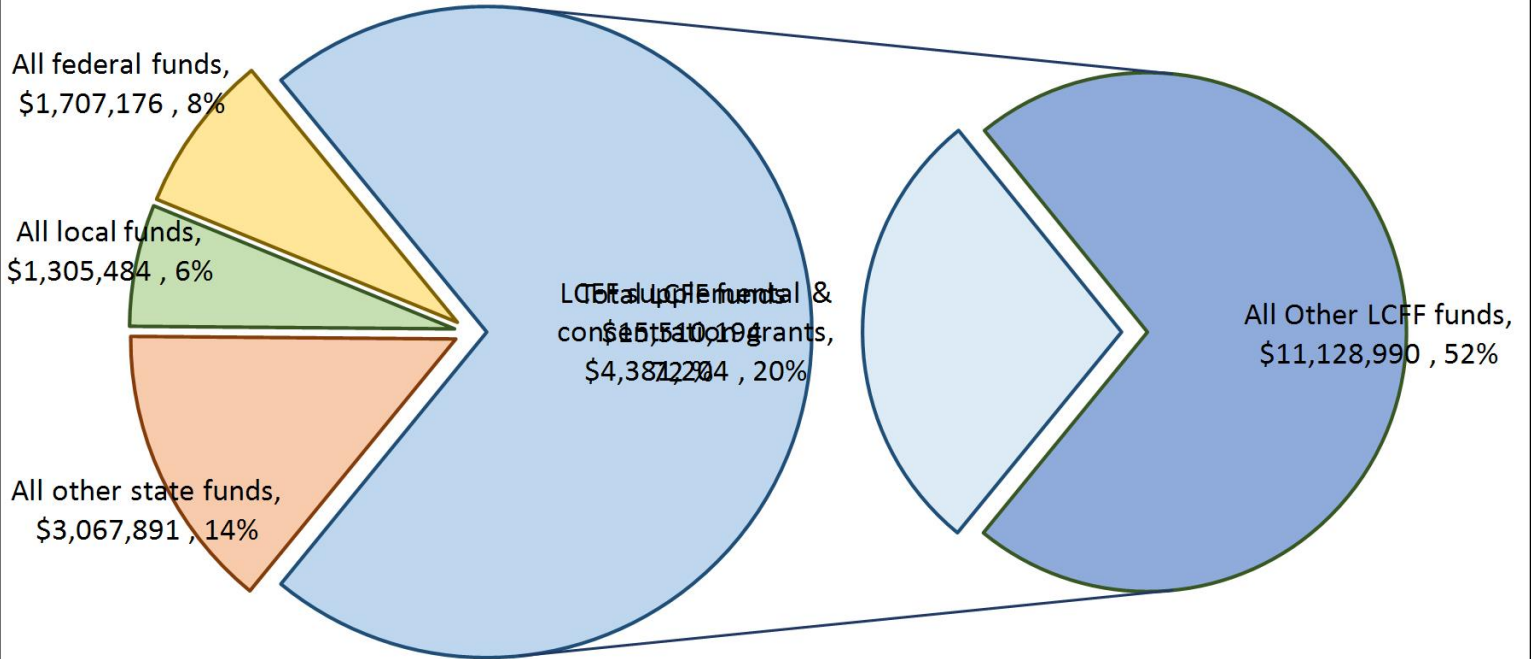LEA contact information:

Erica Andrews

Superintendent

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661-363-5394

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
$1,707,176 , 8%

All local funds,
$1,305,484 , 6%

All other state funds,
$3,067,891 , 14%

Total LCFF funds,
$15,510,194

LCFF supplemental &
concentration grants,
$4,381,204 , 20%

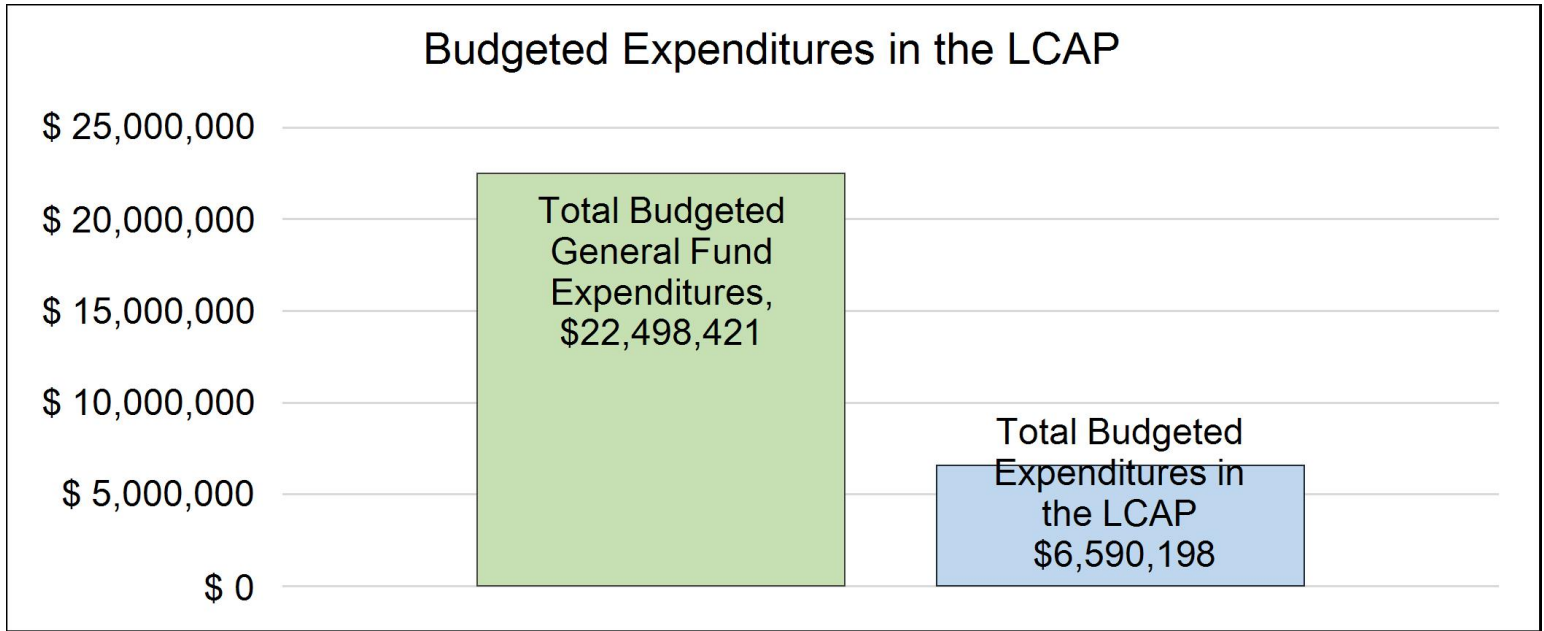All Other LCFF funds,
$11,128,990 , 52%

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

The text description for the above chart is as follows: The total revenue projected for Edison Elementary School District is $21,590,744.85, of which $15,510,194.10 is Local Control Funding Formula (LCFF), $3,067,890.52 is other state funds, $1,305,484.00 is local funds, and $1,707,176.23 is federal funds. Of the $15,510,194.10 in LCFF Funds, $4,381,204 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $22,498,421

Total Budgeted Expenditures in the LCAP $6,590,198

This chart provides a quick summary of how much Edison Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Edison Elementary School District plans to spend $22,498,420.98 for the 2023-24 school year. Of that amount, $6,590,198.00 is tied to actions/services in the LCAP and $15,908,222.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the 2023-2024 school year not included in the LCAP include: Base Certificated and Classified Salaries and Benefits, operating expenditures, and adopted General Education Curriculum and Supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Edison Elementary School District is projecting it will receive $4,381,204 based on the enrollment of foster youth, English learner, and low-income students. Edison Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Edison Elementary School District plans to spend $5,455,994.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$4,227,844
Actual Expenditures for High Needs Students in LCAP	$4,570,881
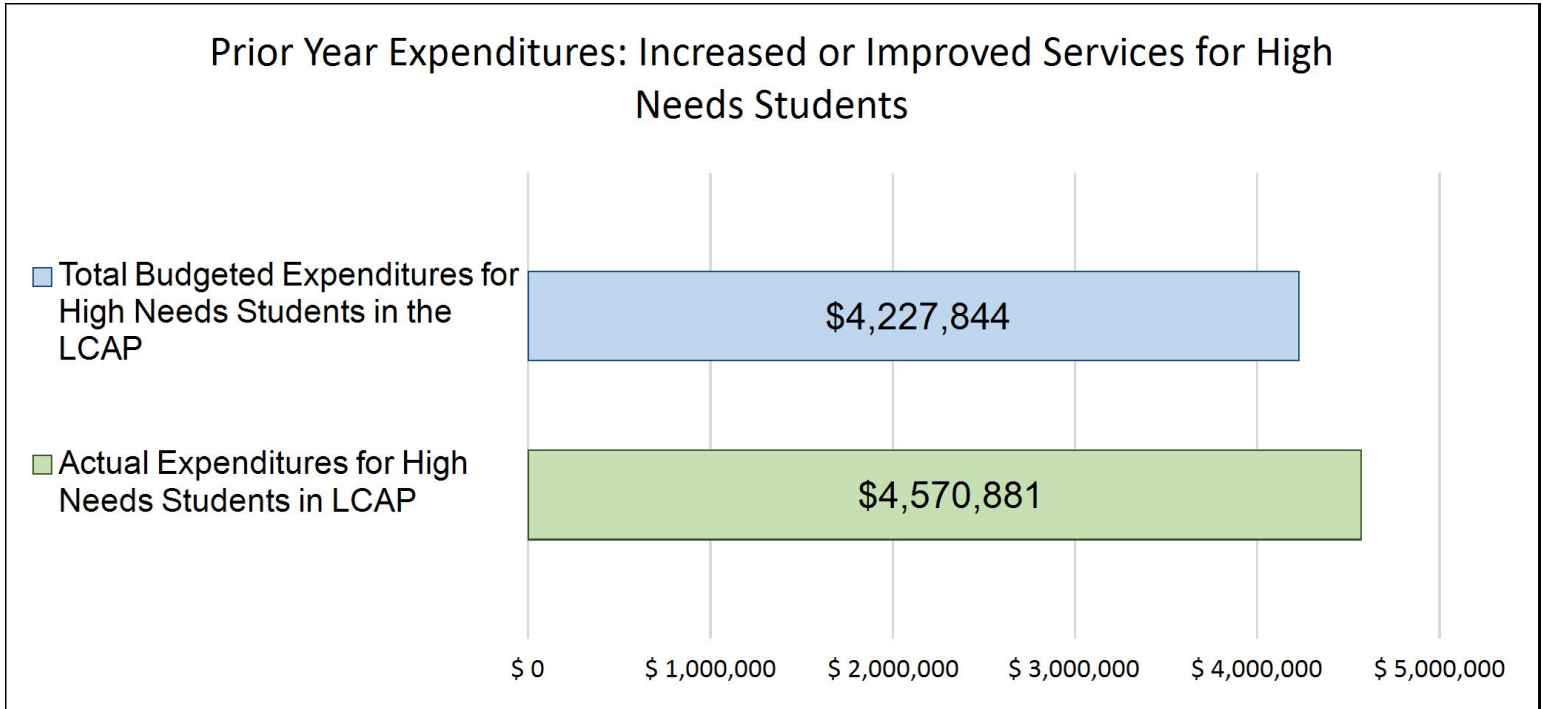
This chart compares what Edison Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Edison Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Edison Elementary School District's LCAP budgeted $4,227,844.44 for planned actions to increase or improve services for high needs students. Edison Elementary School District actually spent $4,570,881.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 1,104 students. This is an increase of 68 students from the 2021-2022 school year. Our unduplicated count is 92%. Our population is comprised of 25% English Learners, 84% Socio-Economic Disadvantaged, and 1% Foster Youth. Ten percent of our students are classified as Special Education Students. The ethnicities of our students are: 87% Hispanic, 7% White/Caucasian, 1% Black/African American, 1% American Indian/Alaskan Native, and 1% Two or More Races.

The District has three school sites including: Edison Preschool, Orangewood Elementary School, and Edison Middle School. Edison Preschool is licensed for 152 students ages 2-6. Orangewood has an enrollment of 656 students in TK-4th Grades. Edison Middle School has an enrollment of 455 students in 5th-8th Grades.

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

designated and integrated English Language Development Instruction. The progress of our Foster Youth and Homeless Students is monitored by our Site Administrators and our Director of Accountability and Academics. Behavior Intervention for Unduplicated Students is facilitated by our School Psychologists, our Site Administrators, and our Alternative Placement Instructors. Attendance Programs for Unduplicated Students are supervised by our Attendance Administrators and our Campus/Attendance Supervisor.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the pandemic, the Edison Elementary School District made strides with increasing our attendance rate and decreasing our suspension rate. Our greatest success has been our Attendance and our Suspension Rate. Our Attendance Rate increased from 95% in 2017-08 to 96.3% in 2018-2019. In 2021-2022 the District's Attendance Rate fell due to the ongoing pandemic and was 90.26% for All Students, 90.08% for English Learners, 90.30% for Socio-Disadvantaged Students, and 89.53% for Foster Students. In 2022-2023 the District's Attendance Rate increased to 91.6% for All Students, 92% for English Learners, 91.7% for Socio-Disadvantaged Students, and 99% for Foster Students. These increases can be attributed to our tiered MTSS Supports put in place for attendance through our LCAP.

In 2021-2022, the District's Chronic Absenteeism Rate was 40.34% for All Students, 42.81% for English Learners, 41.76% for Socio-Economically Disadvantaged Students, and 48% for Homeless Students. In 2022-2023, this rate decreased significantly to 31.4% for All Students, 35% for English Learners, 35% for SED Students, and 41% for Homeless Students. These decreases can also be attributed to LCAP Actions put in place to reduce Chronic Absenteeism including increased transportation, attendance progress monitoring, and increased personnel to support improved attendance.

The district will maintain the implementation of Multi-Tiered Systems of Support (MTSS) with initiatives such as: Attendance Recognition Awards for students with perfect attendance, visits to the homes of students not in attendance, and facilitating the use of a Student Attendance Review Board to work with parents and students on the issues relating to absenteeism. These tools are in place and will continue to provide students with a connected system of supports designed to keep students involved in their learning.

Our Socio-Emotional Screener/Local Benchmark Assessment in Winter 2022 showed that 18% of our students are At-Risk and eligible to receive a Tier II or Tier III Support. In Winter 2023, this percentage of At-Risk Students dropped to 13%. We believe this success is due to the increased mental health support offered through our LCAP.

To build upon this progress, the district will continue the implementation of MTSS as we are in Year 5 of implementation. All of these actions are located in Goal #3 of the LCAP, and the district plans on hiring additional counselors to provide additional support in academics, attendance, and behavior.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2022, all District Subgroups scored Low or Very Low for Academic Performance on the California Dashboard. All District Subgroups were also Very High on the Chronic Absenteeism Performance Indicator. District White Students also scored High on the Performance Indicator for Suspension Rate.

On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and English Learners scored Very Low. All Students scored Low in the Performance Indicator for Mathmematics; while English Learners scored Very Low. On the English Language Performance Indicator of the 2022 California Dashboard, 47.6% of our EL Students made progress, which was Medium on the ELPI Indicator. In 2021-2022 Local data reflected that the District's Reclassification Rate was 8.04%. On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and EL Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and EL Students also scored Very High.

On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Soccioeconomically Disadvantaged Students also scored Low. All Students and Socioeconomically Disadvantaged Students scored Low in the Performance Indicator for Mathematics. On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and Soccioeconomically Disadvantaged Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and Soccioeconomically Disadvantaged Students also scored Very High.

There were no Perfomance Levels posted for Foster Youth on the 2022 California Dashboard. On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Homeless Students scored Very Low. All Students and Homeless Students scored Low in the Performance Indicator for Mathemmatics. On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and Homeless Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and Homeless Students also scored Very High.

Spring 2023 Local Assessment Data yielded the following results: 62% of K , 39% of 1st, 50% of 2nd, 40% of 3rd, 45% of 4th, 32% of 5th, 18% of 6th, 26% of 7th, and 16% of 8th Graders scored at or above on the STAR Reading local benchmark.
Spring 2023 Local Assessment Data also yielded the following results: 62% of 1st, 55% of 2nd, 50% of 3rd, 47% of 4th, 42% of 5th, 24% of 6th, 27% of 7th, and 27% of 8th Graders scored at or above on the STAR Math local benchmark.

