

Introduction:

LEA: Garfield Elementary School District Contact (Name, Title, Email, Phone Number): MICHAEL QUINLAN, Superintendent, MQUINLAN@HUMBOLDT.K12.CA.US, 707 442-5471 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Garfield School District is a TK-6 district; therefore, some portions of the state priorities are not applicable. These include:

Priority 4:

share of students who are college and career ready

share of students who pass advanced placement exams

share of students determined prepared for college by the Early Assessment Program

Priority 5:

middle and high school dropout rates

high school graduation rates

Additionally, there are no English Learners enrolled in the Garfield School District, therefore this LCAP does not include the metrics below related to serving English Learners. At such time any students who are English Learners may enroll, this LCAP will be revised and the district will commence providing all required support for their success.

Priority 2

Access for EL students to Common Core State Standards and English Language Development

Priority 4

Progress on CELDT

Progress on reclassification rates

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
<p>Garfield School Site Council has been designated to serve as our Parent Advisory Committee. Garfield School District does not have a collective bargaining unit.</p> <p>1) September 11th, 2014: Garfield School Board reviewed correspondence from HCOE stating that the 2014-2015 LCAP was conditionally approved.</p> <p>2) October 29th, 2014: Site Council/ Parent Advisory meeting</p>	<p>1) Correspondence was reviewed.</p> <p>2) Cheryl Ingham from HCOE reviewed roles and responsibilities for Site Council in light of the Local Control Accountability Plan.</p>

<p>3) January 5th, 2015: Staff Meeting</p> <p>4) February 2nd, 2015: Staff Meeting</p> <p>5) February 25, 2015: Site Council /Parent Advisory meeting</p> <p>6) March 12th, 2015: Garfield School Board meeting</p> <p>7) March 25th,2015: Staff meeting</p> <p>8) March 25th,2015: Site Council/Parent Advisory meeting</p> <p>9) April 6th, 2015: Staff Meeting</p> <p>10) April 9, 2015: Garfield School Board meeting</p> <p>11) April 22nd, 2015: Site Council/Parent Advisory meeting</p> <p>12) April 29th, 2015: All School Morning Meeting (all students attended)</p> <p>13) May 1st, 2015: Open House/Stake Holder Input</p> <p>14) May 5th, 2015 Staff Meeting</p> <p>15) May 8, 2015: Garfield School Board meeting</p> <p>16) May 13th, 2015: Staff Meeting</p> <p>17) June 11, 2015 – Budget/LCAP Hearing</p> <p>18) June 25, 2015 – Budget Approval/LCAP approval</p>	<p>3) Staff began reviewing and prioritizing CCSS adoption materials for 2015-2016.</p> <p>4) Staff reviewed LCAP Goals and district assessments for reading. Staff finalized schedule for remaining reading assessments.</p> <p>5) Site Council reviewed the Garfield Parent Survey and amended the Student Survey. Goals from LCAP and SSPSA were reviewed. Site Council members commented that: A) Counseling and mental health services are strong at Garfield School. (Goal #2). B) Alert Now and The Garfield Bell help with Goal #3.</p> <p>6) Board approves Site Council recommendations for student surveys.</p> <p>7) Staff begins to evaluate CCSS aligned materials for Language Arts being used in the classroom for the current year.</p> <p>8) Site Council reviewed timeline for LCAP submission. Discussed Community Stake Holder Meeting scheduled for May 1st.</p> <p>9) Staff reviewed classroom needs for CCSS aligned materials. Staff indicate the largest need is for Math materials. My Math and California Math are indicated to be a good fit for 2015-2016 adoption.</p> <p>10) Garfield Board reviewed LCAP timeline. Board meeting dates were set for June.</p> <p>11) Site Council reviewed revised LCAP goals in light of SSPSA Goals. Goals and Action/Services were more clearly defined.</p> <p>12) At our All School Morning Meeting staff and students reviewed school rules in light of LCAP Goal #2</p> <p>13) Parents and community members had the opportunity to comment on LCAP Goals and Action/ Services: Goal #1: No Comments Goal #2: This looks good to me. Hope we also emphasize supporting our great</p>
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	<p>educators in whatever the need to succeed. Better school lunch program. Kids being involved growing their own food and food prep. I really like the social-emotional curriculum- Second Step=thumbs up. Might also include educating families for consistency.</p> <p>Goal #3: Like this goal. Interested to see how.</p> <p>Goal #4: High levels of parent, student and community support makes Garfield such a special school. I encourage this to continue.</p> <p>14) Reviewed current assessments for reading. Continued conversation regarding Curriculum adoption for 2015-2016.</p> <p>15) School Board approves Site Council recommended changes for LCAP Goals.</p> <p>16) Staff reviews most recent LCAP draft.</p> <p>17) LCAP is presented and reviewed. No comments were made.</p> <p>18) LCAP was approved with edits by the Garfield Board of Trustees..</p> <p>.</p>
<p>Annual Update: 11) April 22nd, 2015: Site Council/Parent Advisory meeting</p>	<p>Annual Update: 11) Site Council reviewed revised LCAP goals in light of SSPSA Goals. Goals and Action/Services were more clearly delineated. Goals were simplified by separating out actions and services. Site Council also took into consideration Single School Plan for Student Achievement goals which were developed recently.</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).

