

Introduction:

Introduction: Garfield School District is a rural single-school K-6 district in Humboldt County. Because there are currently no ELL students enrolled and it is an elementary district, certain metrics do not apply to the District.

These metrics are:

Required Metrics # 2 Common Core Implementation *EL access to ELD and CCSS NA as no EL students are currently enrolled

Required Metrics # 4 Student Achievement: * API Growth and Subgroup Performance (2015-16) * Share of students that are college and career ready * Share of students that pass Advanced Placement exams with a 3 or higher * Share of students determined prepared for college by the Early Assessment Program high school dropout rates, and high school graduation rates. * Share of English learners who become English proficient * English learner reclassification rate

Required Metrics # 5 Student Engagement * High School dropout rates * High School graduation rates

Required Metrics # 8 * Concurrent enrolment in community college classes * Graduation rate of McKinney-Vento students * Number of students receiving Seal of Biliteracy

LEA: Garfield Elementary

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in

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

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

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

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

State Priorities

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

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject*

areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

- Garfield School Site Council has been designated to serve as our Parent Advisory Committee
- Garfield School District does not have a collective bargaining unit

1) August 13: Garfield School Board Meeting

2) September 14, 2015: Curricular Staff Meeting

3) October 5th, 2015: Curricular Staff Meeting

4) November 2, 2015: Curricular Staff Meeting

5) December 10, 2015: Garfield School Board Meeting

6) January 20, 2016: Garfield Site Council /Parent Advisory Meeting

7) February 1, 2016: Curricular Staff Meeting

8) March 10, 2016: Garfield School Board Meeting

9) March 25, 2016: All School Morning Meeting

10) April 6, 2016: Curricular Staff Meeting

11) April 20, 2016: Garfield Site Council/Parent Advisory meeting

12) May 2, 2016: Curricular Staff Meeting

13) May 6, 2015: Open House/Stake Holder Input

14) May 12, 2015: Garfield School Board meeting

15) June 6, 2016 Curricular Staff Meeting

16) June 9, 2015 – Budget/LCAP Hearing

17) June 23, 2015 – Budget Approval/LCAP approval

1) School Board reviews correspondence from HCOE stating that the 2015-2016 LCAP was conditionally approved

2) Curricular Staff reviews Goals for the 2015-16 LCAP

3) Curricular Staff reviews Actions and Services for the 2015-16 LCAP

4) Staff reviews Metrics and Outcomes for the 2015-16 LCAP

5) School Board reviews LCAP Goals, Metrics and Assessments for the 2015-16 LCAP

6) Site Council agrees to serve as the Parent Advisory Committee for Garfield's Local Control Accountability Plan for 2016-17 and reviews Goals for 2015-16 LCAP

7) Curricular Staff discuss district assessments and Interim Assessments being used for the 2015-16 and 2016-17 LCAP

8) School Board reviews timeline for 2016-17 LCAP adoption. Board meeting dates are set for June.

9) At our All School Morning Meeting staff and students reviewed school guidelines in light of LCAP Goal #2 which applies to 2015-16 and 2016-17

10) Lori Bryer from the Humboldt County Office of Education discussed best practices for implementation of Interim Assessments for 2015-16 and 2016-17 LCAP.

11) Site Council approved the discontinuation of Garfield's Single School Plan for Student Achievement as LCAP will serve as the districts guiding plan in outgoing years.

12) Curricular Staff discuss the beginning of CAASPP Testing in light Goal #1

13) Parents and community members had the opportunity to comment on

Draft LCAP Goals and Action/ Services for 2016-17.

Parents and community members provided input for the development of our LCAP as follows:

Goal #1

Please continue Theatre Arts & Spanish. Would be great to have Spanish continued through all grades. Thank you!

Please continue Spanish (K-6) and continue the drama classes.

Spanish or French would be wonderful.

Would like to see the K-1 Spanish continue & be included into rest of the classes.

Please continue Spanish!

Extremely Important! Strong BASICS!!

I wonder how much of Spanish is retained in relation to time devoted to instruction.

Doing great. Love the opportunities for kids to speak in front of the class. This is how they will learn the essential life skill of public speaking & reduce that fear as adults!

Yes to this goal! And continue to maintain a strong balance between academics, visual arts, music, drama, and language arts.

Goal # 2

Running Club-Continue. Motivation with goals & prize. Yes!

More non-competitive group games taught to students.

Love running club.

Doing a great job!

Very appreciative of the focus on healthy social interactions and emotional self-awareness. I wonder if there could be more opportunities for older students mentoring younger students within the same classroom. For example, a buddy system of sorts...a 1st grader paired with a TK/K; a 3rd grader paired with a 2nd grader, etc.

Goal # 3

When planning family participation events, being mindful of full-time working parents. Yes! Yes!

We love being involved. Thank you.

Yes! It must be a partnership for high success. Garfield is doing an excellent job with this goal. Thank you, Michael, for your leadership!

Love Family Fun Days/Night Events.

Great job! More casual family events, like the popcorn/games night and the movie on the field night, mindful of working parents.

Less/no homework!

Very appreciative of the opportunity for family involvement—I agree regarding working parents. Scheduling events far enough in advance (1-2 months) is helpful to be able to take time off.

Goal # 4

This is an important goal, but it is important for each child to reach their potential including gifted students. Programs should meet the needs of each individual child.

Is there a possibility for the Gate program to be started? Yes?

We are very happy with the schools IEP process! Garfield cares so much!

Impressed with Garfield's services despite the small student population.

I appreciate that this is one of Garfield's primary goals.

14) Garfield School Board approved the discontinuation of Garfield's Single School Plan for Student Achievement as LCAP will serve as the districts guiding plan in outgoing years. Comments from Stakeholder meeting are discussed. Garfield School Board provided input for the development of our LCAP as follows:

LCAP Should reflect that Garfield School is providing weekly Spanish lessons for the Early Primary Class.