Local Data also shows that the Chronic Absenteeism Rate for the 2022-2023 school year is projected to be 40%. This rate has increased by 14% for all students since the 2020-2021 school year.

CAASPP Data for 2021-2022 showed that only 18.2% of 3rd-8th Graders met or exceeded Grade Level Standards in Math, and only 25.7% met or exceeded Grade level Standards in English Language Arts. These percentages decreased significantly from 28.1% Met or Exceeded Standards in Math and 34.2% in ELA on the 2018-2019 CAASPP.

The District qualified for Differentiated Assistance due to English Learners and Students with Disabilities scoring Very Low on the CAASPP ELA and Math Tests and Very High in Chronic Absenteeism. Both School sites also qualified for ATSI (Targeted Assistance) because all indicators reported for our Students with Disabilities (SWD) and our White Students were either at the lowest level or at the lowest status level with one indicator at another status level. SWD Students scored Very Low in Academic Performance (State Priority 4 a) and Very High in Chronic Absenteeism (State Priority 5a). District White Students scored Low in Academic Performance and Very High in Chronic Absenteeism. The District is participating the in Continuous Improvement Process to address these deficiencies. The District has identified a Problem of Practice, which is the District's inability to recruit, support, and retain Highly Qualified Staff to serve students. The District has several Action Steps in place to address this Problem of Practice, which will be implemented in 2023-2024. Through the CIP Process, the District has also solicited input from Educational Partners and will be revising the Single Plans for Student Achievement on the sites as well as the LCAP to include this input. The District also completed an Educator Equity Analysis through this process and determined that Highly Qualified Staff is distributed equitably across the two sites. We did find the ALL of our Special Education Teachers were either categorized as Ineffective or Inexperienced. We will be addressing this by providing additional coaching and support to the Special Education Teachers.

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

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (1.1). The district will also purchase the NextGen, Lexia, TransMath and MobyMax Mathematics Programs (1.14), which are aligned to CAASPP, to supplement Mathematics Instruction. The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13). The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all Special Education Students and will retain additional paraprofessionals to help provide this support (1.7).

To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain our MTSS Coordinator (3.4), hire our Campus/Attendance Supervisor to make home visits (3.16), hire a Vice-Principal at the Middle school to assist with attendance monitoring and PBIS (3.20), and train all staff in PBIS Through a Trauma Lens and UDL for attendance, behavior, and academics (3.3). The district will also purchase a dedicated School Van to transport Homeless/Foster Students to school daily (3.6) and retain an additional bus driver and transportation aide to drive additional routes (3.16). In coordination with the Community Schools Grant, the District will hire a Community Services Coordinator (3.9) to coordinate community support and referrals for additional assistance.

Local Attendance Data shows that the district's attendance rate for 2021-2022 was 90.45%. The District Attendance Rate in 2022-2023 is projected to be 91%. The Chronic Absenteeism Rate in 2021-2022 was 39% and is projected to be 40% for 2022-2023. This rate has increased by 14% for all students since the 2020-2021 school year.

Local Suspension Data also showed an increase from the 2021-2022 school year to the current school year. In 2021-2022, the District Suspension Rate was 1.65%, and is projected to be 3.63% in 2022-2023 . Local Suspension Rates for English learners increased from from 1.02% in 2021-2022, to 3% in 2022-2023. The Suspension Rate for SED Students increased from 1.65% in 2021-2022 to 3.23% in 2022-2023

Local Data showed that we had a 100% increase in the number of students receiving a Tier II or Tier III Behavior Support during the pandemic. Our Socio-Emotional Screener/Local Benchmark Assessment in Fall showed that 18% of our students are At-Risk and eligible to receive a Tier II or Tier III Support. In Winter 2023, this percentage of At-Risk Students dropped to 13%, but increased to ?????% in Spring 2023. To facilitate this support, the District hired an additional counselor to support students (3.2), retained a School Psychologist at each site (3.4, 3.12), and will continue to train all staff in Trauma-Informed PBIS Practices (3.3) .

Local Data also showed a 100% increase in the number of student devices being utilized during Distance Learning, and an 80% increase in Technology Work Orders to maintain these devices. The District purchased 1100 new student devices, additional bandwidth, and improved our technology infrastructure to increase stability this year. The District also trained all educational partners to utilize the Canvas Learning Platform, and to utilize several new forms of Educational Technology in their instruction and learning. To build upon this progress, the District will retain its full-time Coordinator of Data Systems and Support (2.1), Network Manager (2.7), and Network Engineer (2.7) to continue technology maintenance and Educational Technology Training. The District will also replace outdated student devices (2.5) and teacher devices (2.3) in phases each year of the LCAP.

To facilitate improvement in the Suspension Rate, the district will hire dedicated vice-principals for both sites (3.20). The district will also retain our MTSS Coordinator (3.4), Campus/Attendance Supervisor (3.16) and hire an additional Behavior/Health Aide (3.8).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

Increased proficiency for all students in grade level Common Core State Standards.
Increased use of and proficiency in educational technology with the goal of all students becoming 21st Century Learners.
Improving school climate and parent involvement/education with the goal of increased student attendance.

Data and Educational Partner Input helped the district to classify these three goals into a Broad Goal (Goal 1-Academic Progress and Proficiency), a Maintenance of Progress Goal (Goal 2-Technology Proficiency, Training, and Infrastructure), and a Focused Goal (Goal 3-Attendance and School Climate and Support).

Key LCAP Action Steps to support these goals include: reduced class size in TK-8, additional counseling and support at all sites, addition of technology infrastructure, support, training, and devices LEA-wide, addition of parental training programs and support, targeted support services for unduplicated students, and the addition of Tier I and Tier II Supports for attendance, academics, and behavior.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LCAP:

9/22/22-LCAP Progress shared with Safety/Wellness Committee.
10/9/22-LCAP Progress shared with Board of Trustees.
11/7/22-LCAP Progress shared with MTSS Team.
11/9/21-LCAP Progress shared with ELAC/DELAC Groups.
12/8/22-LCAP Progress shared with Staff at Site Data Teams.
12/9/22-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress.
12/12/23-LCAP Progress discussed with trustees and Superintendent shared educational partner input concerning LCAP.
1/5/22-LCAP Progress Report and data shared with ELAC/DELAC Groups.
2/16/23-LCAP Progress Report and data shared with LCAP Committee.
3/1-3/15/23-Distributed LCAP Survey to all educational partners.
3/1/22-LCAP Progress Report and data shared with ELAC/DELAC Groups.
3/8/23-LCAP Progress shared with MTSS Team,and input solicited for 2023-2024 LCAP.
3/24/23-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 2023-2024 LCAP.
3/28/23-Reviewed results of LCAP Survey with District Administrative Team.
4/17/23-LCAP Progress Report shared with Board of Trustees. Input from educational partners regarding 2023-2024 LCAP Goals also shared.
4/20/23-Met with Kern County SELPA to consult regarding Students With Disabilities.
4/24/23-Zoom Meeting with LCAP Committee to review current progress data, survey data, and to form goals for 2023-2024.
4/24/23-LCAP Progress shared with the Safety/Wellness Committee,and input solicited for 2023-2024 LCAP
April 2023-LCAP Progress Report and survey data shared with ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs and input was solicited for 2023-2024 LCAP.
5/8/23-Reviewed Draft of LCAP Goals with Board of Trustees.
May 2023-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and draft goals for 2023-24 LCAP.
May 2023-Superintendent met with Classified Unit Representative to discuss LCAP Progress and draft goals for 2023-24 LCAP.
6/5/23-Public Hearing on LCAP and Budget.
6/6/23-MTSS Meeting-Review LCAP Draft Goals and Action Steps.
6/26/23-Scheduled adoption of final LCAP and Budget at regularly scheduled board meeting.

A summary of the feedback provided by specific educational partners.

Parent/Parent Advisory 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 2023-2024 goals and action steps, and received over 130 responses. The district held a public meeting on April 17, 2023 to review the results of the survey and to solicit further input. The parent input was that the goals should remain the same. They felt that Academic Progress should remain a top priority for our district and asked if the district could provide additional intervention opportunities for students. The parents felt that the increased parent participation opportunities were very effective, and would like the district to continue to do a Town Hall Meeting once each semester next year. The parents also asked for continued mental health support for their students and were very happy that the district has hired an counselor for each site. The District also reviewed LCAP Goals and Action Steps Progress four times annually at ELAC/DELAC, School Site Council, and Parent-Teacher Club/Booster Club Meetings. Input for the 2021-2024 LCAP Goals and Action Steps was also solicited. Input from these groups mirrored that from our Parent Surveys and Public Meetings.

Certificated and Classified 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 2021-2024 goals and action steps, and the district received about 50 staff responses. The District also held two All Staff Data Teams in October and December 2022 to review Local Benchmark Data and to review an LCAP Progress Report. The staff input was that goals should remain the same with some recommendations for changes in action steps. Staff expressed the need for additional programs and training in College and Career Activities and STEAM Courses.Staff also asked that the district increase parent training and support so that parents an better support their student attendance, achievement, and positive SEL Growth. Staff felt that our Attendance Goal should continue to include School Climate and Socio-Emotional Growth. Staff also expressed the need to keep class sizes under 25 so that more individual support can be provided.

Student Consultation:

A Student Survey was conducted for input into the 2021-2024 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 (Campus Supervisor, VP, and Psychologist) continued to make 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, and has improved at the middle school with the addition of the Virtual PBIS Rewards Program. The students shared that they have the counseling support they needed to be successful, and that they wanted the district to expand the Athletic Program and College and Career Programs next year. They also asked that we continue to train paraprofessional staff to better communicate with them during unstructured time.

Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2023 at our public hearing. Progress toward meeting goals has been shared quarterly at board meetings. Local businesses shared that they feel safer with our Campus/Attendance Supervisor, in place. They have also noted the additional bus stops and feel we have increased the safety for our students by decreasing the walking boundaries. Community Members also expressed the need for additional training and support for our families and were happy with the expanded Parent Center Hours and move towards a Community Services Center.

SELPA Consultation:

During the SELPA Consultation, it was determined that SWD are being served through listed Goals and Action Steps. We ensured that all students have access to Common Core State Standards and Materials. The Team expressed the need for continued support and coaching of new Special Education Teachers to support a quality educational environment for all students. The Team also reviewed our Special Education Plan to ensure that Action Steps were being implemented to yield positive results. The District will continue to provide Afterschool and Summer Intervention to all SWD Students who are not making progress, The District will also continue to monitor that all accomodations and modifications are in place to ensure equal access and continuing progress toward IEP Goals and Objectives.SWD Students scored Very Low in Academic Performance and Very High in Chronic Absenteeism on the California Dashboard. The District is participating the in Continuous Improvement Process to address these deficiencies. The District has identified a Problem of Practice, which is the District's inability to recruit, support, and retain Highly Qualified Staff to serve students. The District has several Action Steps in place to address this Problem of Practice, which will be implemented in 2023-2024. Through the CIP Process, the District has also solicited input from Educational Partners and will be revising the Single Plans for Student Achievement on the sites as well as the LCAP to include this input. The District also completed an Educator Equity Analysis through this process and determined that Highly Qualified Staff is distributed equitably across the two sites. We did find the ALL of our Special Education Teachers were either categorized as Ineffective or Inexperienced. We will be addressing this HQ Special Education Staff Issue by providing additional coaching and support to the Special Education Teachers.

Bargaining Unit Consultation:

The District included Site Representatives from each Bargaining Unit on the LCAP Committee, which reviewed all Educational Partner Input Data, Local Data, and State Data. The Superintendent also met with the President of each Association (ETA and SEIU) separately to solicit input. ETA wanted to ensure that the teachers had additional training in Learning Loss, Trauma-Informed Care, and Educational Technology as well as expressed a need for increased paraprofessional support in the classroom. ETA also expressed the need to retain all mental health support available to students, and to increase oarental education and support. SEIU wanted to ensure that members had adequate training to support students and that additional paraprofessionals are hired to support students and teachers. Both units expressed the need for more College and Career Opportunities.

Administrative Team Consultation:

The District included Administrative Team Representatives on the LCAP Committee, which reviewed all Educational Partners Input Data, Local Data, and State Data. The Administrative Team, including the principals, helped to formulate the Broad Goal, Maintenance of Progress

Goal, and the Focus Goal. When we reviewed Spring 2023 Benchmark Data, Administrative Team Members provided the feedback that we need to continue additional mental health supports, multiple trainings, additional Intervention Resources, and additional transportation to address the Learning Loss, Mental Health Needs, and increase in Homeless/Foster Students in our District. We again agreed that engagement and attendance need to be our focus as our attendance decreased from 96.3% in 2018-2019 to 91% in 2022-2023. The Team felt very strongly that the relationship that our Campus/Attendance Supervisor has built with our District Families has increased the engagement of our SED Students and Homeless/Foster Youth. The Team also agreed that a Social-Emotional Screener should continue to be included in our Benchmarks, and agreed that it was imperative for the District to continue to implement an additional SEL Curriculum to support our students. Our At Risk Students decreased dramatically from 21% in Spring 2021 to 11% in Spring 2023. Finally, the Administrative Team agreed that we needed to continue to increase our supports for our Parents through our Parent Center and Community Schools Grant.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Parent/Parent Advisory 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 2023-2024 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, now Campus/Attendance Supervisor, 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. Through LCAP and Community School Grant Funds, the district will also fund a Community Services Center , which will be open daily to provide resources and support. Finally, the parents expressed the need for more College and Career Exploration. The district has added STEAM Electives to Goal II and has partnered with Expanded Learning to begin an Agriculture Club and begin building the Edison Farm at the middle school site (Action 2.11 and 2.12).. 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. The District also reviewed LCAP Goals and Action Steps Progress four times annually at ELAC/DELAC, School Site Council, and Parent-Teacher Club/Booster Club Meetings. Input for the 2021-2024 LCAP Goals and Action Steps was also solicited. Input from these groups mirrored that from our Parent Surveys and Public Meetings.

Certificated and Classified 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 2023-2024 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 retain additional counselors to support our students. This will be added to Goal III. The staff also expressed a need to review available supports to students at Tier I, II, and III. A Multi-Tiered Systems of Support/PBIS Review will be scheduled for August 2022 and included in Goal III of the LCAP. The staff also expressed

that the SRO , now Campus/Attendance Supervisor, has helped to improve attendance and safety in our district. The staff gave input that the district should continue to offer summer intervention for all grade levels in Reading, Math, and SEL. The staff recommended that we retain additional Intervention Aides to support ELA and Math Instruction. Finally, the Third Grade Team expressed that we need to move to 1:1 student devices in Second Grade and fund additional devices in TK-1, so that students are technology proficient by Third Grade when they take the digital Benchmarks and State Tests (Action 2.5).

Student Consultation:

A Student Survey was conducted for input into the 2023-2024 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, TOSA, and Psychologist) made them feel safer and more connected to the school. They also expressed that the 1:1 computer initiative was going well and that they were accessing student devices daily during instruction with no support issues. They felt that the PBIS Program was working well at the elementary site, but continues to need revision at the middle school. They believed the attendance incentive activities at the middle school were very effective. They appreciated the increased PBIS Incentives offered in 2022-2023. They also expressed that sixth grade sports and the soccer program were very successful and should be continued. The students shared that they felt like the counseling support helped them to be successful, but that our paraprofessional staff needs to work on understanding and responding to their needs. Our students mentioned that we needed more College and Career Education. In the 2021-2024 LCAP, the district has allocated funds to continue sixth grade sports and our soccer program. The district will also retain additional counselors at the sites to help monitor student progress in academics, attendance, and behavior interventions. The entire district will receive PBIS and MTSS Booster Training to support full implementation in August 2023. Finally, the district has increased College and Career Offerings in the LCAP (Action . The district has hired an Agriculture Teacher and has built a farm and purchased supplies an curriculum to support an Agriculture Program (Action 2.11). The district has also and funded an Achievement Through Individual Determination (AVID) Elective and purchased curriculum to support a College-Bound Culture (Action 2.12).

Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2023 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, now Campus/Attendance Supervisor, in place. They have also noted the additional bus stops and feel we have increased the safety of our students by decreasing the walking boundaries. The district has been contacted by Giumarra Vineyards to supplement our LCAP Action Step of improving parental communication and participation by hosting a School Supply Drive to assist our families and donating funds to our Orangewood PTC and Edison Booster Club to help support our parent/community participation events. The company also donated funds to support our Attendance Incentives for students. The district will also continue to partner with Bakersfield College, Kern County Behavioral Health, and the Kern County Sheriff's Department to provide support and information to parents. The district received a 21st Century Grant through a consortium of districts in our region and will work with this consortium to provide increased access and support for our students and their families. Finally, Edison Middle School will continue its partnership with Foothill High School in the Kern High School District to operate an FFA Middle School Program (Action 2.11).