Action/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, School-wide, 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 1:	Goal 1 We will maintain or improve student language arts and mathematics proficiency.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	The district has a need to create baselines for district assessments in mathematics District reading assessments indicate that 81% of students are at grade level standards, or above. The district has a need for a comparison with CAASP state averages The district has a need to maintain or improve academic proficiency in English Language Arts and Mathematics There is a need to continue adopting and implementing CCSS instructional materials
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Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	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: 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
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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

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) 70% of students at Garfield School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Implementation of new Mathematics adoption: My Math and California Math.
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, including physical education, visual art, 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
EMPLOY highly qualified teachers	School-wide	<input checked="" type="checkbox"/> All	Teacher salaries Resource: 0000,1400
EMPLOY part-time music teacher for all grades		OR: <input type="checkbox"/> Low Income pupils	\$212,737
EMPLOY part-time PE teacher for all grades		<input type="checkbox"/> English Learners	Music Teacher Resource: 0000,1100
Employ Resource Teacher		<input type="checkbox"/> Foster Youth	\$9,135
EMPLOY classroom aides for all classrooms		<input type="checkbox"/> Redesignated fluent English proficient	PE Teacher Resource:0000
PURCHASE CCSS aligned instructional materials		<input type="checkbox"/> Other Subgroups: (Specify)	\$7,591

<p>SUPPORT implementation of new technology for CCSS, curriculum, and assessment</p> <p>PROVIDE release time for teachers to complete district assessments</p> <p>SUPPORT library by reviewing possible updates to the program and promoting training</p> <p>Employ Speech Teacher</p>			<p>Resource Teacher Resource: 3310,6500 \$37,554</p> <hr/> <p>Classroom Aides Resource: 5820,3010 \$10,979</p> <hr/> <p>CCSS Aligned Instructional Materials Resource: 6300 \$2,000</p> <hr/> <p>CCSS aligned technology Resource: 0228 \$710</p> <hr/> <p>Release Time 0000 \$1,000</p> <hr/> <p>Library Update and Training Resource: 0000 \$500</p> <hr/> <p>Speech Teacher Resource:6500 \$7,057</p>
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LCAP Year 2: 2016-17

<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
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9) Individualized Education Plans (IEP)

10) State PE Testing

11) Science Fair Participation

Note: API - When new API system is in place plan will be revised and outcomes set.

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) 70% of students at Garfield School will be at, or above, the CAASP state average for Language Arts and Mathematics.