LCAP Should provide information as to how Garfield School is meeting student's academic needs. This should include our gifted and talented students.

LCAP Sould also provide information regarding how Garfield School

	<p>is providing social skills development for all of our students.</p> <p>15) Curricular Staff reviews current draft of the 2016-17 Local Control Accountability Plan</p> <p>16) 2016-17 LCAP is presented and reviewed at the Public Hearing .</p> <p>17) 2016-17 LCAP is approved by the Garfield Board of Trustees with edits.</p>
<p>Annual Update:</p> <p>See above.</p>	<p>Annual Update:</p> <p>See above.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference

actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	We will maintain or improve student language arts and mathematics proficiency.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	The district has a need to refine district assessments in mathematics. District reading assessments indicate that 80% of students are at grade level standards, or above in 2015-16. The district has a need to establish a baseline using results from the 2014-15 CAASPP in Language Arts and Mathemastics . The district has a need to maintain or improve academic proficiency in English Language Arts and Mathematics. There is a need to continue implementing CCSS My Math instructional materials. There is a need to review and consider implimentation of CCSS language Arts materials for 2017-18.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metric:</p> <ul style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics 4) CAASP Interim Assessments for Mathematics 5) CAASP Student performance 6) Implement CCSS Instructional Materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC 		

- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE Testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments for reading will show that 84% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.
- 3) District assessment baselines for mathematics will be created using newly adopted math curriculum.
- 4) CAASP interim assessments for mathematics will also be used to create baseline for all students.
- 5) CAASP assessments for Language Arts and Mathematics will show a 5% increase of students who are meeting or exceeding grade level standards over a 3 year period.
- 6) Refine implementation of New Mathematics adoption: My Math and California Math.
Research Curriculum for Language Arts adoption in 2017-18.
100% of students will have access to instructional materials aligned to California State Standards.
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study. Additionally, students will be enrolled in visual art, music, dramatic arts, Spanish in Early Primary and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4, 5 and 6 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Garfield School District will EMPLOY highly qualified teachers. A highly qualified teacher (HQT) is one who meets all of the following criteria: Holds at least a bachelor degree from a four-year institution. Fully certificated or licensed by the state. Demonstrates competence in each core academic subject area in which the teacher teaches.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salaries Resource: 0000,1400 \$236,908
Garfield School District will EMPLOY a part-time music teacher for all grades.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Music Teacher Resource: 0000,1100 \$9,304
Garfield School District will EMPLOY a part-time PE teacher for all grades.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	PE Teacher RS:0000 \$7,924

Garfield School District will EMPLOY a part-time Resource Teacher.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Resource Teacher Resource: 3310,6500 \$36,819
Garfield school District will EMPLOY classroom aides for all classrooms.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides Resource: 5820 \$8,153
Garfield School district will PURCHASE CCSS aligned instructional materials.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CCSS Aligned Instructional Materials Resource: 6300 \$2,593
Garfield School District will SUPPORT implementation of new technology for CCSS, curriculum, and assessment. New software will be purchased or software licences will be renewed.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CCSS aligned technology Resource: 0228 \$ 2,003

Garfield School District will PROVIDE release time for teachers to complete district assessments in Language Arts.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Release Time 0000 \$1,000
Garfield school district will EMPLOY a Part-time Speech Teacher.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Speech Teacher Resource:6500 \$ 13,128
Garfield School district will employ a part-time Librarian to support literacy proficiency.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Librarian RS 5820, 0000 \$ 5,192
Garfield School will employ a part-time IT technician to maintain technology infrastructure.	School-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	IT Technician RS 0228 \$ 3,720

<p>Garfield School will maintain or improve technology infrastructure.</p>	<p>School-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Technology RS 0228 \$ 3,100</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics 4) CAASP Interim Assessments for Mathematics 5) CAASP Student performance 6) Implement CCSS Instructional Materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC 7) All Teachers will be properly assigned 8) Student access and enrollment in all required areas of study 9) Individualized Education Plans (IEP) 10) State PE Testing 11) Science Fair Participation <p>Outcome:</p> <ol style="list-style-type: none"> 1) District assessments for reading will show that 84% of students are proficient at grade level standards or above over a 3 year period. 2) The District will use 3 CAASP interim assessments for language arts.
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- 3) District assessment baselines for mathematics will be created using newly adopted math curriculum.
- 4)The district will use 3 CAASP interim assessments for mathematics
- 5) CAASPP assessments for Language Arts and Mathematics will show a 5% increase of students who are meeting or exceeding grade level standards over a 3 year period.
- 6) Refine implementation of New Mathematics adoption: My Math and California Math.

Adopt new CCSS Curriculum for Language Arts in 2017-18.

100% of students will have access to instructional materials aligned to California State Standards.
- 7) 100% of teachers will be highly qualified.
- 8)Students will be enrolled in all required areas of study. Additionally, students will be enrolled in visual art, music, dramatic arts and outdoor education.
- 9)All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4, 5 and 6 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Garfield School District will EMPLOY highly qualified teachers. A highly qualified teacher (HQT) is one who meets all of the following criteria: Holds at least a bachelor degree from a four-year institution. Fully certificated or licensed by the state. Demonstrates competence in each core academic subject area in which the teacher teaches.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher salaries Resource: 0000,1400 \$236,908</p>

Garfield School District will EMPLOY a part-time music teacher for all grades.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Music Teacher Resource: 0000,1100 \$9,304
Garfield School District will EMPLOY a part-time Resource Teacher.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Resource Teacher Resource: 3310,6500 \$36,819
Garfield school District will EMPLOY classroom aides for all classrooms.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides Resource: 5820 \$8,153
Garfield School district will PURCHASE CCSS aligned instructional materials.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CCSS Aligned Instructional Materials Resource: 6300 \$2,593