SELPA Consultation:

During the SELPA Consultation, it was determined that SWD are being served through listed Goals and Action Steps. We ensured that all students have access to Common Core State Standards and Materials as well as Highly Qualified Staff. The Team also reviewed our Special Education Plan to ensure that Action Steps were being implemented to yield positive results. The District will continue to provide Afterschool and Summer Intervention to all SWD Students who are not making progress. The District will also continue to monitor that all accomodations and modifications are in place to ensure equal access and continuing progress toward IEP Goals and Objectives.

Bargaining Unit Consultation:

The District included Site Representatives from each Bargaining Unit on the LCAP Committee, which reviewed all Educational Partner Input Data. The Superintendent also met with the President of each Association (ETA and SEIU) separately to solicit input. ETA wanted to ensure that the teachers had additional training in Learning Loss, Trauma-Informed Care, and Educational Technology. SEIU wanted to ensure that members had adequate training to support students and that additional paraprofessionals are hired to support students and teachers. Their concerns have been addressed by additional training planned in Goals 1-3 to support all staff, and the hiring of additional paraprofessionals and Mental Health Staff to support students and staff.

Administrative Team Consultation:

The District included Administrative Team Representatives on the LCAP Committee, which reviewed all Educational Partner Input Data, Local Data, and State Data. The Administrative Team, including the principals, helped to formulate the Broad Goal, Maintenance of Progress Goal, and the Focus Goal. Response to their feedback is reflected in Goals 1-3 and the Action Steps. The District will adopt and implement an SEL Curriculum at all sites and will utilize an SEL Screener three times annually as a benchmark. The District will also continue to utilize our Campus/Attendance Supervisor to build relationships, mentor, and increase attendance and engagement of our SED and Homeless/Foster Students. The District has also hired an additional counselor, psychologist, Behavior Health Aide, speech and psychologist interns to support the increased mental health needs of our students. The District has also hired a full-time Parent-Community Liaison to assist the Administrative Team with Parent Education, Training, and Resources (Action 3.9). Finally, the District will purchase a vehicle to transport Homeless/Foster Youth and will purchase additional curriculum and hire additional staff to offer increased Intervention Opportunities. The administrative Team reviewed Local and State Data through the Continuous Improvement Process. We reviewed our Data Team Process and determined that we need to shift to an Achievement Teams Approach to ensure weekly review od Student Data and effective Instructional Practices. This lead to an amended Action 1.1 in the 2023-2024 LCAP.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal will be supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.

An explanation of why the LEA has developed this goal.

CAASPP Data for 2021-2022 showed that only 18.2% of 3rd-8th Graders met or exceeded Grade Level Standards in Math, and only 25.7% met or exceeded Grade level Standards in English Language Arts. These percentages decreased significantly from 28.1% Met or Exceeded Standards in Math and 34.2% in ELA on the 2018-2019 CAASPP.

Local Assessment Data for Spring 2023 yielded the following results: 62% of K , 39% of 1st, 50% of 2nd, 40% of 3rd, 45% of 4th, 32% of 5th, 18% of 6th, 26% of 7th, and 16% of 8th Graders scored at or above on the STAR Reading local benchmark. Spring 2023 Local Assessment Data also yielded the following results: 62% of 1st, 55% of 2nd, 50% of 3rd, 47% of 4th, 42% of 5th, 24% of 6th, 27% of 7th, and 27% of 8th Graders scored at or above on the STAR Math local benchmark.

On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and English Learners scored Very Low. All Students scored Low in the Performance Indicator for Mathmematics; while English Learners scored Very Low. On the English Language Performance Indicator of the 2022 California Dashboard, 47.6% of our EL Students made progress, which was Medium on the ELPI Indicator. In 2021-2022 Local data reflected that the District's Reclassification Rate was 8.04%.

On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Soccioeconomically Disadvantaged Students also scored Low. All Students and Socioeconomically Disadvantaged Students scored Low in the Performance Indicator for Mathmematics.

There were no Perfomance Levels posted for Foster Youth on the 2022 California Dashboard. On the 2022 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Homeless Students scored Very Low. All Students and Students scored Low in the Performance Indicator for Mathmematics.

On the 2022 California Dashboard, the district scored Standard Met for all Local Indicators reported on Implementation of Academic Standards.

Intervention Curriculum in Reading/Language Arts, Math, and ELD will be purchased and implemented. Fully credentialed teachers and staff will be trained to support this implementation, and progress will be monitored to ensure growth. The district will also implement class size reduction in all grade levels and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth.

We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.	From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.	From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.	From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.		Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% fully credentialed and appropriately assigned teachers.
Priority 1 (b): Pupils access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.		Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% of students will have access to standards-aligned materials.
Priority 1 (c): School facilities maintained and in good repair.	From the California Dashboard Local Indicators all facilities	From the California Dashboard Local Indicators all facilities	From the California Dashboard Local Indicators all facilities		From the California Dashboard Local Indicators all facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have an overall rating of "Good" as indicated on FIT Report.	have an overall rating of "Good" as indicated on FIT Report.	have an overall rating of "Good" as indicated on FIT Report.		willl maintain an overall rating of "Good" as indicated on FIT Report.
Priority 2 (a): Implementation of California Academic and Performance Standards	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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.	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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.	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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 fully implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.		Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 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	Local Survey Data shows that 100% of	Local Survey Data shows that 100% of	Local Survey Data shows that 100% of		Local Survey Data will show that 100% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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.	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.		English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.
Priority 4: Student Achievement	Local STAR assessment data for ELA in Spring 2021 showed that 79% of TK-K, 21% of 1st, 40% of 2nd, 44% of 3rd, 31% of 4th, 27% of 5th, and 26% of 6th, 38% of 7th, and 24% of 8th Graders met or exceeded standards on the STAR Reading Local Assessment. Local STAR assessment data for Math in Spring 2021 showed that 44% of 1st, 40% of 2nd, 38% of 3rd, 34% of 4th, 38% of 5th, 40% of 6th, 47% of 7th, and 46% of 8th Graders	Due to the suspension of the CAASPP state assessment we used local data for this priority. Local Assessment Data for Spring 2022 showed that 75% of TK-K, 49% of 1st, 43% of 2nd, 52% of 3rd, 39% of 4th, 14% of 5th, 23% of 6th, 17% of 7th, and 23% of 8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Local Assessment Data for Spring 2022 also showed that 74% of 1st, 40% of 2nd, 52% of 3rd, 48% of 4th, 27% of 5th, 30%	Spring 2023 Local Assessment Data yielded the following results: 62% of K , 39% of 1st, 50% of 2nd, 40% of 3rd, 45% of 4th, 32% of 5th, 18% of 6th, 26% of 7th, and 16% of 8th Graders scored at or above on the STAR Reading local benchmark. Spring 2023 Local Assessment Data yielded the following results: 62% of 1st, 55% of 2nd, 50% of 3rd, 47% of 4th, 42% of 5th, 24% of 6th, 27% of 7th, and 27% of 8th Graders scored at or above on the		Local STAR assessment data for ELA in Spring 2024 will that 79% of TK-K, 29% of 1st, 48% of 2nd, 52% of 3rd, 39% of 4th, 36% of 5th, 34% of 6th, 46% of 7th, and 32% of 8th Graders met or exceeded standards on the STAR Reading Local Assessment. Local STAR assessment data for Math in Spring 2024 will that 52% of 1st, 48% of 2nd, 46% of 3rd, 42% of 4th, 46% of 5th, 48% of 6th, 55% of 7th, and 54% of 8th Graders met or exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	met or exceeded standards on the STAR Math Local Assessment.	of 6th, 31% of 7th, and 44% of 8th Graders met or exceeded standards (low risk) on the STAR Math Test.	STAR Math local benchmark.		on the STAR Math Local Assessment.
Priority 4 (a): Statewide Assessments	The most current 2018-2019 data shows that 34.2% of students met or exceeded standards on the CAASPP ELA Test and 28.13% met or exceeded standards on the CAASPP Math Test. In 2019-2020, 14.4% of the district's EL students were redesignated as fluent English proficient. For ELA 2019 CAASPP: All students distance from standard was -40.8 SED distance from standard was -43.9 Homeless distance from standard was -68.9 EL distance from	The most current 2018-2019 data shows that 34.2% of students met or exceeded standards on the CAASPP ELA Test and 28.13% met or exceeded standards on the CAASPP Math Test. In 2019-2020, 14.4% of the district's EL students were redesignated as fluent English proficient. For ELA 2019 CAASPP: All students distance from standard was -40.8 SED distance from standard was -43.9 Homeless distance from standard was -68.9 EL distance from	The most current 2021-2022 data shows that 25% of students met or exceeded standards on the CAASPP ELA Test and 18% met or exceeded standards on the CAASPP Math Test. In 2021-2022, 8.04% of the district's EL students were redesignated as fluent English proficient. For ELA 2022 CAASPP: All students distance from standard was -54.7 SED distance from standard was -53.7 Homeless distance from standard was -83.6 EL distance from standard -73.0		The 2023-2024 CAASPP Data will show that 42% of students met or exceeded standards on the CAASPP ELA Test and 37% met or exceeded standards on the CAASPP Math Test. In 2023-2024, 22% of the district's EL students will be redesignated as fluent English proficient. For ELA 2024 CAASPP: All students distance from standard will be -32 SED distance from standard -35 Homeless distance from standard -60 EL distance from standard -56

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standard -64.6 For Math 2019 CAASPP: - All students distance from standard was -61 - SED distance from standard was -64.6 Homeless distance from standard was -67.2 EL distance from standard -78.7. For CAST 2019 CAASPP: All Students 18.14% met or exceeded Standard for Science SED 18.47% met or exceeded EL's 0% met or exceeded Homeless 13.33% met or exceeded	standard -64.6 For Math 2019 CAASPP: - All students distance from standard was -61 - SED distance from standard was -64.6 Homeless distance from standard was -67.2 EL distance from standard -78.7. For CAST 2019 CAASPP: All Students 18.14% met or exceeded Standard for Science SED 18.47% met or exceeded EL's 0% met or exceeded Homeless 13.33% met or exceeded	For Math 2022 CAASPP: - All students distance from standard was -85 - SED distance from standard was -85.5 Homeless distance from standard was -85.2 EL distance from standard -96.4 For CAST 2022 CAASPP: All Students 17% met or exceeded Standard for Science SED 16% met or exceeded EL's 0% met or exceeded Homeless 13% met or exceeded		For Math 2024 CAASPP: - All students distance from standard will be -53 - SED distance from standard -56 - Homeless distance from standard -59 - EL distance from standard -70 For CAST 2024 CAASPP: All Students 25% met or exceeded Standard for Science SED 25% met or exceeded EL's 8% met or exceeded Homeless 20% met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (b): Percent of Students Completing a-g	N/A	N/A	N/A		N/A
Priority 4 (c): Percent of Students Completing CTE	N/A	N/A	N/A		N/A
Priority 4 (d): Percent of Students completing both B and C.	N/A	N/A	N/A		N/A
Priority 4 (e): Percent of EL pupils making progress toward English proficiency	The 2019 CA Dashboard Data shows that 53.2% of our EL students made progress toward English proficiency.	State and Local Data for 2020-2021 shows that 26.35% of our EL students made progress toward English proficiency.	California Dashboard Data for 2022 shows that 47.6% of our EL students made progress toward English proficiency.		CA Dashboard data will show that 61% of our EL students made progress toward English proficiency.
Priority 4 (f): EL reclassification Rate	Local Data reflects that the District's Redesignation Rate for 2019-2020 was 14.4%.	State and Local Data for 2020-2021 reflects that the District's Redesignation Rate was 5.47%.	Local Data for 2021-2022 reflects that the District's Redesignation Rate was 8.04%.		The District's Redesignation Rate for 2023-2024 will be 23% or higher.
Priority 4 (g): Percent passing AP Exam	N/A	N/A	N/A		N/A
Priority 4 (h): Percent of pupils who demonstrate college preparedness on EAP	N/A	N/A	N/A		N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Train 100% of teachers Achievement Teams.	The District will fund ongoing training for Achievement Teams for educators to review student data weekly to make decisions about instruction and teaching practices that need to shift to best meet student needs.	$209,686.00	Yes
1.2	Retain four K-8 Intervention Specialists and three Intervention Aides.	The District will continue to provide ELA and Math Intervention on the Orangewood and Edison Site for all Tier II and Tier III Students.	$622,812.00	Yes
1.3	District will host the Latino Family Literacy Project.	District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.	$1,500.00	Yes
1.4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, GLAD Strategies, and implementation in the classroom.	The District will continue to offer Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	$30,000.00	Yes
1.5	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	The District will continue to offer Intensive ELD Intervention Summer Session (20 days) for all students not making progress toward English proficiency.	$18,000.00	Yes
1.6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	The District will offer Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	$97,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	ELA, Math, ELD Intervention Aides	The District will retain seven classroom aides and increase to full time status to assist teachers with Reading, Math, and EL Intervention.	$364,777.00	Yes
1.8	Progress Monitor Intervention Programs.	District MTSS Coordinator will monitor implementation of Intervention Programs with quarterly Intervention Reviews.	$15,000.00	Yes
1.9	Site licenses and hosting for Intervention Programs	The District will maintain site licenses and hosting for Intervention Programs (AR, Reading Inventory).	$33,221.00	Yes
1.10	Class Size Reduction for Learning Loss Mitigation	The District will retain class sizes of 24:1 in K-3 and decrease class sizes in 4th-8th to mitigate learning loss and accelerate learning in Reading and Math.	$508,232.00	Yes
1.11	Parent Literacy Information Nights	The District will host Parent Literacy Information Nights to provide strategies for Reading and Math support at home.	$10,000.00	Yes
1.12	Embedded Tutorial Period	The District will maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	$226,980.00	Yes
1.13	Annual Stipend for Highly Qualified Intervention Staff	The District will retain Highly Qualified Intervention Teachers and Paraprofessionals to meet the needs of Tier III Students by offering a $5,000 (Teachers) and $2,500 (Aides) Annual Stipend.	$57,743.00	Yes
1.14	Purchase Tier III Intervention Curriculum and Training in ELA and Math	Purchase Tier III Intervention Curriculum/Training in ELA and Math to Accelerate Progress	$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Hire Speech Consultant	The District will hire a Speech Consultant, in addition to current SLP, to offer Language Support and Vocabulary Building to Long-Term English Learners.	$78,000.00	Yes
1.16	Lunch Time Math Intervention	The District will pay three highly qualified Math Teachers at EMS to provide Math Intervention and Tutoring at lunch for all Tier III Math Intervention Students M-W each week.	$19,245.00	Yes
1.17	Lease Payment on Intervention Classrooms	The District will lease two classroom buildings to serve as Intervention Classrooms for Tier II and Tier III Students and pay for site work to install buildings due to lack of space to house these programs, students, and staff.	$145,756.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 1.1 and 1.4 were fully implemented. Professional development was provided to teachers using research-based strategies to support English learners, low-income students, and foster youth. We were successful in providing strategies to mitigate learning loss, integrated and designated ELD, GLAD Strategies, ELPAC Proficiency, and early literacy professional learning. Ongoing coaching was provided to all teachers by out Title I/EL Coordinators, and classroom walkthroughs were conducted to monitor the implementation of strategies. Some of the challenges were the inconsistency in the implementation of the teaching strategies in some classrooms, which we continue to monitor.

Action 1.2 ,1.10 were fully implemented. The District was able to offer two Tier III Intervention Classes and one at Edison Middle. The District was also able to block Junior High Reading-Language Arts Classes and decrease class sizes in K-3 Grades. Students in K-3 were able to make progress in Reading and Math. Junior High Students did not make progress in Reading-Language Arts. The District has decided to offer a Core and Intervention RLA Class next year to all Tier III Students struggling with reading and writing.

Action 1.3 was not fully implemented as intended due to low enrollment. The District offered Parent University Courses virtually through Fresno State University, but will have multiple support staff members trained to provide the Latino Family Literacy Project Training to families in the 2023-2024 school year, and will partner with several local agencies to privide additional training and resources through our Community Services Center.