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, including physical education, visual art, 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
EMPLOY highly qualified teachers EMPLOY part-time music teacher for all grades EMPLOY part-time PE teacher for all grades	School-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Teacher salaries Resource: 0000,1400 \$212,737 Music Teacher Resource: 0000,1100

<p>Employ Resource Teacher</p> <p>EMPLOY classroom aides for all classrooms</p> <p>PURCHASE CCSS aligned instructional materials</p> <p>SUPPORT implementation of new technology for CCSS, curriculum, and assessment</p> <p>PROVIDE release time for teachers to complete district assessments</p> <p>SUPPORT library by reviewing possible updates to the program and promoting training</p> <p>Employ Speech Teacher</p>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>\$9,135</p> <hr/> <p>PE Teacher Resource:0000 \$7,591</p> <hr/> <p>Resource Teacher Resource: 3310,6500 \$37,554</p> <hr/> <p>Classroom Aides Resource: 5820,3010</p> <p>\$10,979</p> <hr/> <p>CCSS Aligned Instructional Materials Resource: 6300 \$2,000</p> <hr/> <p>CCSS aligned technology Resource: 0228 \$710</p> <hr/> <p>Release Time 0000 \$1,000</p> <hr/> <p>Library Update and Training Resource: 0000</p> <p>\$500</p> <hr/> <p>Speech Teacher Resource:6500 \$7,057</p>
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LCAP Year 3: 2017-2018

<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
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- 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

Note: API - When new API system is in place plan will be revised and outcomes set.

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) 70% of students at Garfield School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Adopt and implement new Language Arts curriculum 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, including physical education, visual art, 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>EMPLOY highly qualified teachers</p> <p>EMPLOY part-time music teacher for all grades</p> <p>EMPLOY part-time PE teacher for all grades</p> <p>Employ Resource Teacher</p> <p>EMPLOY classroom aides for all classrooms</p> <p>PURCHASE CCSS aligned instructional materials</p> <p>SUPPORT implementation of new technology for CCSS, curriculum, and assessment</p> <p>PROVIDE release time for teachers to complete district assessments</p> <p>SUPPORT library by reviewing possible updates to the program and promoting training</p> <p>Employ Speech Teacher</p>	<p>School-wide</p>	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Teacher salaries Resource: 0000,1400 \$212,737</p> <hr/> <p>Music Teacher Resource: 0000,1100 \$9,135</p> <hr/> <p>PE Teacher Resource:0000 \$7,591</p> <hr/> <p>Resource Teacher Resource: 3310,6500 \$37,554</p> <hr/> <p>Classroom Aides Resource: 5820,3010 \$10,979</p> <hr/> <p>CCSS Aligned Instructional Materials Resource: 6300 \$2,000</p> <hr/> <p>CCSS aligned technology Resource: 0228 \$710</p> <hr/> <p>Release Time 0000 \$1,000</p> <hr/> <p>Library Update and Training Resource: 0000 \$500</p> <hr/> <p>Speech Teacher Resource:6500 \$7,057</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2 We will maintain a safe, healthy learning environment for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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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
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Special Education and low income.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Metric: 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 Outcome: 1) Inspection will show facility is in good repair 2) The District will maintain suspension rates at 0%
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- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase materials for implementation of 2nd Step Program for grade 6.</p> <p>COORDINATE for counseling for students with high needs through Changing Tides Family Services</p> <p>PROVIDE a safe place for students to be after school with homework help provided.</p> <p>PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.</p> <p>EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.</p> <p>Utilize School climate Survey to gather information regarding staff attitudes towards Garfield's learning environment.</p> <p>Utilize District developed student survey to gather information from students regarding their learning experience.</p> <p>Utilize Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Second Step Curriculum (6th Grade) Resource 6300 \$500</p> <hr/> <p>Changing Tides Services Resource: 0001 See Goal #4</p> <hr/> <p>GASP Resource:0010 \$22,743</p> <hr/> <p>Professional Development Resource: 4035 \$1,000</p> <hr/> <p>Maintenance Resource :0000 \$17,717</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 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase materials for implementation of 2nd Step Program for grade 6.</p> <p>COORDINATE for counseling for students with high needs through Changing Tides Family Services</p> <p>PROVIDE a safe place for students to be after school</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Second Step Curriculum (6th Grade)</p> <p>Resource 6300</p> <p>\$500</p> <hr/> <p>Changing Tides Services</p> <p>Resource: 0001</p> <p>See Goal #4</p> <hr/> <p>GASP</p>