<p>Garfield School District will SUPPORT implementation of new technology for CCSS, curriculum, and assessment.</p> <p>New software will be purchased or software licenses will be renewed.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CCSS aligned technology Resource: 0228 \$ 2,003</p>
<p>Garfield School District will PROVIDE release time for teachers to complete district assessments in Language Arts.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Release Time 0000 \$1,000</p>
<p>Garfield school district will EMPLOY a Part-time Speech Teacher.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Speech Teacher Resource:6500 \$ 13,128</p>
<p>Garfield School district will employ a part-time Librarian to support literacy proficiency.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Librarian RS 5820, 0000 \$ 5,192</p>

<p>Garfield School will employ a part-time IT technician to maintain technology infrastructure.</p>	<p>School-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>IT Technician RS 0228 \$ 3,720</p>
<p>Garfield School District will EMPLOY a part-time PE teacher for all grades.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PE Teacher RS:0000 \$7,924</p>
<p>Garfield School will maintain or improve technology infrastructure.</p>	<p>School-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Technology RS 0228 \$ 3,100</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics</p>
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- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE Testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments for reading will show that 85% of students are proficient at grade level standards or above over a 3 year period.
- 2) The District will use 3 CAASP interim assessments for language arts.
- 3) District assessment baselines for mathematics will be created using newly adopted math curriculum.
- 4) The district will use 3 CAASP interim assessments for mathematics.
- 5) CAASPP assessments for Language Arts and Mathematics will show a 5% increase of students who are meeting or exceeding grade level standards over a 3 year period.
- 6) Refine implementation of Language Arts curriculum.
Research Curriculum for Language Arts adoption in 2017-18.
100% of students will have access to instructional materials aligned to California State Standards.
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study. Additionally, students will be enrolled in visual art, music, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.

- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4, 5 and 6 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Garfield School District will EMPLOY highly qualified teachers. A highly qualified teacher (HQT) is one who meets all of the following criteria: Holds at least a bachelor degree from a four-year institution. Fully certificated or licensed by the state. Demonstrates competence in each core academic subject area in which the teacher teaches.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher salaries Resource: 0000,1400 \$236,908</p>
<p>Garfield School District will EMPLOY a part-time music teacher for all grades.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Music Teacher Resource: 0000,1100 \$9,304</p>
<p>Garfield School District will EMPLOY a part-time PE teacher for all grades.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PE Teacher RS:0000 \$7,924</p>

Garfield School District will EMPLOY a part-time Resource Teacher.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Resource Teacher Resource: 3310,6500 \$36,819
Garfield school District will EMPLOY classroom aides for all classrooms.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides Resource: 5820,3010 \$8,153
Garfield School district will PURCHASE CCSS aligned instructional materials.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CCSS Aligned Instructional Materials Resource: 6300 \$2,593
Garfield School District will SUPPORT implementation of new technology for CCSS, curriculum, and assessment. New software will be purchased or software licences will be renewed.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CCSS aligned technology Resource: 0228 \$ 2,003

<p>Garfield School District will PROVIDE release time for teachers to complete district assessments in Language Arts.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Release Time 0000 \$1,000</p>
<p>Garfield school district will EMPLOY a Part-time Speech Teacher.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Speech Teacher Resource:6500 \$ 13,128</p>
<p>Garfield School district will employ a part-time Librarian to support literacy proficiency.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Librarian RS 5820, 0000 \$ 5,192</p>
<p>Garfield School will employ a part-time IT technician to maintain technology infrastructure.</p>	<p>School-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>IT Technician RS 0228 \$ 3,720</p>

<p>Garfield School will maintain or improve technology infrastructure.</p>	<p>School-Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Technology RS 0228 \$ 3,100</p>
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GOAL:	Garfield School District will maintain a safe, healthy learning environment for all students.	Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local: N/A
Identified Need:	The district has a need to maintain school facility in good repair. The district has a 0% student suspension rate. The district has a 0% expulsion rate. The district has a need to maintain professional development for a positive learning environment. The district has a need to maintain good ratings on student, parent and staff surveys.	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion rates 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) The District will maintain suspension rates at 0% 3) The District will maintain expulsion rates at 0%. 5) Ca School Climate will indicate a positive learning environment : Average rating will be good 6) District developed Student survey will indicate a positive learning environment : Average rating will be good 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Garfield School District will PURCHASE materials for implementation of 2nd Step Program for grade 6.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Second Step Curriculum (6th Grade) Resource 6300 \$500
Garfield School District will COORDINATE for counseling for students with high needs through Changing Tides Family Services	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Changing Tides Services Resource: 0001 See Goal #4
Garfield School District will PROVIDE a safe place for students to be after school with homework help provided.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	GASP Resource:0010 \$29,444
The Garfield School District will PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Development Resource: 4035 \$ 373

<p>The Garfield School District will EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance Resource :0000 \$17,717</p>
<p>Garfield School District will UTILIZE School Climate Survey to gather information regarding staff attitudes towards Garfield's work environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will UTILIZE District developed student survey to gather information from students regarding their learning experience.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will UTILIZE Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) The District will maintain suspension rates at 0% 3) The District will maintain expulsion rates at 0%. 5) Ca School Climate will indicate a positive learning environment : Average rating will be good 6) District developed Student survey will indicate a positive learning environment : Average rating will be good 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Garfield School District will COORDINATE for counseling for students with high needs through Changing Tides Family Services</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Changing Tides Services Resource: 0001 See Goal #4</p>
<p>Garfield School District will PROVIDE a safe place for students to be after school with homework help provided.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>GASP Resource:0010 \$29,444</p>
<p>Garfield School District will PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development Resource: 4035 \$ 373</p>
<p>Garfield School District will EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance Resource :0000 \$17,717</p>