Actions 1.4, 1.5, and 1.15 were fully implemented and helped the District's English learners progress toward Reclassification as English Proficient. In 2021-2022 5.74% of English Learners were reclassified and in 2022-2023 this percentage increased to 8.04%.

Actions 1.5 and 1.6 were also not fully implemented as intended. The district hoped to have two Intervention Classes at each grade level and two ELD Intervention Classes at each site. We were only able to offer one Intervention Class at each grade level and one ELD Intervention Class at each site in Summer 2022 due to a lack of staff interested in teaching during Summer Intervention.

Actions 1.7-1.9 were fully implemented and Intervention Students made substantial growth in Reading. The increased progress monitoring helped us to determine that our students were not making progress using the adopted Math Intervention. The district will utilize the NextGen Math Interevention next year for Tier II and Tier III Unduplicated Students.

Action 1.16 was not fully implemented as intended. The District planned to offer Math Intervention during lunch to Tier III Math Students. This did not occur due to staff absences and activities offered at lunch. The District will offer a Core and Intervention Class next year to all Junior High Tier III Math Students.

Actions 1.9, 1.12, 1.13, and 1.14 were fully Implemented.The District maintained all site licenses and hosting for all Intervention and purchased and implemented all Intervention Curriculum. The District also maintained a stipend for all Intervention Staff to progress monitor Tier II and Tier III Interventions. Each site also maintained a tutorial period within their Master Schedules to provide reteaching and small group instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Edison Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 1 was $1,832,229. The estimated actual expenditures for 2022-23 LCAP Goal 1 was $1,947,690 This is a difference of $115,461.

The substantive difference was in the following actions:

Budgeted Expenditures and Actual Expenditures had minor changes with the exception of Actions # 1, 3, 5,7, 9, 10, 11, and 16.

#1-Increased expense due to step and column adjustment and a 8.75% salary increase for certificated staff.
#3-The district did not hold the Latino Family Literacy Project due to low enrollment. The district did host a Parent Literacy Training.
#5-The district added an additional teacher to Intensive ELD Intervention in the summer to assist with students not making progress on the ELPAC.

#7-The district determined not to utilize a Math Intervention Program due to lack of progress.
#9-Increased expenditure to the purchase both STAR Reading and Math and increased cost of Renaissance Learning annual license.
#10-Teachers hired for Class Size Reduction were at the low end of the salary schedule.
#11-Decreased expense due to low class sizes in K-3 and new teachers hired were at low end of salary schedule.
#16-The district hired Math Teachers to teach Math Intervention during lunch, but only 11 hours were completed due to activities at lunch.

**Any material difference for salaries of Certificated or Classified Staff is due to 8.75% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule. Please note that the material difference does not represent the total LCAP carry-over funding amount.

An explanation of how effective the specific actions were in making progress toward the goal.

The 2022-2023 Action Steps helped us to make progress toward our Goal-All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal was supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.

Class Size Reduction (Action 1.10) also facilitated academic growth by providing 1:1 support to struggling students. Our Lunchtime (Action 1.16), After-school (Action 1.12), and Summer Interventions (Action 1.6) also yielded significant academic growth for our Tier II and Tier III Students in Reading and Math. Increased paraprofessional support (Action 1.7) also yielded positive academic growth. Increased monitoring through our MTSS Team (Action 1.8) also ensured ongoing academic progress.

Local Assessment Data for Spring 2022 showed that an average of 37% of K-8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Spring 2023 Local Assessment Data showed that an average of 43.25% of our students met or exceeded standards.

Local Assessment Data for Spring 2022 also showed that an average of 37% of K-8th Graders met or exceeded standards (low risk) on the STAR Math Test.Spring 2023 Local Assessment Data showed that and average of 41.75% of our students met or exceeded standards.

LCFF Survey Results for 2022-2023, showed that 90% of Parents, 88% of staff, and 85% of students felt that the district provided a high quality education. This survey also showed that 88% of parents, 94% of staff and 82% of students felt that the district was focused on teaching Common Core State Standards. Finally, this survey also showed that 89% of parents, 88% of staff, and 79% of students felt that students had adequate instructional materials and staff to support student learning and academic progress.

Training in ELD Standards and Targeted EL Teaching Strategies (Actions 1.1) as well ELPAC Training for Staff (Action 1.4) helped our English learners to make progress toward acquiring English proficiency by helping to guide ELD Instruction. On the English Language

Performance Indicator of the 2022 California Dashboard, 47.6% of our EL Students made progress, which was Medium on the ELPI Indicator. In 2020-2021, the District's Reclassification Rate was 4.74%. In 2021-2022 Local data reflected that the District's Reclassification Rate increased to 8.04%. Additional Paraprofessional Support (1.7) and our Summer ELD Language Academy (Action 1.5) also contributed to this progress. Increased progress monitoring by our MTSS Coordinator (Action 1.8) and increased language support for LTELs (Action 1.15) also helped to yield positive results. ELPAC Data from 2019-2019 to 2020-2021 shows that 26% made progress, 26% maintained, and 48% declined. ELPAC Data from 2020-2021 to 2021-2022 shows that 52% of District Students made progress on the ELPAC, 28% maintained, and 20% declined. LCFF Survey Results for 2022-2023, showed that 94% of Parents, 80% of staff, and 79% of students felt that the district provided adequate resources to ensure that English learners are learning English as quickly as possible.

Parent Literacy Training and Education (Action 1.11) yielded positive academic results. According to our 2022-2023 LCFF Survey, 82% of our parents indicated that they were able to support their Tier II and Tier III Students at home with activities designed to promote literacy in Reading and Math. This action also helped to increase Local Benchmark Scores in either Reading or Math.

Actions 1.1 was not an effective action. Data Team Meetings became more like Grade Level Meetings and did not focus on student data and progress. Next year, the District will train all instructional staff in the Achievement Team Process and will focus on student data and research-base strategies weekly.

Actions 1.10 and 1.14 were partially effective actions. Class Size Reduction in K-3 helped to increase student academic achievement. Local Assessment Data from Fall to Spring showed that all K-3 students made progress in either Reading, Math or both subjects. Reading Blocks and Intervention Curriculum in Junior High produced mixed results. Local Assessment Data for Spring 2022 showed that 17% of 7th, and 23% of 8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Spring 2023 Local Assessment Data yielded the following results: 27% of 7th, and 27% of 8th Graders scored at or above on the STAR Math local benchmark. However, student office referrals in these classrooms increased significantly. Student progress on Local Benchmarks has also not correlated to progress on the ELA CAASPP Test. This could also be due to the lack of highly qualified staff in these grade levels. The District adopted Language Live! and TransMath Curriculum did not produce desired results. The District will replace both of these programs in 2023-2024.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District is participating in the Continuous Improvement Process due to Differentiated Assistance and ATSI Eligibility. Through this process, we have determined a Problem of Practice, which is hindering the academic progress of all of our students. The District stuggles with recruiting, supporting and retaining highly qualified staff to provide instruction and support to our students and families. The District will be moving away from prior Professional Development and resources, which focus on Data Teams, and will be transitioning to Achievement Teams (Action 1.1). The District will calendar a 45 minute early release weekly so that Grade/Department Level Achievement Teams can meet to review student achievement data and effective research-based instructional strategies to help guide their instruction, with the goal of

increased student achievement. The District will also discontinue using the Language Live! Intervention Program (Action 1.14) as well as the Block Schedule for Reading-Language Arts Classes in Junior High (Action 1.10) due to lack of progress. In 2023-2024, the District will operate a Core RLA and Math Period with a pull-out Program for Tier II and Tier III Students with a Reading and Math Specialist (Action 1.2) at both sites. The District will add add two classrooms at Edison Middle School to utilize for Reading and Math Intervention Instruction (Action 1.17) due to lack of space for these programs.

Actions 1.2, 1.4, 1.5, 1.7, 1.9, and 1.10 have an increased cost from the previous year LCAP due to an increase in personnel expenses. In addition to this, salaries and benefits and the cost of goods have increased which are reflected in our metrics. For Action 1.2, we hired four teachers who are at the top of the salary schedule at a cost of $520,000. The District also made three Intervention Aides full-time, which was an additional personnel expense of $40,000 for salary and $60,00 for benefits.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All educational partners will continue to make progress in their technology and STEAM proficiency, and all district technology infrastructure will continue to be maintained to promote this progress. Additional course offerings and trainings in STEAM will also be implemented. Progress in these areas will be evaluated with local measures annually to ensure stability and growth.

An explanation of why the LEA has developed this goal.

Current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning. Local Data also show that an additional 1,100 student devices and 50 hot spots were purchased during Distance Learning and Independent Study.. Local Surveys show the need for students to continue to have devices at home and at school to be able to fully access interventions and the need to replace these devices every three years due to license expiration. All textbooks and support materials are digital so that students may access remotely for increased instruction and support.

Local Survey Data also shows the need for additional Educational Technology in the Classroom to support 21st Century Skill acquisition. Current local data also shows the implementation of three STEAM Electives with additional offerings after school during the Expanded Learning Program.

Educational Partners have expressed the need for additional STEAM/STEM offerings. The District currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior. The District purchased 1,150 new student devices this year to provide devices for all students at home and for 3rd-8th Grade at school. The District completed 1,300 technology work orders in 2022-2023 to ensure connectivity and productivity.

We plan to reach greater technology and STEAM proficiency through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 (a): Implementation of CCSS	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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.	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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.	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 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.		Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 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.	Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with	Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with	Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with		Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	integrated ELD. Integrated ELD instruction is implemented in all content areas.	integrated ELD. Integrated ELD instruction is implemented in all content areas.	integrated ELD. Integrated ELD instruction is implemented in all content areas.		integrated ELD. Integrated ELD instruction is implemented in all content areas.
Priority 7 (a): Extent to which pupils have access and are enrolled in a broad course of study	Review of Master Schedules reflects 100% of students have access to a broad course of study.	Review of Master Schedules reflects 100% of students have access to a broad course of study.	Review of Master Schedules reflects 100% of students have access to a broad course of study.		Review of Master Schedules reflects 100% of students have access to a broad course of study.
Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students	Local Data reflects:

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: Art, | Local Data reflects:

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: Art, | Local Data reflects:

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, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Art, Theater, Media Tech, Agriculture, | | Local Data reflects:

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: Art, |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dance, Creative Arts, Media Tech, Agriculture, Recreational Activities, and Photography 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.	Dance, Creative Arts, Media Tech, Agriculture, Recreational Activities, and Photography 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.	Recreational Activities, Photography, Video Production, Study Skills, Current Events, and Intro to Theater. 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.		Dance, Creative Arts, Media Tech, Agriculture, Recreational Activities, and Photography 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs	Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class with highly qualified staff for students with exceptional needs.	Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class with highly qualified staff for students with exceptional needs.	Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class with highly qualified staff for students with exceptional needs.		Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class 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.)	Master Schedule reflects that 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	Master Schedule reflects that 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	Master Schedule reflects that 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		Master Schedule reflects that 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8. On the 2018-2019 Physical Fitness Test an average of 64% of fifth graders and 69% of seventh graders scored in the Healthy Fitness Zone for three of six Physical Fitness Areas.	ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8. On the 2020-2021 Local Physical Fitness Test, an average of 69% of fifth graders and 66% of seventh graders scored in the Healthy Fitness Zone for three of six Physical Fitness Areas.	ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8. On the 2021-2022 Local Physical Fitness Test, districts were only required to submit participation rates for 5th and 7th grades. Our participation rates for each grade level was 100%.		ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8. On the 2023-2024 Local Physical Fitness Test an average of 72% of fifth graders and 74% of seventh graders will score in the Healthy Fitness Zone for three of six Physical Fitness Areas.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Retain Coordinator of Data Systems and Support	Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	$177,598.00	Yes
2.2	Retain Annual Contract Fee for DNA (IOS)	The District will retain the Annual Contract Fee for DNA (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	$10,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	The District will purchase and maintain additional convertible devices, screens, and desktops for all teachers to utilize in their classrooms.	$20,000.00	Yes
2.4	Educational Technology Training	The District will train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	$30,000.00	Yes
2.5	Purchase Student Devices and Storage	Purchase convertibles, accessories, and storage units for each student testing, and train TK-8th graders to use personal convertible devices in their everyday learning.	$500,000.00	Yes
2.6	Purchase Educational Technology and Applications	Purchase additional applications for student devices to be used for intervention.	$25,000.00	Yes
2.7	Retain Full-Time Network Manager and Network Engineer	Retain one full-time Network Manager to help maintain district devices and one full-time Network Engineer to maintain technology infrastructure.	$273,670.00	Yes
2.8	Retain Intervention Coordinators/Teachers	Retain Two Intervention Coordinators to progress monitor Redesignated Students and Intervention Students using Student Data Systems to ensure they have the support needed to engage in Common Core Instruction.	$289,867.00	Yes
2.9	Retain Two Part-Time Media Clerks	Retain Part-Time Media Clerks to assist students and staff in the Library/Media Center.	$60,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Purchase Materials and Supplies for STEAM Electives	Purchase Materials and Supplies for STEAM Electives in Grades 7-8.	$20,000.00	Yes
2.11	Hire Agriculture Teacher and purchase supplies for Agriculture Elective and Partnership with FFA.	Hire teacher and purchase supplies for Agriculture Elective and Partnership with FFA to promote college and career exploration.	$121,000.00	Yes
2.12	Hire AVID Teacher, Training, Materials for College and Career Exploration.	Hire teacher, train, and purchase supplies for AVID Elective to promote college and career exploration.	$60,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The District purchased additional Educational Technology including: cameras, I-pads, and televisions to support student learning. The District also purchased additional student laptops through the Emergency Connectivity Grant and ESSER III Funds to provide for 1:1 devices for 3rd-8th Grade Students at home and in classroom.

Actions 2.1 and 2.8 were fully implemented and funded personnel to train staff in educational technology, coordinate data systems, and progress monitor student achievement, attendance, and behavior.

Actions 2.2-2.6 were fully implemented and helped educational partners to continue to make progress in their technology and STEAM proficiency by providing the necessary materials, training, and support.

Actions, 2.7, and 2.9 were fully implemented and helped to maintain all district technology infrastructure to promote progress toward this goal by retaining the necessary staff to implement the Instructional Technology Department.

Actions 2.10 and 2.11 were fully implemented and helped to increase the extent to which pupils have access and are enrolled in a broad course of study-Priority 7 (a). Students were enrolled in additional STEAM Electives including Agriculture, Media Technology, and Photography and equipment and materials were purchased for these classes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Edison Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 1 was $1,320,522. The estimated actual expenditures for 2022-23 LCAP Goal 2 was $1,270,995. This is a difference of $49,527.

Actions and services for this goal were generally implemented as planned, with the exception of Actions # 1, 4, 5, 7, 8, and 9.

#1-Decreased expenditure because Coordinator went from 213 to 208 days.
#4-Decreased expenditure due to decreased demand for ed tech training.
#5-The district expended $357,000 of the $450,000 planned in the LCAP. The additional funds will be carried over to the 2023-2024 LCAP.
#7-The increased expenditure was due to the 8.75% salary increase for Certificated and Classified Staff.
#8-The increased expenditure was due to the 8.75% salary increase for Certificated and Classified Staff.
#9-The increased expenditure was due to the 8.75% salary increase for Certificated and Classified Staff.

**Any material difference for salaries of Certificated or Classified Staff is due to 8.75% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule. Please note that the material difference does not represent the total LCAP carry-over funding amount.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions 2.1 and 2.4 were fully implemented. Current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning.

Actions 2.3 and 2.5 were fully implemented. Local Data also shows that the District purchased 1,150 new student devices this year to provide devices for all students at home and for 3rd-8th Grade at school. Local Surveys show the need for students to continue to have devices at home and at school to be able to fully access interventions and the need to replace these devices every three years, These student devices were replaced in 2022-2023. The District also purchased additional devices to be used in TK-2 Classrooms. LCFF Survey Results for 2022-2023, showed that 89% of Parents, 86% of staff, and 64% of students felt that the district provided students adequate access to technology devices and instruction.

Action 2.6 was fully implemented. Local Survey Data also shows the need for additional Educational Technology in the Classroom to support 21st Century Skill Acquisition. LCFF Survey Results for 2022-2023, showed that 89% of parents, 88% of staff, and 79% of students felt that students had adequate instructional materials, technology, and staff to support student learning and academic progress.