<p>with homework help provided.</p> <p>PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.</p> <p>EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.</p> <p>Utilize School climate Survey to gather information regarding staff attitudes towards Garfield's learning environment.</p> <p>Utilize District developed student survey to gather information from students regarding their learning experience.</p> <p>Utilize Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>		<p>Other Subgroups: (Specify)</p>	<p>Resource:0010 \$22,743</p> <hr/> <p>Professional Development Resource: 4035 \$1,000</p> <hr/> <p>Maintenance Resource :0000 \$17,717</p>
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LCAP Year 3: 2017-2018

<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
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- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase materials for implementation of 2nd Step Program for grade 6.</p> <p>COORDINATE for counseling for students with high needs through Changing Tides Family Services</p> <p>PROVIDE a safe place for students to be after school with homework help provided.</p> <p>PROVIDE ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.</p> <p>EMPLOY a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.</p> <p>Utilize School climate Survey to gather information regarding staff attitudes towards Garfield's learning environment.</p> <p>Utilize District developed student survey to gather information from students regarding their learning experience.</p> <p>Utilize Parent Survey to gather information regarding parents experience with Garfield's learning environment.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Second Step Curriculum (6th Grade) Resource 6300 \$500</p> <hr/> <p>Changing Tides Services Resource: 0001 See Goal #4</p> <hr/> <p>GASP Resource:0010 \$22,743</p> <hr/> <p>Professional Development Resource: 4035 \$1,000</p> <hr/> <p>Maintenance Resource :0000 \$17,717</p>

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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>Goal 3 Maintain or improve high level of parent, student, and community involvement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Garfield School District has a high level of parent, student and community support. Attendance counts collected at family events: 85% of families attended events. Log of volunteers: 57% 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.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ul style="list-style-type: none"> 3.1 Attendance at family events /logs 3.2 Parent volunteer activity in each classroom 3.3 Parent attendance at parent-teacher conferences 3.4 Booster Club activities 3.5 Partnering with local or community agencies 3.6 Student attendance rates 3.7 Chronic absentee rates <p>Outcome</p> <ul style="list-style-type: none"> 3.1 90% of families, including parents of students with disabilities, will participate in at least one family event. 3.2 The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3.3 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 3.4 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 3.5 We will partner with at least three community organizations. 3.6 The district will maintain or improve on our 94.19% student attendance rates. 3.7 The district will maintain or improve on our .017% chronically absentee rate. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <p>PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.</p> <p>SCHEDULE Fall and Spring parent conferences</p> <p>SUPPORT an active Booster Club</p> <p>ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p> <p>SEEK OUT partnerships with local organizations</p> <p>EMPLOY school secretary</p> <p>COMPENSATE for additional curricular team duties</p>	<p>All</p>	<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Alert Now Resource:0228 \$180</p> <hr/> <p>Secretary Resource:0000 \$20,214</p> <hr/> <p>Teacher Stipends Resource:0000 \$ 6,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <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>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>
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3.7 The district will maintain or improve on our .017% chronically absentee rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <p>PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.</p> <p>SCHEDULE Fall and Spring parent conferences</p> <p>SUPPORT an active Booster Club</p> <p>ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p> <p>SEEK OUT partnerships with local organizations</p> <p>EMPLOY school secretary</p> <p>COMPENSATE for additional curricular team duties</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alert Now Resource:0228 \$180</p> <hr/> <p>Secretary Resource:0000 \$20,214</p> <hr/> <p>Teacher Stipends Resource:0000 \$ 6,000</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <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>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>
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3.6 The district will maintain or improve on our 94.19% student attendance rates.
 3.7 The district will maintain or improve on our .017% chronically absentee rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <p>PROVIDE specific opportunities for parents to volunteer in classrooms and with special events.</p> <p>SCHEDULE Fall and Spring parent conferences</p> <p>SUPPORT an active Booster Club</p> <p>ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p> <p>SEEK OUT partnerships with local organizations</p> <p>EMPLOY school secretary</p> <p>COMPENSATE for additional curricular team duties</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alert Now Resource:0228 \$180</p> <hr/> <p>Secretary Resource:0000 \$20,214</p> <hr/> <p>Teacher Stipends Resource:0000 \$ 6,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	We will reduce the achievement gap between all identified students and regular education students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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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	
	Applicable Pupil Subgroups:	Low Income Pupils