<p>Garfield School will UTILIZE School climate Survey to gather information regarding staff attitudes towards Garfield's working environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will UTILIZE District developed student survey to gather information from students regarding their learning experience.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will Utilize Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) The District will maintain suspension rates at 0% 3) The District will maintain expulsion rates at 0%. 5) Ca School Climate will indicate a positive learning environment : Average rating will be good 6) District developed Student survey will indicate a positive learning environment : Average rating will be good 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Garfield School District will PROVIDE a safe place for students to be after school with homework help provided.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	GASP Resource:0010 \$29,444
Garfield School District will PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Development Resource: 4035 \$ 373
Garfield School District will EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Maintenance Resource :0000 \$17,717
Garfield School District will UTILI ZE District developed student survey to gather information from students regarding their learning experience.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to the district

<p>Garfield School District will UTILIZE Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost to the district</p>
<p>Garfield School will UTILIZE School Climate Survey to gather information regarding staff attitudes towards Garfield's working environment.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost to the district</p>

GOAL:	Garfield School District will Maintain or improve high level of parent, student, and community involvement.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local: N/A
Identified Need:	Garfield School District has a need to maintain a high level of parent, student and community involvement. Attendance counts collected at family events: 89% of families attended events. Log of volunteers: 66% of families donated time or resources to the school. Record by classroom number of parents at parent conferences: 100% of parents attended parent conferences. Booster Club signup records: Booster club met monthly to plan and implement social events and fundraisers.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local or community agencies 6) Student attendance rates 7) Chronic absentee rates <p>Outcome:</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 60% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve student attendance rates of 94.6%. 7) The district will improve chronically absentee rate by 5%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Garfield School District will ENCOURAGE parents & community members to participate in and attend events, meetings, classroom activities; and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now Resource:0228 \$180</p>
<p>Garfield School District will PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield school District will SCHEDULE Fall and Spring parent conferences.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School district will SUPPORT an active Booster Club.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>

<p>Garfield School District will ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will SEEK OUT partnerships with local organizations.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will EMPLOY a school secretary.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Secretary Resource:0000 \$24,527</p>
<p>Garfield School District will COMPENSATE staff members for additional curricular team duties.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Stipends Resource:0000 \$ 6,500</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local or community agencies 6) Student attendance rates 7) Chronic absentee rates <p>Outcome:</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 60% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve student attendance rates. 7) The district will maintain or improve chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Garfield School District will ENCOURAGE parents & community members to participate in and attend events, meetings, classroom activities; and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Alert Now Resource:0228 \$180</p>
<p>Garfield School District will PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield school District will SCHEDULE Fall and Spring parent conferences.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School district will SUPPORT an active Booster Club.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>

<p>Garfield School District will ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will SEEK OUT partnerships with local organizations.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will EMPLOY a school secretary.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Secretary Resource:0000 \$24,527</p>
<p>Garfield School district will COMPENSATE staff members for additional curricular team duties.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Stipends Resource:0000 \$ 6,500</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 60% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve student attendance rates. 7) The district will maintain or improve chronically absentee rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Garfield School District will ENCOURAGE parents & community members to participate in and attend events, meetings, classroom activities; and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Alert Now Resource:0228 \$180
Garfield School District will PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to the district

<p>Garfield school District will SCHEDULE Fall and Spring parent conferences</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will SUPPORT an active Booster Club.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>
<p>Garfield School District will SEEK OUT partnerships with local organizations.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to the district</p>

Garfield School District will EMPLOY a school secretary.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Secretary Resource:0000 \$24,527
Garfield School district will COMPENSATE staff members for additional curricular team duties.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Teacher Stipends Resource:0000 \$ 6,500

GOAL:	We will reduce the achievement gap between all identified students and regular education students.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	There is a need for the educational outcomes of identified students to mirror the outcomes and non-identified students.	
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	Low Income Pupils
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>Metric:</p> <ol style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics 4) CAASP Interim Assessments for Mathematics 5) CAASP Student performance 6) Implement CCSS Instructional Materials 7) All Teachers will be properly assigned <p>Outcome:</p> <ol style="list-style-type: none"> 1) District assessments for reading will show that 85% of students, including disaggregated results for low income students, are proficient at grade level standards or above over a 3 year period. 2) The District will use 3 CAASP interim assessments for language arts for all students, Including disaggregated results for low income students. 3) District assessment baselines for mathematics will be created for all students, including disaggregated results for low income students, using newly adopted math curriculum. 4)The District will use 3 CAASP interim assessments for mathematics for all students, Including disaggregated results for low income students. 5) CAASPP assessments for Language Arts and Mathematics will show a 5% increase of students, including disaggregated results for low income students, who are meeting or exceeding grade level standards over a 3 year period. 6) Continue to implement curriculum aligned to CCSS <ul style="list-style-type: none"> • Refine implementation of New Mathematics adoption: My Math and California Math. • Research Curriculum for Language Arts adoption in 2017-18. 7) 100% of teachers will be highly qualified.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Garfield School District will EMPLOY an RSP Teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RST Salary Resource:3310,6500 See Goal #1</p>
<p>Garfield School District will EMPLOY a speech teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Speech Salary Resource:6500 See Goal #1</p>
<p>Garfield School District will EMPLOY classroom aide for individualized assistance for students who may benefit one on one or small group instruction in targeted areas of curriculum and instruction.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom Aide Resource:0001 \$ 11,075</p>

<p>Garfield School will IMPLEMENT research-based remediation curriculum to better assist students who may benefit from such curriculum.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost to the district</p>
<p>Garfield school District will EMPLOY 10 % of a district secretary to assist parents with programs that are beneficial for identified students. Such as additional before school care and one on one homework assistance and care.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District Secretary Resource:0000 \$ 2,403</p>
<p>Garfield School District will CONTRACT with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Changing Tides Resource:0001 \$ 120</p>
<p>Garfield School District will provide a lunch program for identified students.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cafeteria Encroachment RS 5310 \$6,153</p>