Action 2.10 was fully implmented. Current local data also shows the implementation of three STEAM Electives with additional offerings after school during the Expanded Learning Program. LCFF Survey Results for 2022-2023, showed that 87% of parents, 74% of staff, and 74% of students felt that the district was preparing students for future college or career paths. This survey also reflected that all educational partners reference the need for additional College and Career Programs to help students be more successful.

Action 2.2 was fully implemented.The District currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior. LCFF Survey Results for 2022-2023, showed that 86% of parents, 74% of staff, and 66% of students felt that the district effectively monitors and addresses academic and attendance issues.

Actions 2.1, 2.7, and 2.8 were fully implemented. The District completed 1,300 technology work orders in 2022-2023 to ensure connectivity and productivity. LCFF Survey Results for 2022-2023, showed that 89% of Parents, 86% of staff, and 64% of students felt that the district provided students adequate access to technology devices and instruction. The District LCAP and Professional Development Committees reported that staff received exceptional support in technology implementation and training. All Instructional Staff was trained in the use of the Kern Integrated Data System in 2022-2023 so that they were able to access real-time student data to make informed instructional decisions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In our 2022-2023 LCFF Survey, all Educational Partners expressed the need for more College and Career Exposure for students. Educational Partners have expressed the need for additional STEAM/STEM offerings. In response to this input, the District will add an Advancement Through Individual Determination Elective (AVID, Action 2.12). The District has also blended funds with the ELOP and Community School Grants to build an Edison Middle School Farm, and hire an Agriculture Teacher (Action 2.11) to teach Agriculture Foundations, Gardening, and Agriculture Shop Electives.

Actions 2.1, 2.7, 2.8, and 2.9 have an increased cost from the previous year LCAP due to an increase in personnel expenses. In addition to this, salaries and benefits and the cost of goods have increased which are reflected in our metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The District will achieve and maintain a 97% attendance rate by May 1, 2024 as measured by local attendance data. The District will also decrease the number of students identified as High Risk and needing Targeted (Tier II) and Intensive (Tier III) social, emotional, and mental health support by 10% by May 1, 2024 as measured by local benchmark data, wellness checks, survey data, engagement tracking, and behavioral data.

An explanation of why the LEA has developed this goal.

On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and EL Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and EL Students also scored Very High.

On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and Soccioeconomically Disadvantaged Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and Soccioeconomically Disadvantaged Students also scored Very High.

There were no Perfomance Levels posted for Foster Youth on the 2022 California Dashboard. On the 2022 California Dashboard, All Students scored Medium in the Performance Indicator for Suspension, and Homeless Students scored Low. On the 2022 California Dashboard, All Students scored Very High in the Performance Indicator for Chronic Absenteeism, and Homeless Students also scored Very High.

Local Attendance Data shows that the district's attendance rate for 2021-2022 was 90.45%. The District Attendance Rate in 2022-2023 is projected to be 91.5%. The Chronic Absenteeism Rate in 2021-2022 was 40.34% and is projected to be 32% for 2022-2023. This rate has increased 18% for all students since the 2018-2019 school year, when the Chronic Absenteeism Rate was 14%.

Local Suspension Data also showed an increase from the 2021-2022 school year to the current school year. In 2021-2022, the District Suspension Rate was 1.65%, and is projected to be 4.4% in 2022-2023 . Local Suspension Rates for English learners increased from from 1.02% in 2021-2022, to 3% in 2022-2023. The Suspension Rate for SED Students increased from 1.65% in 2021-2022 to 3.23% in 2022-2023.

California Healthy Kids Survey Data from 2022-2023 showed that 61% of testers felt connected to the school, 61% of testers said they had adults who cared about them at the school, and 60% of testers said they felt very safe or safe at school.

On the Fall 2022 Local Socio-Emotional Benchmark (SEL Screener), 18% of students were identified as at At-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention, and on the Winter 2023 SEL Screener the At-Risk Percentage decreased to 13%. On the Spring 2023 SEL Screener, 16% continued to be identified as At Risk.

We plan to reach a greater attendance rate and decrease the number of students identified as "High Risk" through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Parent Involvement	Local Data reflects Four Parent Input Meetings held. Four Parent Trainings held. District hosted one Family Event per semester at each site.	Local Data reflects Four Parent Input Meetings held. Four Parent Trainings held. District hosted one Family Event per semester at each site.	Local Data reflects Four Parent Input Meetings held. Four Parent Trainings held. District hosted one Family Event per semester at each site.		Local Data will reflect: Four Parent Input Meetings will be held Four Parent Trainings will be held District will host one Family Event per semester at each site.
Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites	Using Local Surveys, data showed that 3% of parents participated in responding back to district surveys.	Using Local Surveys, data showed that 7% of parents participated in responding back to district surveys.	Using Local Surveys, data showed that 21% of parents participated in responding back to district surveys.		Using Local Surveys, data will show that 10% of parents participated in responding back to district surveys.
Priority 3 (b): How district promotes	Using local communication tools	Using local communication tools	Using local communication tools		Using local communication tools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation of parents for unduplicated pupils	(emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service, website, AERIES Communications) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.		(emails, flyers, phone tree service) 100% of all parent engagement opportunities will be advertised and delivered to unduplicated students and families.
Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	Using local communication tools (emails, flyers, phone tree service, website, AERIES Communications) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.		Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities will be advertised and delivered to Students with Disabilities and families.
Priority 5: Pupil Engagement	Local Data reflects that he District had 250 Students on the Low Engagement List in Fall 2020 and 18 in Spring 2021.	Local Data engagement logs reflects that he District had 18 Students on the Low Engagement List in Spring 2021, and less than ten on	Local Data engagement logs reflects that the District had 10 Students on the Low Engagement List in Spring 2022, and 7 on		Local Data reflects that the District has less than 10 Students on the Low Engagement List in Spring 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the Low Engagement List in Winter 2022.	the Low Engagement List in Winter 2023.		
Priority 5 (a): School attendance rates	According to the California Dashboard and Local Data, the District's Attendance Rate for 2018-2019 was 96.3% and 92.34% in 2020-2021.	According to Local Data, the District's Attendance Rate for 2021-2022 was 90.45%.	According to Local Data, the District's Attendance Rate for 2022-2023 was 91.5%.		The California Dashboard will reflect the District's Attendance Rate for 2023-2024 will be 97%.
Priority 5 (b): Chronic absenteeism rates	According to the California Dashboard, the District's Chronic Absenteeism Rate in 2018-2019 was 12.6%	According to the California Dashboard, the District's Chronic Absenteeism Rate in 2021-2022 was 40.34%.	According to Local Data, the District's Chronic Absenteeism Rate in 2022-2023 is projected to be 33%. According to the California Dashboard, the Chronic Absenteeism Rate for All Students in 2021-2022 was 40.34%. This rate was 42.5% for EL Students, and 42% for SED Students.		According to the California Dashboard, the District's Chronic Absenteeism Rate for 2023-2024 will be less than 10%.
Priority 5 (c); Middle school drop-out rates	According to DataQuest, the Middle School Drop-Out Rate was .4% in 2018-2019.	According to Local Data, the Middle School Drop-Out Rate was 0%.	According to Local Data, the Middle School Drop-Out Rate was 0%.		According to DataQuest, the Middle School Drop-Out Rate will be less than.4% in 2023-2024.
Priority 5 (d): High school drop-out rates	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (e): High school graduation rates	N/A	N/A	N/A		N/A
Priority 6 (a): Pupil suspension rates	According to the California Dashboard, the District's Suspension Rate for 2018-2019 was 1.3%.	According to the California Dashboard, the Suspension Rate for 2021-2022 was 1.62%.	According to the California Dashboard, the Suspension Rate for All Students in 2021-2022 was 1.62%. The Suspension Rate for EL Students was1.05%, and 1.64% for SED Students.		According to the California Dashboard, the District's Suspension Rate for 2023-2024 will be less than 1.5%.
Priority 6 (b): Pupil expulsion rates	Local Data reflects that the District's Expulsion Rate for 2018-2019 was .08%	Local Data reflects that the District's Expulsion Rate for 2020-2021 was 0%.	Local Data reflects that the District's Expulsion Rate for 2022-2023 is projected to be .08%		Local Data reflects that the District's Expulsion Rate for 2023-2024 will be less than .08%.
Priority 6 (c): Other Local Measures on sense of safety and school connectedness	California Healthy Kids Survey Data from 2019-2020 showed that 77% of testers felt connected to the school, 81% of testers said they had adults who cared about them at the school, and 85% of testers said they felt safe at school.	California Healthy Kids Survey Data from 2020-2021 showed that 54% of testers felt connected to the school, 53% of testers said they had adults who cared about them at the school, and 55% of testers said they felt safe at school.	California Healthy Kids Survey Data from 2022-2023 showed that 61% of testers felt connected to the school, 61% of testers said they had adults who cared about them at the school, and 60% of testers said they felt very safe or safe at school.		California Healthy Kids Survey Data from 2023-2024 will show that 85% of testers felt connected to the school, 89% of testers will say that they had adults who cared about them at the school, and 93% of testers will say they felt safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Retain Annual Contract for Aeries Student Data System	District will continue Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance, behavior, and academics.	$10,459.00	Yes
3.2	Retain Two Full-Time Counselors at Orangewood Elementary and two Full-Time Counselors at Edison Middle	Retain full-time Counselor at Orangewood Elementary and two full-time Counselors at Edison Middle to track student attendance, and provide additional mental health support.	$393,775.00	Yes
3.3	Continued training in PBIS Through a Trauma-Informed Lens	Provide continued training in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.	$75,103.00	Yes
3.4	Retain Coordinator of MTSS/District Psychologist	Retain Coordinator of MTSS to serve as Attendance Supervisor and to monitor attendance, engagement, and academic progress of Intervention Students.	$116,204.00	Yes
3.5	Stipends for PBIS Coordinator and TOSAs.	PBIS Coordinator and TOSAs will continue to monitor for full implementation of PBIS.	$18,279.00	Yes
3.6	Purchase School vehicle to transport families with transportation insecurities.	Purchase school vehicle to transport families to resources.	$75,000.00	Yes
3.7	Retain full-time bus driver/custodian	Retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by Decreasing walking boundaries.	$80,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Full-Time Behavior/Health Aides	Retain four full-time Behavior/Health Aides to support students and assist staff with Health and Behavior Interventions to decrease Suspension Rate and increase Attendance and Engagement Rate.	$274,989.00	Yes
3.9	Retain Full-Time Community Services Coordinator	Retain Full-Time Community Services Coordinator to coordinate Community Services Center, Attendance Monitoring, SARB Meetings, and Family Resources and Training.	$143,500.00	Yes
3.10	Core PBIS Teams Extra Duty Pay	Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS to improve School Climate.	$32,205.00	Yes
3.11	Retain Sports Program and Afterschool Extracurricular Activities	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events with the goal of improved engagement and attendance.	$66,473.00	Yes
3.12	Retain two full-time School Psychologists	Retain two full-time District Psychologists to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff.	$188,490.00	Yes
3.13	Retain full-time Alternative Placement Classroom Teacher	Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer additional tiered support in academics, attendance, and behavior.	$152,921.00	Yes
3.14	Lease Payment on Bus for Afterschool Activities	Lease payment on bus to provide transportation for Afterschool Intervention and Enrichment Students with the goal of increasing attendance, academic achievement, and engagement.	$28,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Retain additional bus driver and bus aide	Retain additional bus driver and bus aide to transport Intervention/Enrichment Students.	$108,456.00	Yes
3.16	Campus/Attendance Supervisor	Retain Campus/Attendance Supervisor who will coordinate services with the MTSS Team to address truancy, chronic absenteeism and to develop supportive relationships with Educational Partners.	$135,573.00	Yes
3.17	Retain district nurse and increase days from 188 to 199.	Retain district nurse at eight hours and increase days days to provide additional support and education to students/families who have excessive absences.	$144,294.00	Yes
3.18	Train Staff in Differentiation Strategies to support Attendance, Academics, and Behavior	Train Staff in Differentiation Strategies to support Attendance, Academics, and Behavior to ensure equitable access for all students.	$75,103.00	Yes
3.19	Retain four additional ASES Program Leaders	Provide additional homework assistance and academic support by retaining four additional ASES Program Leaders.	$98,223.00	Yes
3.20	Retain Vice-Principal and Full-Time TOSA	The District will retain a Vice-Principal at EMS and a Full-Time TOSA at Orangewood to progress monitor student attendance, behavior, and engagement and help support a positive school culture on both sites.	$312,216.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 3.2, 3.4, 3.8, 3.10 3.12, and 3.20 were fully implemented. Through these actions, the District was able to retain additional mental health and behavior management support staff at both school sites including: Psychologists, Counselors, a Nurse, Behavior/Health Aides, and Vice-Principals/TOSAs. Through these actions, the District decreased the number of students identified as High Risk and needing Targeted (Tier II) and Intensive (Tier III) social, emotional, and mental health support by 5% from Fall 2022 to Winter 2023 as measured on the District SEL Screener.

Actions 3.2, 3.5, 3.8, 3.9, and 3.12 were fully implemented. These actions helped to increase Pupil Engagement and Attendance and to significantly decrease the percentage of At Risk Students (Priority 5, Priority 6c) by providing additional mental health support. Based on Local Data, the District had 10 students on the Low Engagement List in Spring 2022 and this number decreased to less than 5 in Winter 2023. The percentage of At Risk Students on the District SEL Screener decreased from 18% in Fall 2022 to 13% in Winter 2023. By implementing these actions, the District Attendance Rate increased from 90% in 2021-2022 to 91.4% in 2022-2023.

Actions 3.1, 3.6, and 3.9 were fully implemented and helped to increase Parental Involvement (Priority 3) by providing communication, transportation, support, and training to parents. We are rebuilding participation at our new Community Services Center. The District has offered one Parent/Community Training each quarter in 2022-2023. We also sent several support staff to trainings in Parent Project, Loving Solutions, and Latino Family Literacy.

Actions 3.7, and 3.14-3.19 were fully implemented and improved access for all students by providing additional transportation, programs, and support. The attendance rate of both students and staff were negatively affected by the pandemic.

Actions 3.3 and 3.18 were fully implemented. These actions specifically provided training for all staff in PBIS Through a Trauma-Informed Lens and Universal Design for Learning , which helped staff to understand how to better support all students after the pandemic.

Action 3.19 was fully implemented and allowed the District to hire two additional ASES Program Leaders to support students during Homework Support and Afterschool Intervention.

Although the District substantially increased the mental health support provided on our campuses, it continues to be difficult to build strong relationships with our students due to attendance issues. We saw an increase in At-Risk Behavior from students due to the isolation and trauma several endured during the pandemic. The District Suspension Rate increased from 1.65% in 2021-2022 to over 4% projected in 2022-2023 . We have purchased and implemented Socio-Emotional Curriculum for all students. In 2023-2024, the District will retain a Vice-Principal and a Teacher on Special Assignment at both sites to work with our Campus Supervisor to provide additional behavioral support. We will also increase our Mental Health Support for families and Substance Abuse Counseling through support staff hired with LCAP, SBHIP, and Community Schools Grant Funds.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Edison Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 3 was $1,519,504. The estimated actual expenditures for 2022-23 LCAP Goal 3 was $1,775,769. This is a difference of $256,265.

Actions and services for this goal were generally implemented as planned, with the exception of Actions 2, 4, 6, 7, 8, 9, 11, 12, 13, 16, 19, 20.

#2-The increase in expenditure was due to student need, the district hired two counselors for each site.
#4-The increase is due to the 8.75% salary increase.
#6-This was the final year of payment on the lease for the school van to transport students. The decrease in expenditures is due to the district overestimating the payments.
#7-The decrease in expenditure is due to new staff hired at the low end of the salary schedule.
#8-The increased expenditure is due to student need, we hired an additional Behavior/Health Aide.
#9-The District received a Community School Implementation Grant at the end of 2022, and hired the Family Community Liaison half-way through the school year in January 2023.
#11-The district did not have the number of students estimated try-out for Afterschool Sports, and therefore did not hire as many caoches as expected.
#12-This increased expenditure was due to an 8.75% salary increase.
#13-This increased expenditure was due to an 8.75% salary increase.
#16-This increased expenditure was due to an 8.75% salary increase and to extra duty assignments for Afterschool Activities and Community Events.
#19-This increased expenditurefor salary and benefits was due one ASES Program Leader's hours being increased to 8 hours dailt to offer additional support to unduplicated students.
#20-This increased expenditure was due to an 8.75% salary increase.