LCAP Year 1: 2015-16

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 84% of students, including disaggregated results for low income 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, 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)CAASP interim assessments for mathematics will also be used to create baseline for all students, Including disaggregated results for low income students.
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- 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.
- 6) Continue to implement curriculum aligned to CCSS
Implementation of New Mathematics adoption: My Math and California Math
- 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>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>ADOPT research-based remediation curriculum to better assist students who may benefit from such curriculum.</p> <p>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.</p> <p>Contract with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p> <p>Employ a portion of a Title 1 Encroachment Aide.</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom Aide Resource:0001 \$7,892</p> <hr/> <p>District Secretary Resource:0001 \$2,021</p> <hr/> <p>Changing Tides Resource:0001 \$5,000</p> <hr/> <p>Title 1 Resource:0001 \$1,017</p>

LCAP Year 2: 2016-17

<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
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- 6) Implement CCSS Instructional Materials
 - 7) All Teachers will be properly assigned
- Outcome:
- 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.
 - 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.
 - 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)CAASP interim assessments for mathematics will also be used to create baseline for all students, Including disaggregated results for low income students.
 - 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.
 - 6) Continue to implement curriculum aligned to CCSS
Implementation of New Mathematics adoption: My Math and California Math
 - 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>EMPLOY an RSP Teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p> <p>EMPLOY Speech Teacher to work with identified students who may benefit from Individualized Educational plans or early intervention strategies..</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>ADOPT research-based remediation curriculum to better assist students who may benefit from such curriculum.</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>RST Salary Resource:3310,6500 See Goal #1</p> <hr/> <p>Speech Salary Resource:6500 See Goal #1</p> <hr/> <p>Classroom Aide Resource:0001 \$7,892</p> <hr/> <p>District Secretary Resource:0001 \$2,021</p> <hr/> <p>Changing Tides Resource:0001</p>

<p>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.</p> <p>CONTRACT with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p> <p>EMPLOY a portion of a Title 1 Encroachment Aide.</p>			<p>\$5,000</p> <hr/> <p>Title 1 Resource:0001 \$1,017</p>
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LCAP Year 3: 2017-18

<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> <ol style="list-style-type: none"> 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. 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. 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)CAASP interim assessments for mathematics will also be used to create baseline for all students, Including disaggregated results for low income students.
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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.