<p>Garfield School District will provide an after school program with homework assistance for identified students.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>After School Encroachment RS 0010 \$ 5,944</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>Metric:</p> <ol style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics 4) CAASP Interim Assessments for Mathematics 5) CAASP Student performance 6) Implement CCSS Instructional Materials 7) All Teachers will be properly assigned <p>Outcome:</p> <ol style="list-style-type: none"> 1) District assessments for reading will show that 85% of students, including disaggregated results for low income students, are proficient at grade level standards or above over a 3 year period. 2) The District will use 3 CAASP interim assessments for language arts for all students, Including disaggregated results for low income students. 3) District assessment baselines for mathematics will be created for all students, including disaggregated results for low income students, using newly adopted math curriculum. 4)The District will use 3 CAASP interim assessments for mathematics for all students, Including disaggregated results for low income students. 5) CAASPP assessments for Language Arts and Mathematics will show a 5% increase of students, including disaggregated results for low income students, who are meeting or exceeding grade level standards over a 3 year period. 6) Continue to implement curriculum aligned to CCSS <ul style="list-style-type: none"> • Adopt curriculum for Language Arts adoption in 2017-18. 7) 100% of teachers will be highly qualified 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Garfield School District will EMPLOY an RSP Teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>RST Salary Resource:3310, 6500 See Goal #1</p>
<p>Garfield School District will EMPLOY a speech teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Speech Salary Resource:6500 See Goal #1</p>
<p>EMPLOY classroom aide for individualized assistance for students who may benefit one on one or small group instruction in targeted areas of curriculum and instruction.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aide Resource:0001 \$ 11,075</p>
<p>Garfield School will IMPLEMENT research-based remediation curriculum to better assist students who may benefit from such curriculum.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost to the district</p>

<p>Garfield School District will provide a lunch program for identified students.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cafeteria Encroachment RS 5310 \$6,153</p>
<p>Garfield School District will provide an after school program with homework assistance for identified students.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>After School Encroachment RS 0010 \$ 5,944</p>
<p>Garfield School District will CONTRACT with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Changing Tides Resource:0001 \$ 120</p>
<p>Garfield school District will EMPLOY 10 % of a district secretary to assist parents with programs that are beneficial for identified students. Such as additional before school care and one on one homework assistance and care.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District Secretary Resource:0000 \$ 2,403</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:

Outcome:

1) District assessments for reading will show that 84% of students, including disaggregated results for low income students, are proficient at grade level

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for English Language arts
- 3) District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned

Outcome:

- 1) District assessments for reading will show that 85% of students, including disaggregated results for low income students, are proficient at grade level standards or above over a 3 year period.
- 2) The District will use 3 CAASP interim assessments for language arts for all students, Including disaggregated results for low income students.
- 3) District assessment baselines for mathematics will be created for all students, including disaggregated results for low income students, using newly adopted math curriculum.
- 4)The District will use 3 CAASP interim assessments for mathematics for all students, Including disaggregated results for low income students.
- 5) CAASPP assessments for Language Arts and Mathematics will show a 5% increase of students, including disaggregated results for low income students, who are meeting or exceeding grade level standards over a 3 year period.
- 6) Continue to implement curriculum aligned to CCSS
 - Refine adoption for Curriculum for Language Arts
- 7) 100% of teachers will be highly qualified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Garfield School District will EMPLOY an RSP Teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RST Salary Resource:3310, 6500 See Goal #1</p>
<p>Garfield School District will EMPLOY a speech teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Speech Salary Resource:6500 See Goal #1</p>
<p>Garfield School District will EMPLOY a classroom aide for individualized assistance for students who may benefit one on one or small group instruction in targeted areas of curriculum and instruction.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom Aide Resource:0001 \$ 11,075</p>

Garfield School District will IMPLEMENT research-based remediation curriculum to better assist students who may benefit from such curriculum.	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	No additional cost to the district
Garfield school District will EMPLOY 10 % of a district secretary to assist parents with programs that are beneficial for identified students. Such as additional before school care and one on one homework assistance and care.	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	District Secretary Resource:0000 \$ 2,403
Garfield School District will provide a lunch program for identified students.	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cafeteria Encroachment RS 5310 \$6,153
Garfield School District will provide an after school program with homework assistance for identified students.	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	After School Encroachment RS 0010 \$ 5,944

<p>Garfield School District will CONTRACT with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Changing Tides Resource:0001 \$ 120</p>
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	We will maintain or improve student language arts and mathematics proficiency.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:		Actual Annual Measurable Outcomes:	Outcome:
	1) District assessments for English Language Arts			1) 2015 District assessments for reading show that 80% of students are proficient at grade level standards.
	2) CAASP Interim Assessments for English Language arts			2) CAASP interim assessment for language arts was used to create a broader assessment baseline for students. In grades 3-6 students participated in
	3) District assessments for Mathematics			