**Any material difference for salaries of Certificated or Classified Staff is due to 8.75% Salary Increase. Any material difference of decrease for Certificated or Classified Staff is due to the hiring of new staff, who were at the bottom end of the salary schedule. Please note that the material difference does not represent the total LCAP carry-over funding amount.

An explanation of how effective the specific actions were in making progress toward the goal.

Local Attendance Data shows that the district's attendance rate for 2021-2022 was 90.45%. The District Attendance Rate in 2022-2023 was 91.4%. Our increased MTSS Tiered Support for Attendance (Actions 3.1, 3.2, 3.4, 3.7, 3.8, and 3.15) helped to support our increased attendance post-pandemic. Specifically, our Campus /Attendance Supervisor (Action 3.16) has helped to implement Tier I-Tier III Attendance Interventions, which have helped with transportation, incentives, and family support to increase student attendance. In coordination with our Community Services Center, funded by our Community School Implementation Grant and LCAP Goal #3, our Family-Community Liaison (Action 3.9) has organized SARB Meetings, Parent Trainings, and an Attendance/Resource Fair to help our District increase attendance this year.

The Chronic Absenteeism Rate for Socio-economically Disadvantaged Students was 41.8% in 2021-2022 and 34.75% in 2022-2023. The Chronic Absenteeism Rate for Homeless Students was 48% in 2021-2022 and 38.5% in 2022-2023. The Chronic Absenteeism Rate for Students with Disabilities was 49.1% in 2021-2022 and 40.32% in 2022-2023. The Chronic Absenteeism Rate for White Students was 39% in 2021-2022 and 34% in 2022-2023. These significant decreases for these subgroups are credited to the actions delineated above as well as our increased transportation options for students and families (Actions 3.6, 3.7, 3.14, and 3.15).

On the Fall 2022 Local Socio-Emotional Benchmark (SEL Screener), 18% of students were identified as at At-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. On the Winter 2023 SEL Screener, 13% of students were identified as At-Risk. This significant decrease is credited to the actions delineated above, which improved engagement and school climate (Actions 3.3, 3.10, 3.11, and 3.19)

The California Healthy Kids Survey Data from 2021-2022 showed that an average of 54% of testers felt connected to the school, 53% of testers said they had adults who cared about them at the school, and 55% of testers said they felt safe at school. California Healthy Kids Survey Data from 2022-2023 showed that 61% of testers felt connected to the school, 61% of testers said they had adults who cared about them at the school, and 60% of testers said they felt very safe or safe at school.

Unfortunately, Local Suspension Data also showed an increase from the 2021-2022 school year to the current school year. In 2021-2022, the District Suspension Rate was 1.65%, and is projected to be 4.4% in 2022-2023 . Local Suspension Rates for English learners increased from from 1.02% in 2021-2022, to 3% in 2022-2023. The Suspension Rate for SED Students increased from 1.65% in 2021-2022 to 3.23% in 2022-2023. Our Mental Health Support Staff and Site Administrators continue to provide incentives, support,and intervention for Tier II and Tier III Behavior Students (Actions 3.2-3.6, Actions 3.8, 3.10, 3.12-3.13 3.18, and 3.20). Through our Community Services Center, our Mental Health Staff has also received Substance Abuse Training and is providing counseling and support to our Tier III Students and Families (Actions 3.6 and 3.9).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District is going to use the School Connectedness Survey through Kern Integrated Data Systems in addition to the California Health Kids Survey to measure progress in Priority 6c. The District has also added an additional counselor at Orangewood Elementary School to help support students to foster an increase in attendance and academics and a decrease in our At Risk Students (Action 3.2) .The District will train staff in Differentiation Strategies to support Attendance, Academics, and Behavior to ensure equitable access and progress for all students (Action3.18). The District will retain two additional ASES Program Leaders to provide homework assistance and attendance support (Action 3.19).

Actions 3.2, 3.4, 3.8, 3.10, 3.11, 3.16, 3.17, 3.19, and 3.20 have an increased cost from the previous year LCAP due to an increase in personnel expenses. In addition to this, salaries and benefits and the cost of goods have increased which are reflected in our metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$4,381,204	$657,181

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.38%	0.89%	$88,437.50	41.26%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Ninety percent of the Edison Elementary School District's pupils are identified as either English Learner, 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 91%, and at Edison Middle is 88%. 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.

Goal 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal will be supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.

Based on a thorough analysis of Local and State Data and Stakeholder Feedback, the district found that the most current CAASPP Data as

of 2022, shows that 25% of students met or exceeded standards on the CAASPP ELA Test and 18% met or exceeded standards on the CAASPP Math Test. These scores showed decreased academic growth from the 2019 CAASPP Scores. For ELA 2022 CAASPP, All Students distance from standard was -54.7, SED distance from standard was -53.7, Homeless distance from standard was -83.6, and EL distance from standard was -73. All Subgroups showed a negative change from 2019. Spring 2023 ELA CAASPP Data is pending.

On the Math 2022 CAASPP, all students distance from standard was -85 with a negative change from 2019, SED distance from standard was -85.5 with a negative change from 2019., Homeless distance from standard was -85.2, and EL distance from standard was -96.4. All subgroups had a negative change from 2019. Spring 2023 Math CAASPP Data is pending.

In 2021-2022, 51.5% of the district's unduplicated students were designated as making progress toward English language proficiency which was a positive increase from 2020-2021. Preliminary ELPAC Initial Overall Performance Data for 2022-2023 showed that 8% of the students were classified as Intermediate English Learners and 92% were classified as Novice English Learners.

Spring 2023 Local Assessment Data yielded the following results: 62% of K , 39% of 1st, 50% of 2nd, 40% of 3rd, 45% of 4th, 32% of 5th, 18% of 6th, 26% of 7th, and 16% of 8th Graders scored at or above on the STAR Reading local benchmark. Spring 2023 Local Assessment Data also yielded the following results: 62% of 1st, 55% of 2nd, 50% of 3rd, 47% of 4th, 42% of 5th, 24% of 6th, 27% of 7th, and 27% of 8th Graders scored at or above on the STAR Math local benchmark

The District qualified for Differentiated Assistance due to English Learners and Students with Disabilities scoring Very Low on the CAASPP ELA and Math Tests and Very High in Chronic Absenteeism. Both School sites also qualified for ATSI (Targeted Assistance) because all indicators reported for our Students with Disabilities (SWD) and our White Students were either at the lowest level or at the lowest status level with one indicator at another status level. SWD Students scored Very Low in Academic Performance and Very High in Chronic Absenteeism. District White Students scored Low in Academic Performance and Very High in Chronic Absenteeism. The District is participating the in Continuous Improvement Process to address these deficiencies. The District has identified a Problem of Practice, which is the District's inability to recruit, support, and retain Highly Qualified Staff to serve students. The District has several Action Steps in place to address this Problem of Practice, which will be implemented in 2023-2024. Through the CIP Process, the District has also solicited input from Educational Partners and will be revising the Single Plans for Student Achievement on the sites as well as the LCAP to include this input. The District also completed an Educator Equity Analysis through this process and determined that Highly Qualified Staff is distributed equitably across the two sites. We did find the ALL of our Special Education Teachers were either categorized as Ineffective or Inexperienced. We will be addressing this by providing additional coaching and support to the Special Education Teachers.

Intervention Curriculum in Reading/Language Arts, Math, and ELD will be purchased and implemented. Fully credentialed teachers and staff will be trained to support this implementation, and progress will be monitored to ensure growth. The district will also implement class size reduction in all grade levels, block Reading/Language Arts Classes in Junior High, and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth.

To address these needs the District has also planned the following:

- The District will offer an initial training to support improved student achievement and will review Learning Loss Strategies at Achievement Teams weekly (1.1). (This is a Revised Action)
- The District will continue to provide ELA and Math Intervention on the Orangewood Site for all Tier II and Tier III Students (1.2).
- Fully credentialed teachers and staff will be retained and trained to support this implementation, and progress will be monitored to ensure growth (1.4).
- The district will increase certificated and paraprofessional support to offer strategic and intensive support in Expanded Learning Opportunities including: After-School Tutoring, Saturday School, and Summer Intervention and Enrichment to mitigate learning loss and accelerate learning (1.5 and 1.6).
- The District will retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention (1.7).
- District MTSS Coordinator will monitor implementation of Intervention Programs with quarterly Intervention Reviews (1.8).
- The District will maintain site licenses and hosting for Intervention Programs (1.9).
- The District will also implement class size reduction in all grade levels, block Reading/Language Arts Classes in Junior High, and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth (1.10).
- The District will host Parent Literacy Information Nights to provide strategies for Reading and Math support at home (1.11).
- The District will maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students (1.12).
- The District will retain Highly Qualified Intervention Teachers and Paraprofessionals to meet the needs of Tier III Students (1.13).
- The District will purchase and implement replacement Intervention Curriculum in Reading/Language Arts, Math, and ELD (1.14).
- The District will pay three highly qualified Math Teachers at EMS to provide Math Intervention and Tutoring at lunch for all Tier III Math Intervention Students M-W each week. (1.16)
- The District will lease two classrooms for ELA and Math Intervention at the Edison Middle School Site. This site is impacted and has no space for Intervention Staff (Math and Reading Specialists) to provide intervention for Tier III Students (1.17). (This is a New Action).

These actions will be provided to SED, EL, and Foster Youth with the belief that all students will make progress toward meeting or exceeding State Standards in English Language Arts and Math and that EL Students will make progress in English Language Proficiency as measured by State and Local Assessment Data. The District will monitor this progress weekly at Achievement Team Meetings, monthly at MTSS Meetings, and quarterly through the process of Instructional and Intervention Reviews.

Goal 2: All educational partners will continue to make progress in their technology proficiency, and all district technology infrastructure will continue to be maintained to promote this progress. Progress in these areas will be evaluated with local measures annually to ensure stability and growth.

Based on a thorough analysis of Local and State Data and Educational Partner Feedback, current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning. Current local data also shows the implementation of two STEAM Electives with additional offerings after school during the Expanded Learning Program. LCFF Survey Results for 2022-2023, showed that 87% of parents, 74% of staff, and 74% of students felt that the district was preparing students for future college or career paths. This survey also reflected that all educational partners reference

the need for additional College and Career Programs to help students be more successful.
Educational Partners have expressed the need for additional STEAM/STEM offerings.

The district currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior. The District purchased 1,150 new student devices this year to provide Distance Learning and Hybrid Learning. The District completed over 1,200 technology work orders in 2022-23 to ensure connectivity and productivity. LCFF Survey Results for 2022-2023, showed that 89% of Parents, 86% of staff, and 64% of students felt that the district provided students adequate access to technology devices and instruction.

To ensure continued progress and stability in these areas, the District has planned the following:

- The District will retain Coordinator of Data Systems and Support to support use of technology in the classroom (2.1).
- The District will retain the Annual Contract Fee for DNA (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments (2.2).
- The District will purchase and maintain additional convertible devices, screens, and desktops for all teachers to utilize in their classrooms (2.3).
- The District will train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training (2.4).
- The District will purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning (2.5).
- The District will purchase additional applications for student devices to be used for intervention (2.6).
- The District will retain one full-time Network Manager to help maintain district devices and one full-time Network Engineer to maintain technology infrastructure (2.7).
- The District will retain two Intervention Coordinators to progress monitor Redesignated Students and Intervention Students using Student Data Systems to ensure they have the support needed to engage in Common Core Instruction (2.8).
- The District will retain Part-Time Media Clerk to assist students and staff the Library/Media Center (2.9).
- The District will purchase materials and supplies for STEAM Electives in Grades 7-8 (2.10).
- The District will purchase supplies for Agriculture Elective and Partnership with FFA to promote college and career exploration (2.11).
- The District will hire a teacher, train, and purchase supplies for AVID Elective to promote college and career exploration. (2.12)

These actions will be provided to SED, EL, and Foster Youth with the belief that all students will make progress in their technology proficiency and that all existing technology will continue to be maintained, updated, and stable to promote this progress. This progress and stability will be measured by Local Data, Surveys, and Educational Partner Feedback on a consistent basis.

Goal 3: The District will achieve and maintain a 97% attendance rate by May 1, 2024 as measured by local attendance data. The District will also decrease the number of students identified as High Risk and needing Targeted (Tier II) and Intensive (Tier III) social, emotional, and mental health support by 10% by May 1, 2024 as measured by local benchmark data, wellness checks, survey data, engagement tracking, and behavioral data.

Based on a thorough analysis of Local and State Data and Educational Partner Feedback, the District found that Local Attendance Data shows that the District's Attendance Rate for 2021-2022 was 90.35%. The District Attendance Rate for 2022-2023 is projected to be 91%. The Chronic Absenteeism Rate in 2021-2022 was 40.8%. The District's Chronic Absenteeism Rate for 2022-2023 is projected to be 40%. The District's Chronic Absenteeism Rate for 2022-2023 is projected to be 39.32% for Homeless Students, 35.79% for EL Students, and 35.15% for SED Students. The District's 2021-2022 Suspension Rate was 1.6%. The Suspension Rate for 2022-2023 is projected to be 3.63%. The 2022-2023 Suspension Rate is projected to be 1.67% for Homeless Students, 1.05% for EL Students, and 1.64% for SED Students.

California Healthy Kids Survey Data from 2022-2023 showed that 61% of testers felt connected to the school, 61% of testers said they had adults who cared about them at the school, and 60% of testers said they felt very safe or safe at school. All of these areas showed an increase from 2021-2022 survey data. On the Spring 2021 Local Socio-Emotional Benchmark, 21% of students were identified as at At-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. On the Winter 2023 Local Socio-Emotional Benchmark, 13% of students were identified as At-Risk. Spring SEL Benchmark Data is pending.

To address these needs, the District has planned the following:

- The District will continue Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance, behavior, and academics (3.1).
- The District will hire full-time Counselor at Orangewood Elementary and an additional full-time Counselor at Edison Middle to track student attendance, and provide additional mental health support (3.2).
- The District will train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families (3.3).
- The District will retain Coordinator of MTSS to serve as Attendance Supervisor and to monitor attendance, engagement, and academic progress of Intervention Students (3.4).
- District PBIS Coordinator and TOSAs will continue to monitor for full implementation of PBIS (3.5).
- The District will purchase school van to transport increased number of Foster/Homeless Youth to help decrease Chronic Absenteeism and increase student achievement in this subgroup (3.6).
- The District will retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by Decreasing walking boundaries (3.7).
- The District will retain four full-time Behavior/Health Aides to support students and assist staff with Health and Behavior Interventions to decrease Suspension Rate and increase Attendance and Engagement Rate (3.8). This is an increased support action.
- The District will hire Full-Time Community Services Coordinator to assist in the Parent Center, Attendance Monitoring, and SARB Meetings (3.9). This is a new action.
- The District Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS to improve School Climate (3.10).

- The District will retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events with the goal of improved engagement and attendance (3.11).
- The District will retain one full-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff (3.12).
- The District will retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer additional tiered support in academics, attendance, and behavior (3.13).
- The District will pay lease payment on bus to provide transportation for After-school Intervention and Enrichment Students with the goal of increasing attendance, academic achievement, and engagement (3.14).
- The District will retain additional bus driver and bus aide to transport Intervention/Enrichment Students (3.15).
- The District will retain Campus/Attendance Supervisor who will coordinate services with the MTSS Team to address truancy, chronic absenteeism and to develop supportive relationships with stakeholders (3.16).
- The District will retain district nurse at eight hours and increase days days to provide additional support and education to students/families who have excessive absences (3.17).
- The District will train Staff in Universal Design for Attendance, Academics, and Behavior to ensure equitable access for all students (3.18).
- The District will provide additional homework assistance and academic support by retaining two additional ASES Program Leaders (3.19).
- The District will hire a Vice-Principal to offer additional attendance and engagement support for Tier II and Tier III SED Students (3.20).