6) Continue to implement curriculum aligned to CCSS
Implementation of New Mathematics adoption: My Math and California Math

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>EMPLOY an RSP Teacher to work with identified students who may benefit from Individualized Educational Plans or early intervention strategies.</p> <p>EMPLOY Speech Teacher to work with identified students who may benefit from Individualized Educational plans or early intervention strategies..</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>ADOPT research-based remediation curriculum to better assist students who may benefit from such curriculum.</p> <p>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.</p> <p>CONTRACT with Changing Tides for mental health services to better facilitate the connection between social emotional well being and academic success.</p> <p>EMPLOY a portion of a Title 1 Encroachment Aide.</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>RST Salary Resource:3310,6500 See Goal #1</p> <hr/> <p>Speech Salary Resource:6500 See Goal #1</p> <hr/> <p>Classroom Aide Resource:0001 \$7,892</p> <hr/> <p>District Secretary Resource:0001 \$2,021</p> <hr/> <p>Changing Tides Resource:0001 \$5,000</p> <hr/> <p>Title 1 Resource:0001 \$1,017</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1 Maintain or improve student reading, language arts proficiencies by implementing CCS with standards-aligned instructional materials by employing highly qualified teachers and paraprofessionals and maintain a safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Performance on standardized tests;</p> <p>Qualitative Reading Inventory; district classroom assessments will be used</p> <p>Implement CCSS instructional materials.</p> <p>All teachers will be properly assigned.</p> <p>Outcome</p> <p>85% at grade level based on Running Records and assessments</p> <p>Implement CCSS instructional materials</p> <p>100% of teachers are highly qualified</p>	Actual Annual Measurable Outcomes:	<p>Metric</p> <p>Standardized test were not used in this cycle. A baseline will be created using CAASP.</p> <p>Three cycles of Qualitative Reading Inventory were completed.</p> <p>Teachers implemented CCSS curriculum in math and ELA. Common Core State Standards Materials are being reviewed for adoption.</p> <p>100% of teachers are highly qualified as per No Child Left Behind criteria. All teachers are properly assigned.</p> <p>Outcome:</p> <p>QRI and Running Record data show that 81% of students are reading at grade level.</p> <p>Teachers implemented CCSS curriculum in math and ELA. State adopted CCSS curriculum is being reviewed for 2015-16 school year adoption.</p> <p>100% of teachers are highly qualified as per No Child Left Behind criteria. All teachers are properly assigned.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
EMPLOY highly qualified teachers	Teacher salaries Resource: 0000,1400 \$142,119	All teachers are properly assigned and meet the criteria for highly qualified teachers as outlined by NCLB	Teacher salaries Resource: 0000,1400 \$199,942
INCORPORATE music in CCSS	Music Teacher Resource: 0000,1100 \$7,695		Music is being incorporated in CCSS
PROVIDE Reading Aide	Reading Aide salaries \$4,319	Decreased revenue did not allow the district to hire a reading aide.	Reading Aide salaries 0
UPDATE computer programs to comply with CCSS	Computer Programs Resource: 0228 \$320		Staff are reviewing computer programs to comply with CCSS
PURCHASE CCSS aligned instructional materials	CCSS curriculum & instructional materials Resource:0212 \$6,739	Because we had 2 out of 3 new teachers this year, we focused on implementing materials that new teachers brought with them from their previous sites. Teaching staff are currently adopting Math materials for 2015-16	CCSS Curriculum and instructional materials Resource: 0212 \$2,951
IMPLEMENTATION of technology support with equipment purchases and upgrades	Technology upgrades Resource:7405 \$6,400		Upgrades were made to the school server and computers were purchased to allow all upper grade students a laptop. Ratios of computers to students in lower grades is 3:1
CONTINUE to support library Winnebago computer system by updating the program and promoting training.	Technology training Resource: 0000 \$3,734	Luminosity (Winnebago) integration has begun by providing librarian release time for professional development to observe, evaluate and better understand the new program. No new purchases were made in 2014-2015	Technology training Resource: 0000 \$0
	Library update & training Resource:0000 \$2,000		Library update & training Resource:0000 \$158
72% of K-1 Instructional Aide	Instructional Aide Salary Resource:0001,3010 \$8,220	Instructional Aides were used in the K-1 classroom. Decreased revenue led to a 50% reduction in, Changing Tides services.	Instructional Aide Salary Resource: 0001,3010 See Goal #2
Changing Tides services	Changing Tides Resource:0001 \$12500		Changing Tides Resource:0001 See Goal #2