<p>4) CAASP Interim Assessments for Mathematics</p> <p>5) CAASP Student performance</p> <p>6) Implement CCSS Instructional Materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC</p> <p>7) All Teachers will be properly assigned</p> <p>8) Student access and enrollment in all required areas of study</p> <p>9) Individualized education Plans (IEP)</p> <p>10) State PE Testing</p> <p>11) Science Fair Participation Note: API - This metric is N/A in 2015-2016. Plan will be revised and outcomes set when new system is in place</p> <p>Outcome:</p> <p>1) District assessments for reading will show that 84% of students are proficient at grade level standards or above over a 3 year period.</p> <p>2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.</p> <p>3) District assessment baselines for mathematics will be created using newly adopted math curriculum.</p> <p>4) CAASP interim assessments for mathematics will also be used to create baseline for all students.</p> <p>5) 70% of students at Garfield School will be at, or above, the CAASP state average for Language Arts and Mathematics.</p> <p>6) Implementation of new Mathematics adoption: My Math and California Math. 100% of students will have access to instructional materials aligned to California</p>	<p>their first interim assessment.</p> <p>3) District assessment baselines for mathematics are being developed using newly adopted math curriculum.</p> <p>4) CAASP interim assessment for mathematics was used to create a broader baseline for all students. In grades 3-6 students participated in their first interim assessment</p> <p>5) Data indicating the percentage of students at Garfield School that are at, or above, the CAASP state average for Language Arts and Mathematics is not available.</p> <p>6) Implementation of new Mathematics adoption was completed: My Math and California Math. 100% of students have access to instructional materials aligned to California State Standards.</p> <p>7) 100% of teachers are highly qualified.</p> <p>8) Students were enrolled in all required areas of study. Additionally students will be enrolled in visual art, music, dramatic arts and outdoor education.</p> <p>9) All students with disabilities participated in programs indicated in student IEPs.</p> <p>10) More than 75% of students fell in the Healthy Fitness Zone for State PE Testing.</p> <p>11) More than 80% of students in grades 4,5 and 6 participated in District Science Fair.</p>
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	<p>State Standards.</p> <p>7) 100% of teachers will be highly qualified.</p> <p>8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9) All students with disabilities will participate in programs indicated in student IEPs.</p> <p>10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.</p> <p>11) 80% of students in grades 4,5 and 6 will participate in District Science Fair.</p>		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
EMPLOY highly qualified teachers	<p>Teacher salaries Resource: 0000,1400 \$212,737</p>	Garfield School District employed highly qualified teachers in the 2015-16 year.	<p>RS 0000 \$125,343</p> <p>RS 1400 \$ 86,715</p>
Scope of service:	School-wide Grades: All	Scope of service:	School-wide Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EMPLOY part-time music teacher for all grades		Music Teacher Resource: 0000,1100 \$9,135	Garfield School employed a part-time music teacher for the 2015-16 school year.	RS 0000 \$6,980	
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EMPLOY part-time PE teacher for all grades		PE Teacher Resource:0000 \$7,591	Garfield School District employed a part-time PE teacher for all grades during the 2015-16 school year.	RS 0000 \$7,601	
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ Resource Teacher		Resource Teacher Resource: 3310,6500 \$37,554	Resource teacher was employed for the 2015-16 school year. Resource teacher facilitated learning for students with Individualized Education Plans (IEP) and Response to Intervention for regular education students.		RS 3310 \$6,968 RS 6500 \$24,486
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EMPLOY classroom aides for all classrooms		Classroom Aides Resource: 5820,3010 \$10,979	Garfield School District Employed classroom aides for all classrooms for the 2015-16 School year.		RS 3010 & RS 5820, OBJ 2100 \$12,657
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PURCHASE CCSS aligned instructional materials		CCSS Aligned Instructional Materials Resource: 63	Garfield School District purchased CCSS aligned instructional materials (math adoption) for the 2015-16 school year.		RS 6300 \$ 2,003
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
SUPPORT implementation of new technology for CCSS, curriculum, and assessment		CCSS aligned technology Resource: 0228 \$710	Garfield School implimented new technology for CCSS, curriculum and assesment. This included updates to our technology infrastructure, repairs and mainaenance for technologies in the classroom and programs aligned to CCSS such as word processing without tears and ALEKS. Garfield School District aslo contracted for IT support in 2015-16.		RS 0028 \$2,003
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PROVIDE release time for teachers to complete district assessments		Release Time 0000 \$1,000	Garfield School District provided release time for teachers to complete district assessments in the 2016-17 school year.		RS 0000 \$200 as of May 4
Scope of service:	School-wide Grades: All		Scope of service:	School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
SUPPORT library by reviewing possible updates to the program and promoting training		Library Update and Training Resource: 0000	Garfield school continued to look at possible updates to our school library program. School librarian was able to review programs used by other local school districts within the scope of her regular weekly schedule.		RS 0000 \$0
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Employ Speech Teacher		Speech Teacher Resource:650 0 \$7,057	Garfield School District employed a speech teacher for the 2015-16 school year.	RS 6500 \$10,235
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
What changes in actions, servcices, and expenditures	We will continue to expand our use of CAASPP Interim Assesments to better guide instruction in the classroom. Rather than comparing ourselves to the CAASPP state average we will begin to look at our own results and project improvement over a 3 year average. In 2014-15 55% of students met or exceeded state standards in Language Arts In 2014-15 47% of students met or exceeded state standards in Mathematics.			