These actions will be provided to SED, EL, and Foster Youth with the belief that there will be increased attendance and decreased chronic absenteeism for all students as measured by Local and State Data. The MTSS Team will progress monitor implementation and support on a monthly basis. The District's Campus/Attendance Supervisor provides district wide oversite in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. This action has been proven to be effective based on the increase in the District Attendance Rate and the decrease in Chronic Absenteeism for Homeless, SED, and EL Students. This district focus has been a concerted effort by the MTSS team, which includes the Campus/Attendance Supervisor and the data trends show the following:

Foster Youth, EL, and Low Income Chronic Absenteeism Rate:
Source of data (Kern Integrated Data Systems)

2017-2018- 11%
2018-2019- 13%
2019-2020- 7%
2021-2021- 29% (Year of Covid-19 Pandemic)
2021-2022-39% (Year 2 of Covid-19 Pandemic)
2022-2023-36.75% (Year 3 of Covid-19 Pandemic)

Additional data to support this includes the Suspension Rate of SED, EL, and Foster Youth decreased from 1.28% in 2019-2020 to .87% in 2021-2022. The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school. In conjunction with the MTSS team, use of intervention strategies such A2A, PBIS, MTSS, and regular school visits will be implemented. These programs will include attendance promotion programs that will extend beyond the school settings and communication strategies will extend to more specified methods of accessibility to school. This will include virtual meetings, electronic universal access and specific Tier II interventions conveyed to the parent and providing guidance for the teacher. The team will employ based on a need to identify and meet the needs of students encountering challenges. This action will maintain a sustained method for identifying students' needs and communicating these with parents. It will also enhance the ability of staff to make connections for students based on data. By providing this action, it will be effective in meeting the goal of our district by increasing student attendance. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the attendance gap that exists with Foster Youth, English Learners, and Low-Income by decreasing the chronic absenteeism rate for unduplicated students by 8% in three years. This action will be measured by assessing a correlation between students provided intervention from the MTSS team actions involving the School Resource officer and student populations as it relates to chronic absenteeism.

The district was able to generate local benchmark data in attendance, academics, and behavior. Our attendance rate increased from 90% in 2021-2022 to 91% in 2022-2023, and our Chronic Absenteeism Rate decreased from 40% in 2021-2022 to a projected 33% in 2022-2023. Our Educational Partners expressed a need for more support for our Homeless/Foster, Low Income, and EL Students in attendance. The district plans to retain our Campus/Attendance Supervisor, retain our MTSS Coordinator, additional psychologist, and counselor, hire a Vice-Principal, and retain a full-time nurse to help improve the attendance rate of these subgroups.

The percent of students in Grades 3-8 who met or exceeded standards on the local Reading Inventory Test in Spring 2021 was 32%. The percent of students in Grades 3-8 who met or exceeded Standards on the Spring 2023 STAR Reading Assessment was 43%. This increase can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2023-2024.

The percent of students in Grades 3-8 who met or exceeded standards on the local Math Inventory Test in Spring 2021 was 42% In Spring 2023, 42% of 3rd-8th Graders met or exceeded standards on the Spring STAR Math Assessment. This minimal progress may be attributed to the pandemic and the switch to Distance Learning. Prior increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2023-2024.

The District's RFEP Rate decreased from 8.04% in 2021-2022 to an estimated 2.3% in 2022-2023. The English Learner Progress Indicator increased from 26.35% in 2020-2021 to 51.55% in 2021-2022. Progress for English Learners in attaining English Proficiency can be attributed to the implementation of Action Steps: 1.4, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2023-2024.

All District Subgroups were in the Very Low or Low Performance Levels on both the ELA and Math 2022 CAASPP Assessments. On the ELA Assessment, English Only Students scored 54.5 points below standard; while current English Learners scored 108.3 points below standard.

On the Math Assessment, English Only Students scored 84.4 points below standard; while current English Learners scored 12.4 points below standard.

To facilitate improvement in English Language Arts, the district plans to have intensive professional development in the EL Teaching Strategies and integrated and designated ELD Curriculum (1.4). The district will also focus on research-based EL Instructional Strategies during Achievement Teams each week (1.4), and will train all staff in Learning Loss Mitigation Strategies and Universal Design for Learning (1.1, 3.20). The district will also purchase Curriculum for Tier III ELA and MathIntervention (1.9). Finally, the district will hire additional teachers for Class Size Reduction in TK-6 and will hire a Reading and Math Specialist to teach an additional Intervention Course during the regular day. (1.10)

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (3.3). The district will also purchase NextGen Mathematics Program, which is aligned to CAASPP, to supplement Mathematics Instruction. The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13). The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all students with an emphasis on those who have a learning gap (See data above). Finally, the district will purchase Reflex Math and MobyMax for Tier II Intervention and Lexia for Tier III Intervention (Actions 1.9 and 1.14).

All District Subgroups were in the Very High Performance Levels for Chronic Absenteeism with a 40.8% Chronic Absenteeism Rate in 2021-2022. To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain and our Campus/Attendance Supervisor to act as an Attendance Supervisor and to make home visits (3.16), hire two counselors at each site to support students (3.2), and train all staff in PBIS Through a Trauma-Informed Lens and UDL for attendance, behavior, and academics (3.3) and (3.18).

The District's Homeless Students had a 47.9% Chronic Absenteeism Rate and the English Learner Subgroup had a 42% Chronic Absenteeism Rate; while All Students had a 40.8% Chronic Absenteeism Rate. The District's Foster Youth showed a 28% increase in Chronic Absenteeism from 2018-2019. To address these gaps the Edison Elementary School District will provide the following increased or improved services:

- All staff will be trained in PBIS Through the Trauma Lens and UDL by the Director of Accountability and Academics to provide intervention
and support to all students (3.3, 3.18).

- Intervention Staff will meet in Data Teams with the MTSS Coordinator weekly to review student progress (1.2,1.13).
- The District will offer an ELA/Math Intervention/Assessment Preparation for all Tier 2 and 3 students Monitored by the Coordinator of Data Systems and Support.
after school (2.1, 1.14).

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

- McKinney-Vento Liaison (MTSS Coordinator) will attend all meetings for our Foster/Homeless Students and will quarterly meet with Superintendent to discuss necessary supports and actions for our Foster/Homeless Students (3.4.)
- District Attendance Supervisor will assist in monitoring attendance and behavior plans for all students including our Foster/Homeless Students (3.18).
- Teaching and Administrative Staff will meet for Attendance Review, Instructional Review, and Intervention Review quarterly to monitor the progress of students in intervention (1.8, 1.9, 2.2, 3.1, 3.4, 3.12).
- Two site counselors will be hired to provide additional support for Intervention Students (3.2)

The District's Redesignation Rate was 14.4% in 2019-2020 and decreased to 8.04% in 2021-2022 with revised calculations . To address this lack of progress for English Learners, the Edison Elementary School District will provide the following increased or improved services:

- The district will host the Latino Family Literacy Project facilitated by Title I/EL Coordinators to support English Fluency in the home (1.3).
- The district will provide comprehensive Professional Development from Title I/EL Coordinators and Director of Accountability and Academics in ELPAC, ELD Framework, and EL Teaching Strategies (1.4).
- The district will offer an Intensive ELD Intervention Summer Session directed by Title I/EL Coordinators and Director of Accountability and Academics (1.5).
- The district will retain classroom aides to support EL Intervention (1.7).
- Director of Accountability, Title I/EL Coordinators, and Coordinator of Data Systems and Support will monitor progress of English learners (1.8, 2.1, 2.8).

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

The district will retain DnA and STAR 360 supported by Coordinator of Data Systems and Support to progress monitor Intervention Students (2.2,).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

A thorough review of Educational Partner Input and State and Local Assessments showed multiple needs for our English Learners. The percentage of English Learners, who scored at or above on the CAASPP ELA Assessment, was 5% compared to 31% of English Only

Students. The percentage of English Learners, who scored at or above on the CAASPP Math Assessment, was 7% compared to 21% of English Only Students. On the 2023 District Spring ELA Benchmark, only 19% of English Learners in Grades 3-8 met or exceeded grade-level standards in ELA, compared to 38% of English Only Students. There was also a significant achievement gap on the 2023 District Spring Math Benchmark. On the 2023 District Spring Math Benchmark, only 31% of English Learners in Grades 3-8 met or exceeded grade-level standards in Math, compared to 47% of English Only Students.In 2021-2022, 51.55% of the District EL Students made progress toward achieving English proficiency. In 2022-2022, the Reclassification Rate was 8.04%. It is estimated to be 2.3% in 2022-2023. The following targeted actions have been planned in the 2023-2024 shool year to increase the academic achievement of English Learners and to accelerate their English language Proficiency:

Goal 1.3-District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.
Goal 1.4-Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.
Goal 1.5-The District will continue to offer Intensive ELD Intervention Summer Session (20 days) for all students not making progress toward English proficiency.
Goal 1.15-The District will hire a Speech Intern to offer Language Support and Vocabulary Building to Long-Term English Learners.
Goal 2.8-Intervention Coordinators at each site 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.
Goal 3.19-The District will hire additional Expanded Learning Staff to offer additional academic support for EL Students.

The District also completed a detailed review of Educational Partner Input and State and Local Assessment Data for Socio-Economically Disadvantaged Students to determine needs and action steps. On the 2021-2022 ELA CAASPP, 24% of SED Students met or exceeded standards, compared to 28% of non-SED Students. On the 2021-2022 Math CAASPP, 17% of SED Students met or exceeded standards, compared to 24% of non-SED Students. On the 2023 District Spring ELA Benchmark, 32% of SED Students in Grades 3-8 met or exceeded grade-level standards in ELA, compared to 43% of students not in this subgroup. The Performance Level for Chronic Absenteeism for SED Students was Very High in 2022. The District's Unduplicated Student Rate is 90%. Local data has shown that the pandemic has caused several additional barriers to learning for our SED Students including: extreme food insecurities, lack of transportation, multiple adverse childhood experiences, and inability to access adequate mental health supports. The following targeted actions have been planned in the 2023-2024 school year to increase the academic achievement, attendance, and engagement of our SED Students and to offer additional socio-emotional support:

Goal 1.6-The District will offer Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.
Goal 2.8-Intervention Coordinators at each site 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.
Goal 3.2-.Hire full-time Counselor at Orangewood Elementary and retain two full-time Counselors at Edison Middle to track student attendance, and provide additional support.

Goal 3.3-Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.
Goal 3.6-Purchase school van to transport families to resources.
Goal 3.7-Retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by decreasing walking boundaries.
Goal 3.19-The District will hire additional Expanded Learning Staff to offer additional academic support for SED Students.

A thorough Needs Assessment was also completed for the District's Foster/Homeless Students. The CAASPP Performance Level for Foster/Homeless Students was Very Low on the ELA Assessment and Low on the Math Assessment. On the 2023 District Spring ELA Benchmark, only 28% of Foster/Homeless Students in Grades 3-8 met or exceeded grade-level standards in ELA. On this assessment, 20% of students not in this subgroup in Grades 3-8 met or exceeded standards. On the District Spring Math Benchmark, 41% of Foster/Homeless Students met or exceeded standards; while 32% of students not in this subgroup met or exceeded standards. The Performance Level for Chronic Absenteeism for Homeless Students was Very High in 2022. As a result of the pandemic, several of our families have been displaced and are now doubled-up or tripled-up in single-family residences. While the District's Foster Youth Count has remained stable at 15 students for the past two years, the District's Homeless Student Count has almost doubled. The following targeted actions have been planned in the 2023-2024 school year to increase the academic achievement, attendance, and engagement of our Foster/Homeless Students and to offer additional socio-emotional support:

Goal 3.3-Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.
Goal 3.6-Purchase school van to transport an increased number of Foster/Homeless Youth to help decrease Chronic Absenteeism and increase student achievement in this subgroup.
Goal 3.9-MTSS Coordinator will attend Local Advisory Group for Foster Youth as well as AB 490 Liaison Meetings to provide additional attendance, academic, and behavior support to Foster/Homeless Youth.
Goal 3.10-Hire Full-Time Family-Community Liaison to assist in the Parent Center, Attendance Monitoring, and SARB Meetings.
Goal 3.19-The District will hire additional Expanded Learning Staff to offer additional academic support for Homeless/Foster Students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District's Unduplicated Student Percentage is 90%. According to our CALPADS Certified Reports, the enrollment of English Learners, Foster Youth, or Low-Income Students (unduplicated pupils) at Orangewood is 91%, and at Edison Middle is 88%. Our SED Student Percentage is 85%. Our Homeless/Foster Students are 17% of our population, and our English learners are 26% of our population. The District is utilizing additional concentration add-on funding to provide an additional Intervention/Reading Specialist (1.2) and to increase the