Scope of Service School-wide		Scope of Service all	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Single School Plan goals will be integrated with the LCAP goals so both will be in alignment. Changing Tides services will be removed from Goal 1 and consolidated into goal 2. Reading aide salaries and duties will be combined with general classroom aides. Standardized Testing results from CAASPP will be considered next year. This goal will be expanded to include mathematics.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2 Reduce the achievement gap between all identified students and regular ed students. Maintain and improve low expulsion and suspension rates by offering positive behavior support. The district does not use the Healthy Kids Survey per parent requests.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Special Education and low income.
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Expected Annual Measurable Outcomes:	Metric Performance on standardized tests and API results Attendance/Tuancy rates, Expulsion/suspension data, Healthy Kids Survey Outcome 41% of identified students score proficient on assessments 0% Suspension Rate, 0% Expulsion Rate	Actual Annual Measurable Outcomes:	Metric API results are no longer in effect due to the change in assessment programs. Attendance and truancy records were kept. The board and site council approved a district-created school climate surveys for distribution to students and families. Outcome: Performance on standardized tests were not available. We have maintained a 0% suspension and expulsion rate.
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LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
PROVIDE counseling services and implementation of 2nd Step Program.	2nd Step Training Resource: 4035 \$1,000	2nd Step Training is being provided. All teachers are teaching 2nd Step as part of the classroom curriculum	2nd Step Training Resource:4035 \$609
COORDINATE for mental health services for students with high needs through ERMHS, and RST.	Resource Teacher Resource:3310,6500 \$22,097	We are currently coordinating mental health services for students with high needs through ERMHS and RST.	Resource Teacher Resource:3310,6500 \$36,091
PROVIDE a safe place for students to	Speech Teacher Resource: 6500		Speech Teacher Resource: 6500

<p>be after school with homework help provided.</p> <p>EMPLOY aides for individualized instruction and assistance.</p> <p>72% of K-1 Instructional Aide</p> <p>Changing Tides services</p>	<p>\$5,576</p> <p>Aide salaries Resource:6500,5820,3310 \$37,588</p> <p>GASP Resource:0010 \$18,824</p> <p>Instructional Aide Salary Resource: 0001 \$8,220</p> <p>Changing Tides Resource:0001 \$12500</p>	<p>Students currently have a safe place after school in the Garfield After School Program with homework help provided.</p> <p>Aides are currently employed in each classroom for individualized instruction and assistance for our students.</p> <p>72% of a K-1 Instructional aide is being funded</p> <p>Changing Tides services are being provided at \$5,000 annually.</p>	<p>\$6,770</p> <p>Aide salaries Resource:6500,5820,3310 \$29,990</p> <p>GASP Resource:0010 \$20,654</p> <p>Instructional Aide Salary Resource: 0001 \$7,143</p> <p>Changing Tides Resource:0001 \$3,270</p>								
<table border="1"> <tr> <th data-bbox="86 618 235 695">Scope of Service</th> <th data-bbox="235 618 562 695">Identified</th> </tr> <tr> <td data-bbox="86 695 235 1008"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> <td data-bbox="235 695 562 1008"></td> </tr> </table>	Scope of Service	Identified	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <th data-bbox="1031 618 1180 695">Scope of Service</th> <th data-bbox="1180 618 1520 695"></th> </tr> <tr> <td data-bbox="1031 695 1180 1008"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) </td> <td data-bbox="1180 695 1520 1008"> <u>Designated Instructional Services and RST students.</u> </td> </tr> </table>	Scope of Service		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	<u>Designated Instructional Services and RST students.</u>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will revise the state priorities to be aligned with this goal. In outgoing years, each metric will have a corresponding expected outcome.</p> <p>This goal will be broken down into two goals, one covering the achievement gap and one covering the learning environment.</p>										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3 Maintain or improve high level of parent, student, and community involvement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>3.1 Attendance counts collected at family events</p> <p>3.2 Log of volunteers</p> <p>3.3 Log of volunteers</p> <p>3.4 Record by classroom number of parents at parent conferences</p> <p>3.5 Log of volunteers</p> <p>3.6 Booster Club signup records</p> <p>3.7 Annual FIT assessments</p> <p>Outcome</p> <p>81%</p> <p>54%</p> <p>50%</p> <p>12</p> <p>100%</p> <p>100%</p>	Actual Annual Measurable Outcomes:	<p>Outcomes</p> <p>Attendance counts collected at family events: 85% of families attended events.</p> <p>Log of volunteers: 57% of families donated time or resources to the school.</p> <p>Record by classroom number of parents at parent conferences: 100% of parents attended parent conferences.</p> <p>Booster Club signup records: Booster club met monthly to plan and implement social events and fundraisers.</p> <p>Annual FIT assessment showed that the school facilities are in good repair (98%) according to the 2014 FIT assessment and the Safety Inspection Summary.</p>
LCAP Year: 2014-15			
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;	Alert Now Resource:0228 \$1,000	Parents and community members are being encouraged to participate in and attend events,meetings, classroom	Alert Now Resource :0228 \$180