Original Goal from prior year LCAP:	We will maintain a safe, healthy learning environment for all students.		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Metric: Outcome:	Actual Annual Measurable Outcomes:	
	<p>1) Facilities Inspection Tool (FIT)</p> <p>2) Student suspension rates</p> <p>3) Student expulsion rates</p> <p>5) CA School Climate Survey</p> <p>6) District developed Student Survey</p> <p>7) District developed Parent Survey</p> <p>8) Professional development</p> <p>Outcome:</p> <p>1) Inspection will show facility is in good repair</p> <p>2) The District will maintain suspension rates at 0%</p> <p>3) The District will maintain expulsion rates at 0%.</p> <p>5) Ca School Climate will indicate a positive learning environment : Average rating will be good</p> <p>6) District developed Student survey will indicate a positive learning environment : Average rating will be good</p> <p>7) District developed Parent survey will indicate a positive learning environment : Average rating will be good</p> <p>8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.</p>		<p>1) Inspection showed facility is in good repair.</p> <p>2) The District maintained suspension rates at 0%.</p> <p>3) The District maintained expulsion rates at 0%.</p> <p>5) Ca School Climate indicated a positive learning environment : Average rating was good.</p> <p>6) District developed Student survey indicated a positive learning environment : Average rating was good.</p> <p>7) District developed Parent survey indicated a positive learning environment : Average rating was good.</p> <p>8) District staff will participated in professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicate professional development for Responsive Classroom and 2nd Step.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Purchase materials for implementation of 2nd Step Program for grade 6.		Second Step Curriculum (6th Grade) Resource 6300 \$500	2015-16 Budget constraints did not allow us to purchase Second Step instructional materilas for 6th Grade for the 2015-16 school year. We will plan on purchasing materials in August of 2016 so they will be available for implimentation during the 2016-17 school year.		RS 6300 \$0
Scope of service:	School-wide Grades: All		Scope of service:	Grades 4,5 and 6. Grades: 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
COORDINATE for counseling for students with high needs through Changing Tides Family Services		Changing Tides Services Resource: 0001 See Goal #4	Anticipated level of support diminished. Needs of students did not require amount budgeted. Less severe supports were provided by Garfield district staff. Changing Tides provided observation of students and support to district staff during the 2015-2016 school year.		See Goal #4
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PROVIDE a safe place for students to be after school with homework help provided.		GASP Resource:0010 \$22,743	Garfield School District Provided a safe place for students to be after school with homework help provided in the 2015-16 school year.		RS 0010 \$27,188
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention		Professional Development Resource: 4035 \$1,000	Garfield School District provided ongoing training and professional development opportunities for staff, which included a focus on positive behavior intervention through Responsive Classroom and 2nd Step.		Rs 4035 \$200
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EMPLOY a custodian and grounds keeper to ensure that students have a safe and healthy learning environment.		Maintenance Resource :0000 \$17,717	Garfield School District employed a custodian and grounds keeper to ensure that students have a safe and healthy learning environment for the 2015-16 school year.		Maintenance Resource 0000 \$17,717
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Utilize School Climate Survey to gather information regarding staff attitudes towards Garfield's learning environment.		*** \$\$ not listed ***	Garfield Utilized our School Climate Survey to gather information regarding Staff experience with Garfield's working environment. Survey showed Garfield school District is providing a positive learning environment in the 2015-16 school year.		No additional cost to the district.
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Utilize District developed student survey to gather information from students regarding their learning experience.		*** \$\$ not listed ***	Garfield School District utilized our district created survey to gather information regarding student's experience with Garfield's learning environment. The survey showed Garfield School District is provided a positive learning environment for students in the 2015-16 School year.		No additional cost to the district.
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Utilize Parent Survey to gather information regarding parents experience with Garfield's learning environment.		*** \$\$ not listed ***	Garfield School District utilized our Parent Survey to gather information regarding parents experience with Garfield's learning environment. Survey showed Garfield School District is providing a positive learning environment in the 2015-16 School year.		No additional cost to the district.

Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Garfield School District will continue to focus on maintaining a positive learning environment and work environment. Staff will continue to focus on professional development in the area of positive behavior intervention.				

Original Goal from prior year LCAP:	Maintain or improve high level of parent, student, and community involvement.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	
	<p>3.1 Attendance at family events /logs</p> <p>3.2 Parent volunteer activity in each classroom</p> <p>3.3 Parent attendance at parent-teacher conferences</p> <p>3.4 Booster Club activities</p> <p>3.5 Partnering with local or community agencies</p> <p>3.6 Student attendance rates</p> <p>3.7 Chronic absentee rates</p>		<p>1) 90% of families, including parents of students with disabilities, participated in at least one family event.</p> <p>2) The district had 60% parental participation, including parents of students with disabilities, in classroom activities.</p> <p>3) 100% of parents, including parents of students with disabilities, attended parent-teacher conferences.</p> <p>4) 75% of parents, including parents of students with disabilities, supported at least one PTO sponsored event.</p> <p>5) The district partnered with at least three community organizations.</p> <ul style="list-style-type: none"> • Quack and Wabbit • North Coast Community Gardens • Timber Ridge Senior Center <p>6) The district improved our student attendance rates from 94.1% in 2014-15 to 94.6% in 2015-16.</p> <p>7) The district's chronically absentee rate for 2015-16 was 5.1%.</p>
	<p>Outcome:</p> <p>3.1 90% of families, including parents of students with disabilities, will participate in at least one family event.</p> <p>3.2 The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities.</p> <p>3.3 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences.</p> <p>3.4 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event.</p> <p>3.5 We will partner with at least three community organizations.</p> <p>3.6 The district will maintain or improve on our 94.19% student attendance rates.</p> <p>3.7 The district will maintain or improve on our .017% chronically absentee rate.</p>		

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
ENCOURAGE parents & community members to participate in and attend events, meetings, classroom activities; and parent education offerings through Alert Now phone notifications; Garfield Bell newsletter; and classroom newsletters.		Alert Now Resource:0228 \$180	Garfield School District encouraged parents & community members to participate in and attend events, meetings, classroom activities; and parent education offerings through Alert Now phone notifications; Garfield Bell newsletter; and classroom newsletters.		RS 0028 \$ 180
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.		\$0	Garfield School District provided opportunities for parents to volunteer in classrooms and with special events.		No additional cost to the district
Scope of service:	All Grades: All		Scope of service:	school-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
SCHEDULE Fall and Spring parent conferences		\$0	Garfield School District scheduled Fall and Spring Conferences for the 2015-16 school year.		No additional cost to the district
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
SUPPORT an active Booster Club		\$0	Garfield School District Supported an active Booster Club in the 2015-16 school year.		No additional cost to the district
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.		\$0	Garfield School District encouraged students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.		No additional cost to the district
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
SEEK OUT partnerships with local organizations		\$0	Garfield School District sought out partnerships with local organizations.		No additional cost to the district
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
EMPLOY school secretary		Secretary Resource:0000 \$20,214	Garfield School District employed a school secretary for the 2015-16 school year. Our secretary worked diligently to monitor attendance rates and to communicate with parents so that they were better informed as to their child's attendance rate.		RS 0000 \$ 23,607
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
COMPENSATE for additional curricular team duties		Teacher Stipends Resource:0000 \$ 6,000	Members of the Garfield Curricular Team were compensated for additional duties.		RS 0000 \$6,500
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>The district will continue to focus parent and community involvement. The district will strive to improve chronic absenteeism attendance rates by counseling parents as to the importance of regular attendance at Garfield School.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>We will reduce the achievement gap between all identified students and regular education students.</p>		<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASP Interim Assessments for English Language arts 3) District assessments for Mathematics 4) CAASP Interim Assessments for Mathematics 5) CAASP Student performance 6) Implement CCSS Instructional Materials 7) All Teachers will be properly assigned <p>Outcome:</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Outcome:</p> <ol style="list-style-type: none"> 1) 2015 District assessments for reading show that 80% of students, including disaggregated results for low income students, are proficient at grade level standards. 2) CAASP interim assessment for language arts were used to create a broader assessment baseline for students, including disaggregated results for low income students, in grades 3-6. 3) District assessment baselines for mathematics are being developed using newly adopted math curriculum. 4) CAASP interim assessment for mathematics were used to create a broader baseline for all