hours of seven intervention aides to full-time status (1.7) to support these unduplicated students. The District is also utilizing this additional funding to retain an additional counselor (3.2) and psychologist (3.12) and to hire an additional Behavior/Health Aide (3.8) to provide additional mental health support for these students. The District is also using these funds to hire a Speech Consultant (1.15) and to pay three Highly Qualified Teachers to teach Mathematics Intervention to help support Tier II and Tier III Unduplicated Students during their preparation periods (1.16). Finally, in conjunction with the Community Schools Grant, the District is hiring a Coordinator of Community Services (3.16) to support our low-income students and families.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,455,994.00	$713,773.00	$119,400.00	$301,031.00	$6,590,198.00	$5,555,464.00	$1,034,734.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Train 100% of teachers Achievement Teams.	English Learners Foster Youth Low Income	$209,686.00				$209,686.00
1	1.2	Retain four K-8 Intervention Specialists and three Intervention Aides.	English Learners Foster Youth Low Income	$622,812.00				$622,812.00
1	1.3	District will host the Latino Family Literacy Project.	English Learners	$1,500.00				$1,500.00
1	1.4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, GLAD Strategies, and implementation in the classroom.	English Learners	$30,000.00				$30,000.00
1	1.5	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	English Learners	$10,250.00			$7,750.00	$18,000.00
1	1.6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	Low Income	$50,500.00			$46,500.00	$97,000.00
1	1.7	ELA, Math, ELD Intervention Aides	English Learners Foster Youth	$246,169.00			$118,608.00	$364,777.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.8	Progress Monitor Intervention Programs.	English Learners Low Income	$15,000.00				$15,000.00
1	1.9	Site licenses and hosting for Intervention Programs	English Learners Foster Youth Low Income	$33,221.00				$33,221.00
1	1.10	Class Size Reduction for Learning Loss Mitigation	English Learners Foster Youth Low Income	$306,232.00	$202,000.00			$508,232.00
1	1.11	Parent Literacy Information Nights	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.12	Embedded Tutorial Period	English Learners Foster Youth Low Income	$226,980.00				$226,980.00
1	1.13	Annual Stipend for Highly Qualified Intervention Staff	English Learners Foster Youth Low Income	$57,743.00				$57,743.00
1	1.14	Purchase Tier III Intervention Curriculum and Training in ELA and Math	English Learners Foster Youth Low Income	$34,000.00				$34,000.00
1	1.15	Hire Speech Consultant	English Learners	$78,000.00				$78,000.00
1	1.16	Lunch Time Math Intervention	English Learners Foster Youth Low Income	$19,245.00				$19,245.00
1	1.17	Lease Payment on Intervention Classrooms	English Learners Foster Youth Low Income	$145,756.00				$145,756.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Retain Coordinator of Data Systems and Support	English Learners Foster Youth Low Income	$177,598.00				$177,598.00
2	2.2	Retain Annual Contract Fee for DNA (IOS)	English Learners Foster Youth Low Income	$10,190.00				$10,190.00
2	2.3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.4	Educational Technology Training	English Learners Foster Youth Low Income	$15,000.00			$15,000.00	$30,000.00
2	2.5	Purchase Student Devices and Storage	English Learners Foster Youth Low Income	$450,000.00			$50,000.00	$500,000.00
2	2.6	Purchase Educational Technology and Applications	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.7	Retain Full-Time Network Manager and Network Engineer	English Learners Foster Youth Low Income	$273,670.00				$273,670.00
2	2.8	Retain Intervention Coordinators/Teachers	English Learners Foster Youth Low Income	$289,867.00				$289,867.00
2	2.9	Retain Two Part-Time Media Clerks	English Learners Foster Youth Low Income	$38,264.00			$22,700.00	$60,964.00
2	2.10	Purchase Materials and Supplies for STEAM Electives	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.11	Hire Agriculture Teacher and purchase supplies for Agriculture Elective and Partnership with FFA.	English Learners Foster Youth Low Income	$50,000.00	$71,000.00			$121,000.00
2	2.12	Hire AVID Teacher, Training, Materials for	English Learners Foster Youth	$60,000.00				$60,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		College and Career Exploration.	Low Income					
3	3.1	Retain Annual Contract for Aeries Student Data System	English Learners Foster Youth Low Income	$10,459.00				$10,459.00
3	3.2	Retain Two Full-Time Counselors at Orangewood Elementary and two Full-Time Counselors at Edison Middle	English Learners Foster Youth Low Income	$206,225.00	$187,550.00			$393,775.00
3	3.3	Continued training in PBIS Through a Trauma-Informed Lens	English Learners Foster Youth Low Income	$75,103.00				$75,103.00
3	3.4	Retain Coordinator of MTSS/District Psychologist	English Learners Foster Youth Low Income	$59,602.00	$56,602.00			$116,204.00
3	3.5	Stipends for PBIS Coordinator and TOSAs.	English Learners Foster Youth Low Income	$18,279.00				$18,279.00
3	3.6	Purchase School vehicle to transport families with transportation insecurities.	Low Income	$25,000.00	$50,000.00			$75,000.00
3	3.7	Retain full-time bus driver/custodian	Low Income	$80,086.00				$80,086.00
3	3.8	Full-Time Behavior/Health Aides	English Learners Foster Youth Low Income	$257,868.00	$17,121.00			$274,989.00
3	3.9	Retain Full-Time Community Services Coordinator	English Learners Foster Youth Low Income	$50,000.00	$93,500.00			$143,500.00
3	3.10	Core PBIS Teams Extra Duty Pay	English Learners Foster Youth Low Income	$32,205.00				$32,205.00
3	3.11	Retain Sports Program and Afterschool	English Learners Foster Youth Low Income	$10,000.00	$16,000.00		$40,473.00	$66,473.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Extracurricular Activities						
3	3.12	Retain two full-time School Psychologists	English Learners Foster Youth Low Income	$188,490.00				$188,490.00
3	3.13	Retain full-time Alternative Placement Classroom Teacher	English Learners Foster Youth Low Income	$152,921.00				$152,921.00
3	3.14	Lease Payment on Bus for Afterschool Activities	English Learners Foster Youth Low Income	$28,608.00				$28,608.00
3	3.15	Retain additional bus driver and bus aide	English Learners Foster Youth Low Income	$108,456.00				$108,456.00
3	3.16	Campus/Attendance Supervisor	English Learners Foster Youth Low Income	$125,573.00	$10,000.00			$135,573.00
3	3.17	Retain district nurse and increase days from 188 to 199.	English Learners Foster Youth Low Income	$14,894.00	$10,000.00	$119,400.00		$144,294.00
3	3.18	Train Staff in Differentiation Strategies to support Attendance, Academics, and Behavior	English Learners Foster Youth Low Income	$75,103.00				$75,103.00
3	3.19	Retain four additional ASES Program Leaders	English Learners Foster Youth Low Income	$98,223.00				$98,223.00
3	3.20	Retain Vice-Principal and Full-Time TOSA	English Learners Foster Youth Low Income	$312,216.00				$312,216.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,851,010	$4,381,204	40.38%	0.89%	41.26%	$5,455,994.00	0.00%	50.28 %	**Total:**	$5,455,994.00
								LEA-wide Total:	$4,272,978.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,183,016.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Train 100% of teachers Achievement Teams.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,686.00	
1	1.2	Retain four K-8 Intervention Specialists and three Intervention Aides.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orangewood Elementary	$622,812.00	
1	1.3	District will host the Latino Family Literacy Project.	Yes	LEA-wide	English Learners	All Schools	$1,500.00	
1	1.4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, GLAD Strategies, and implementation in the classroom.	Yes	LEA-wide	English Learners	All Schools	$30,000.00	
1	1.5	Offer Intensive ELD Intervention Summer Session (20 days) for all	Yes	LEA-wide	English Learners	All Schools	$10,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		students not redesignated by end of 6th grade.						
1	1.6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	Yes	LEA-wide	Low Income	All Schools	$50,500.00	
1	1.7	ELA, Math, ELD Intervention Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,169.00	
1	1.8	Progress Monitor Intervention Programs.	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
1	1.9	Site licenses and hosting for Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,221.00	
1	1.10	Class Size Reduction for Learning Loss Mitigation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$306,232.00	
1	1.11	Parent Literacy Information Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.12	Embedded Tutorial Period	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,980.00	
1	1.13	Annual Stipend for Highly Qualified Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,743.00	
1	1.14	Purchase Tier III Intervention Curriculum and Training in ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
1	1.15	Hire Speech Consultant	Yes	LEA-wide	English Learners	All Schools	$78,000.00	
1	1.16	Lunch Time Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,245.00	
1	1.17	Lease Payment on Intervention Classrooms	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Edison Middle	$145,756.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	5-8		
2	2.1	Retain Coordinator of Data Systems and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,598.00	
2	2.2	Retain Annual Contract Fee for DNA (IOS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,190.00	
2	2.3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.4	Educational Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.5	Purchase Student Devices and Storage	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
2	2.6	Purchase Educational Technology and Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.7	Retain Full-Time Network Manager and Network Engineer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,670.00	
2	2.8	Retain Intervention Coordinators/Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,867.00	
2	2.9	Retain Two Part-Time Media Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,264.00	
2	2.10	Purchase Materials and Supplies for STEAM Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.11	Hire Agriculture Teacher and purchase supplies for Agriculture Elective and Partnership with FFA.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edison Middle 5-8	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Hire AVID Teacher, Training, Materials for College and Career Exploration.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EMS 5-8	$60,000.00	
3	3.1	Retain Annual Contract for Aeries Student Data System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,459.00	
3	3.2	Retain Two Full-Time Counselors at Orangewood Elementary and two Full-Time Counselors at Edison Middle	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Edison Middle and Orangewood Elementary	$206,225.00	
3	3.3	Continued training in PBIS Through a Trauma-Informed Lens	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Orangewood Elementary and Edison Middle	$75,103.00	
3	3.4	Retain Coordinator of MTSS/District Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,602.00	
3	3.5	Stipends for PBIS Coordinator and TOSAs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,279.00	
3	3.6	Purchase School vehicle to transport families with transportation insecurities.	Yes	LEA-wide	Low Income	All Schools	$25,000.00	
3	3.7	Retain full-time bus driver/custodian	Yes	LEA-wide	Low Income	All Schools	$80,086.00	
3	3.8	Full-Time Behavior/Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,868.00	
3	3.9	Retain Full-Time Community Services Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.10	Core PBIS Teams Extra Duty Pay	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,205.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	Retain Sports Program and Afterschool Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.12	Retain two full-time School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,490.00	
3	3.13	Retain full-time Alternative Placement Classroom Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,921.00	
3	3.14	Lease Payment on Bus for Afterschool Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,608.00	
3	3.15	Retain additional bus driver and bus aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,456.00	
3	3.16	Campus/Attendance Supervisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,573.00	
3	3.17	Retain district nurse and increase days from 188 to 199.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,894.00	
3	3.18	Train Staff in Differentiation Strategies to support Attendance, Academics, and Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,103.00	
3	3.19	Retain four additional ASES Program Leaders	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orangewood Elementary	$98,223.00	
3	3.20	Retain Vice-Principal and Full-Time TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$312,216.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,339,691.00	$5,642,902.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Train 100% of teachers in Learning Loss Mitigation and Learning Acceleration.	Yes	$185,000.00	$179,340.00
1	1.2	Retain three K-6 Reading Specialists and three Intervention Aides.	Yes	$350,000.00	$393,252.00
1	1.3	District will host the Latino Family Literacy Project.	Yes	$1,500.00	$0.00
1	1.4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.	Yes	$10,000.00	$10,000.00
1	1.5	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	Yes	$11,000.00	$18,827.00
1	1.6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	Yes	$150,923.00	$81,214.00
1	1.7	ELA, Math, ELD Intervention Aides	Yes	$152,281.00	$331,295.00
1	1.8	Progress Monitor Intervention Programs.	Yes	$15,000.00	$15,000.00
1	1.9	Site licenses and hosting for Intervention Programs	Yes	$18,167.00	$14,353.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Class Size Reduction and Blocks for Learning Loss Mitigation	Yes	$470,423.00	$455,237.00
1	1.11	Parent Literacy Information Nights	Yes	$10,000.00	$10,000.00
1	1.12	Embedded Tutorial Period	Yes	$267,210.00	$271,303.00
1	1.13	Annual Stipend for Highly Qualified Intervention Staff	Yes	$50,615.00	$57,331.00
1	1.14	Purchase Tier III Intervention Curriculum in ELA and Math	Yes	$38,000.00	$33,727.00
1	1.15	Hire Speech Consultant	Yes	$75,000.00	$73,724.00
1	1.16	Lunch Time Math Intervention	Yes	$27,110.00	$3,087.00
2	2.1	Retain Coordinator of Data Systems and Support	Yes	$158,031.00	$149,306.00
2	2.2	Retain Annual Contract Fee for DNA (IOS)	Yes	$10,190.00	$10,190.00
2	2.3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	Yes	$20,000.00	$24,370.00
2	2.4	Educational Technology Training	Yes	$30,000.00	$11,334.00
2	2.5	Purchase Student Devices and Storage	Yes	$500,000.00	$395,801.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Purchase Educational Technology and Applications	Yes	$25,000.00	$28,012.00
2	2.7	Retain Full-Time Network Manager and Network Engineer	Yes	$245,858.00	$267,414.00
2	2.8	Retain Intervention Coordinators/Teachers	Yes	$265,864.00	$305,974.00
2	2.9	Retain Two Part-Time Media Clerks	Yes	$35,579.00	52,024.00
2	2.10	Purchase Materials and Supplies for STEAM Electives	Yes	$20,000.00	$16,570.00
2	2.11	Purchase supplies for Agriculture Elective and Partnership with FFA.	Yes	$10,000.00	$10,000.00
3	3.1	Retain Annual Contract for Aeries Student Data System	Yes	$10,459.00	$8,902.00
3	3.2	Retain Full-Time Counselor at Orangewood Elementary and two Full-Time Counselors at Edison Middle	Yes	$343,542.00	$381,506.00
3	3.3	Continued training in PBIS Through a Trauma-Informed Lens	Yes	$75,103.00	$67,804.00
3	3.4	Retain Coordinator of MTSS/District Psychologist	Yes	$104,626.00	$118,199.00
3	3.5	Stipends for PBIS Coordinator and TOSAs.	Yes	$18,279.00	$18,186.00
3	3.6	Purchase School van to transport families with transportation insecurities.	Yes	$75,000.00	$41,408.00
3	3.7	Retain full-time bus driver/custodian	Yes	$93,364.00	$84,955.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Full-Time Behavior/Health Aides	Yes	$203,403.00	$250,836.00
3	3.9	Hire Full-Time Community Services Coordinator	Yes	$143,500.00	$245,229.00
3	3.10	Core PBIS Teams Extra Duty Pay	Yes	$20,000.00	$20,770.00
3	3.11	Retain Sports Program and Afterschool Extracurricular Activities	Yes	$58,000.00	$65,754.00
3	3.12	Retain two full-time School Psychologists	Yes	$165,125.00	$184,396.00
3	3.13	Retain full-time Alternative Placement Classroom Teacher	Yes	$127,852.00	$146,355.00
3	3.14	Lease Payment on Bus for Afterschool Activities	Yes	$28,608.00	$28,608.00
3	3.15	Retain additional bus driver and bus aide	Yes	$110,868.00	$105,099.00
3	3.16	Campus/Attendance Supervisor	Yes	$118,962.00	$136,936.00
3	3.17	Retain district nurse and increase days from 188 to 199.	Yes	$126,493.00	$135,572.00
3	3.18	Train Staff in Universal Design for Attendance, Academics, and Behavior	Yes	$75,103.00	$45,771.00
3	3.19	Retain two additional ASES Program Leaders	Yes	$37,739.00	$57,508.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.20	Hire Vice-Principal and Full-Time TOSA	Yes	$250,914.00	$280,423.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,054,698	$4,227,844.50	$4,570,881.00	($343,036.50)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Train 100% of teachers in Learning Loss Mitigation and Learning Acceleration.	Yes	$155,000.00	$157,307.00		
1	1.2	Retain three K-6 Reading Specialists and three Intervention Aides.	Yes	$350,000.00	$393,252.00		
1	1.3	District will host the Latino Family Literacy Project.	Yes	$1,500.00	$0.00		
1	1.4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.	Yes	$10,000.00	$10,000.00		
1	1.5	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	Yes	$5,500.00	$9,664.00		
1	1.6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	Yes	$75,461.50	$44,182.00		
1	1.7	ELA, Math, ELD Intervention Aides	Yes	$67,602.00	$228,729.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Progress Monitor Intervention Programs.	Yes	$15,000.00	$15,000.00		
1	1.9	Site licenses and hosting for Intervention Programs	Yes	$18,167.00	$14,353.00		
1	1.10	Class Size Reduction and Blocks for Learning Loss Mitigation	Yes	$306,232.00	$272,477.00		
1	1.11	Parent Literacy Information Nights	Yes	$10,000.00	$8,701.00		
1	1.12	Embedded Tutorial Period	Yes	$267,210.00	$271,303.00		
1	1.13	Annual Stipend for Highly Qualified Intervention Staff	Yes	$50,615.00	$57,331.00		
1	1.14	Purchase Tier III Intervention Curriculum in ELA and Math	Yes	$38,000.00	$33,727.00		
1	1.15	Hire Speech Consultant	Yes	$75,000.00	$73,724.00		
1	1.16	Lunch Time Math Intervention	Yes	$27,110.00	$3,087.00		
2	2.1	Retain Coordinator of Data Systems and Support	Yes	$158,031.00	$149,306.00		
2	2.2	Retain Annual Contract Fee for DNA (IOS)	Yes	$10,190.00	$10,190.00		
2	2.3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	Yes	$20,000.00	$24,370.00		
2	2.4	Educational Technology Training	Yes	$15,000.00	$11,334.00		
2	2.5	Purchase Student Devices and Storage	Yes	$450,000.00	$357,340.00		
2	2.6	Purchase Educational Technology and Applications	Yes	$25,000.00	$28,012.00		
2	2.7	Retain Full-Time Network Manager and Network Engineer	Yes	$245,858.00	$267,414.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Retain Intervention Coordinators/Teachers	Yes	$265,864.00	$305,974.00		
2	2.9	Retain Two Part-Time Media Clerks	Yes	$16,000.00	$21,765.00		
2	2.10	Purchase Materials and Supplies for STEAM Electives	Yes	$20,000.00	$16,570.00		
2	2.11	Purchase supplies for Agriculture Elective and Partnership with FFA.	Yes	$10,000.00	$10,000.00		
3	3.1	Retain Annual Contract for Aeries Student Data System	Yes	$10,459.00	$8,902.00		
3	3.2	Retain Full-Time Counselor at Orangewood Elementary and two Full-Time Counselors at Edison Middle	Yes	$117,812.00	$249,494.00		
3	3.3	Continued training in PBIS Through a Trauma-Informed Lens	Yes	$45,103.00	$45,771.00		
3	3.4	Retain Coordinator of MTSS/District Psychologist	Yes	$52,313.00	$59,099.00		
3	3.5	Stipends for PBIS Coordinator and TOSAs.	Yes	$18,279.00	$18,186.00		
3	3.6	Purchase School van to transport families with transportation insecurities.	Yes	$25,000.00	$20,704.00		
3	3.7	Retain full-time bus driver/custodian	Yes	$93,364.00	$84,955.00		
3	3.8	Full-Time Behavior/Health Aides	Yes	$189,903.00	$250,836.00		
3	3.9	Hire Full-Time Community Services Coordinator	Yes	$50,000.00	$12,159.00		
3	3.10	Core PBIS Teams Extra Duty Pay	Yes	$20,000.00	$20,770.00		
3	3.11	Retain Sports Program and Afterschool Extracurricular Activities	Yes	$10,000.00	$5,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	Retain two full-time School Psychologists	Yes	$165,125.00	$184,396.00		
3	3.13	Retain full-time Alternative Placement Classroom Teacher	Yes	$127,852.00	$146,335.00		
3	3.14	Lease Payment on Bus for Afterschool Activities	Yes	$28,608.00	$28,608.00		
3	3.15	Retain additional bus driver and bus aide	Yes	$110,868.00	$105,099.00		
3	3.16	Campus/Attendance Supervisor	Yes	$108,962.00	$136,936.00		
3	3.17	Retain district nurse and increase days from 188 to 199.	Yes	$12,100.00	$14,817.00		
3	3.18	Train Staff in Universal Design for Attendance, Academics, and Behavior	Yes	$45,103.00	$45,771.00		
3	3.19	Retain two additional ASES Program Leaders	Yes	$37,739.00	$57,508.00		
3	3.20	Hire Vice-Principal and Full-Time TOSA	Yes	$250,914.00	$280,423.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,977,236	$4,054,698	6.06%	46.70%	$4,570,881.00	0.00%	45.81%	$88,437.50	0.89%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022