<p>and parent education offerings through Alert Now phone notifications; Garfield Bell newsletter; classroom newsletters.</p> <p>PROVIDE Professional development for staff on Responsive Classroom approach and Second Step program to create a safe school climate.</p> <p>ENCOURAGE students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions.</p> <p>MAINTAIN a safe and healthy environment for all students.</p> <p>72% of K-1 Instructional Aide</p> <p>Changing Tides services</p>	<p>Admin Resource:0000 \$83,251</p> <p>Secretary Resource:0000 \$13,603</p> <p>Maintenance Resource:0000 \$7,118</p> <p>Instructional Aide Salary: Resource:0001 \$8,220</p> <p>Changing Tides Resource: 0001 \$12,500</p>	<p>activities and parent education offerings through Alert Now phone notifications; Garfield Bell newsletter; classroom newsletters. Booster Club activities integrate families across the grade levels</p> <p>3 staff members attended a Responsive Classroom training this summer.</p> <p>Students were involved in community by visiting retirement homes and participating in County Science Fair and at school by being provided opportunities for students to participate in decisions regarding rules and guidelines for student behavior.</p>	<p>Admin Resource:0000 \$120,056</p> <p>Secretary Resource:0000 \$19,799</p> <p>Maintenance Resource:0000 \$20,656</p> <p>Instructional Aide Salary: Resource:0001 \$7,143</p> <p>Changing Tides Resource: 0001 \$4,080</p>
<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changing Tides services will be consolidated into Goal 2. Aide Salary will be consolidated to Goal 1. We will review and create more accurate measures to quantify family participation in school events. Metrics and outcomes will be more clearly stated in next year's LCAP goals.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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, School-wide, 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 School-wide 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:	<u>\$15,075</u>
<p>For 2015-16 Supplemental concentration grant is \$15,075. The percent of low income students is below 55%, but due to small class sizes and design of all programs, services provided to low income students is individualized to their needs. The services currently provided are counseling services through Changing Tides and by employing a highly qualified K-1 Instructional Aide, and by providing classified support staff for before school homework assistance and care. 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.

3.13	%
<p>For 2015-16 The required minimum proportionality as calculated by the FCMAT calculator for Garfield school is 3.13%. Funding will be used to provide services provided by Changing Tides counseling services for identified students. 100% of these counseling services will be used for socially disadvantaged students. The remainder of the funds will also be used to support additional instructional aide hours. An increase of 72% of time spent with identified students. This is a clear increase in support from Instructional Aide and Changing Tides and will help them achieve academically and behaviorally in the classroom so they are able to function in a regular classroom and work at their potential. This allows them to get the most out of their educational program.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources						

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).