	<p>1) District assessments for reading will show that 84% of students, including disaggregated results for low income students, are proficient at grade level standards or above over a 3 year period.</p> <p>2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students, Including disaggregated results for low income students.</p> <p>3) District assessment baselines for mathematics will be created for all students, including disaggregated results for low income students, using newly adopted math curriculum.</p> <p>4)CAASP interim assessments for mathematics will also be used to create baseline for all students, Including disaggregated results for low income students.</p> <p>5) 70% of students at Garfield School, including disaggregated results for low income students, will be at, or above, the CAASP state average for Language Arts and Mathematics.</p> <p>6) Continue to implement curriculum aligned to CCSS Implementation of New Mathematics adoption: My Math and California Math</p> <p>7) 100% of teachers will be highly qualified.</p>		<p>students, including disaagregated results for low income students, in grades 3-6</p> <p>5) Data indicating the percentage of students at Garfield School, including disaagregated results for low income students that are at, or above, the CAASP state average for Language Arts and Mathematics is not available.</p> <p>6) Implementation of new Mathematics adoption was completed: My Math and California Math. 100% of students, including disaagregated results for low income students, have access to instructional materials aligned to California State Standards.</p> <p>7) 100% of teachers are highly qualified.</p> <p>8) Students, including disaagregated results for low income students, were enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9) All students, including disaagregated results for low income students, with disabilities participated in programs indicated in student IEPs.</p> <p>10) More than 75% of students, including disaagregated results for low income students, fell in the Healthy Fitness Zone for State PE Testing.</p> <p>11) More than 80% of students, including disaagregated results for low income students, in grades 4,5 and 6 participated in District Science Fair.</p>
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LCAP Year: 2015-16

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

EMPLOY classroom aide for individualized assistance for students who may benefit one on one or small group instruction in targeted areas of curriculum and instruction.		Classroom Aide Resource:0001 \$7,892	Garfield school District employed an instructional aid in the TK-1 Grades classroom to support developing literacy abilities for students who are designated as low income		RS \$9,002
Scope of service:	Identified Students Grades: All		Scope of service:	Identified students Grades: TK, K, 1st	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
ADOPT research-based remediation curriculum to better assist students who may benefit from such curriculum.		*** \$\$ not listed ***	Garfield School implemented research-based remediation curriculum to better assist students who were able to benefit from such curriculum.		No additional cost to District
Scope of service:	Identified Students Grades: All		Scope of service:	Identified students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

EMPLOY 10 % of District Secretary to assist parents with programs that are beneficial for identified students. Such as additional before school care and one on one homework assistance and care.		District Secretary Resource:0001 \$2,021	Garfield School District employed 10 % of a District Secretary to assist parents with programs that are beneficial for identified students. Such as additional before school care and one on one homework assistance and care.		RS 0001 \$2,361
Scope of service:	Identified Students Grades: All		Scope of service:	Identified Students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Contract with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.		Changing Tides Resource:0001 \$5,000	Anticipated level of support diminished. Needs of students did not require amount budgeted. Less severe supports were provided by Garfield district staff. Changing Tides provided observation of students and support to district staff during the 2015-2016 school year.		RS 0001 \$ \$120
Scope of service:	Identified Students Grades: All		Scope of service:	Identified students Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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Employ a portion of a Title 1 Encroachment Aide.		Title 1 Resource:0001 \$1,017	Garfield school District employed an instructional aid in the TK-1 Grades classroom to support developing literacy abilities for students who are designated as low income.		RS 0001: \$2,262
Scope of service:	Identified Students Grades: All		Scope of service:	Identified Students Grades: TK, K, 1st	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	We will continue to expand our use of CAASPP Interim Assessments to better guide instruction in the classroom. Rather than comparing ourselves to the CAASPP state average we will begin to look at our own results and project improvement over a 3 year average. In 2014-15 55% of students met or exceeded state standards in Language Arts In 2014-15 47% of students met or exceeded state standards in Mathematics. We will continue to monitor the counseling needs of students at Garfield School Less severe supports will be provided by Garfield District Staff. Changing Tides will provide support to district staff during the 2016-2017 school year.				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	17154
<p>For 2016-17</p> <p>Supplemental Concentration Grant is \$17,154. The percent of low income students is below 55%. Due to small class sizes and design of all programs, services are provided schoolwide, but are targeted to low income students and are individualized to their needs. Past experience at Garfield School indicates that this the most effective use of funds for low income students with high needs. The services currently provided are as follows:</p> <ol style="list-style-type: none"> 1) Garfield School employs a highly qualified K-1 Instructional Aide to assist with literacy proficiency. 2) Garfield School employs a portion of a school secretary for before school homework assistance and care. 3) Garfield School provides a school lunch program. 4) Garfield School Provides an after school program with homework assistance. 5) Garfield school provides counseling service for students as needed. <p>The district has surpassed the required amount of services.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

3.39	%
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For 2015-16 the required minimum proportionality as calculated by the FCMAT calculator for Garfield school is 3.39%. Funding will be used to support additional instructional aide hours, before and after school programs with homework assistance to help identified students achieve academically and a school lunch program to ensure that students are receiving a healthy meal each day at a free and/or reduced cost. Garfield School District believes these additional supports will allow identified students to get the most out of their educational program.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).