

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garfield Elementary School

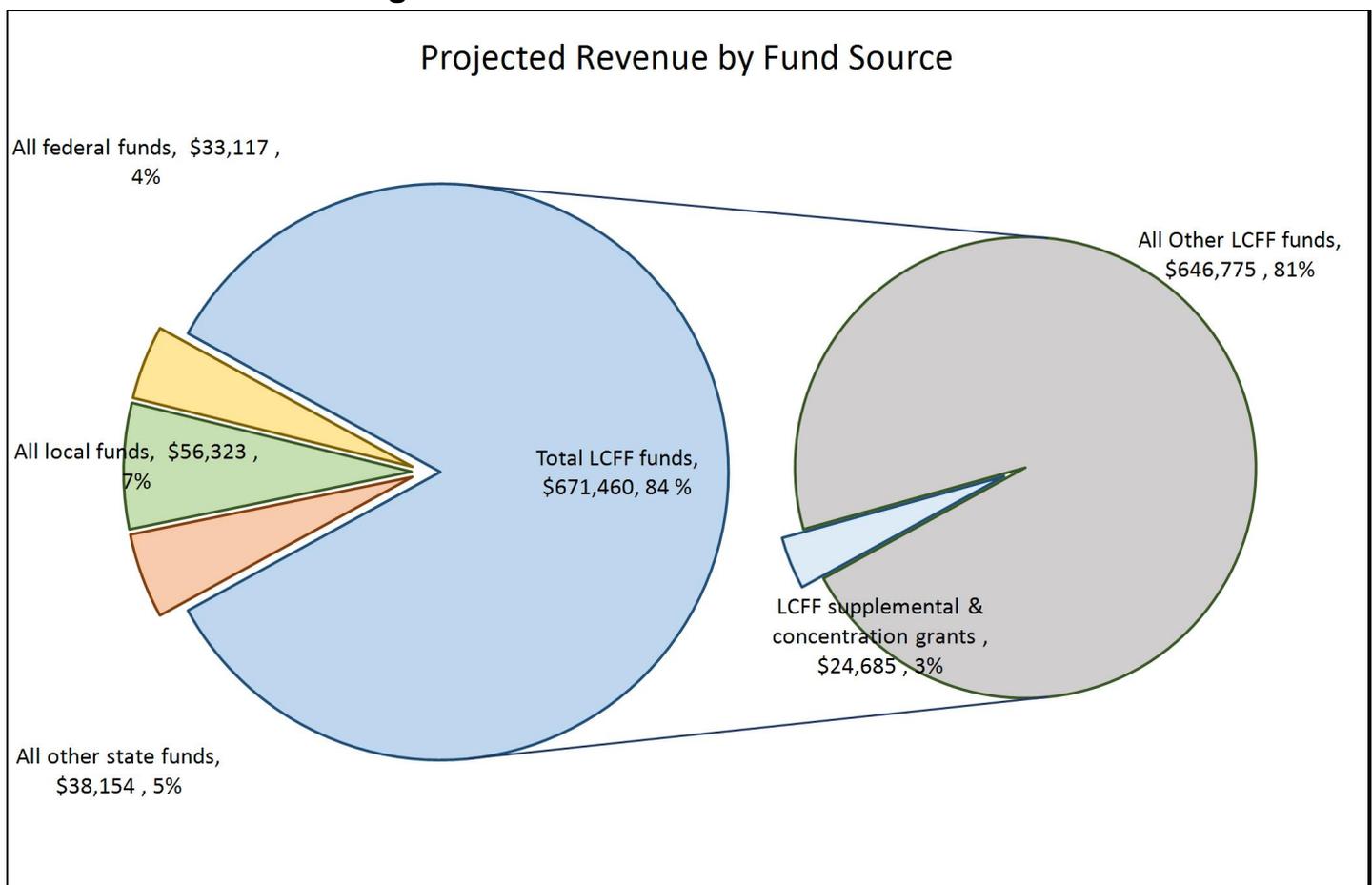
CDS Code: 62836

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Michael Quinlan, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

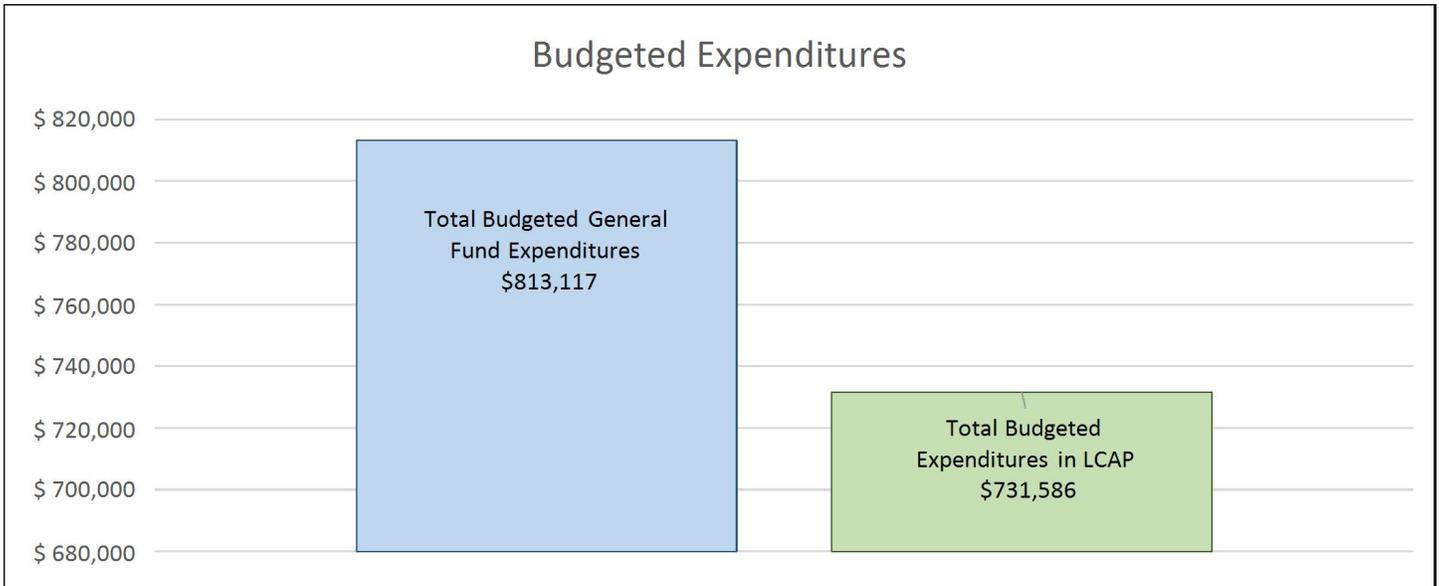


This chart shows the total general purpose revenue Garfield Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Garfield Elementary School is \$799,054, of which \$671,460 is Local Control Funding Formula (LCFF), \$38,154 is other state funds, \$56,323 is local funds, and \$33,117 is federal funds. Of the \$671,460 in LCFF Funds, \$24,685 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Garfield Elementary School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Garfield Elementary School plans to spend \$813,117 for the 2019-20 school year. Of that amount, \$731,586 is tied to actions/services in the LCAP and \$81,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

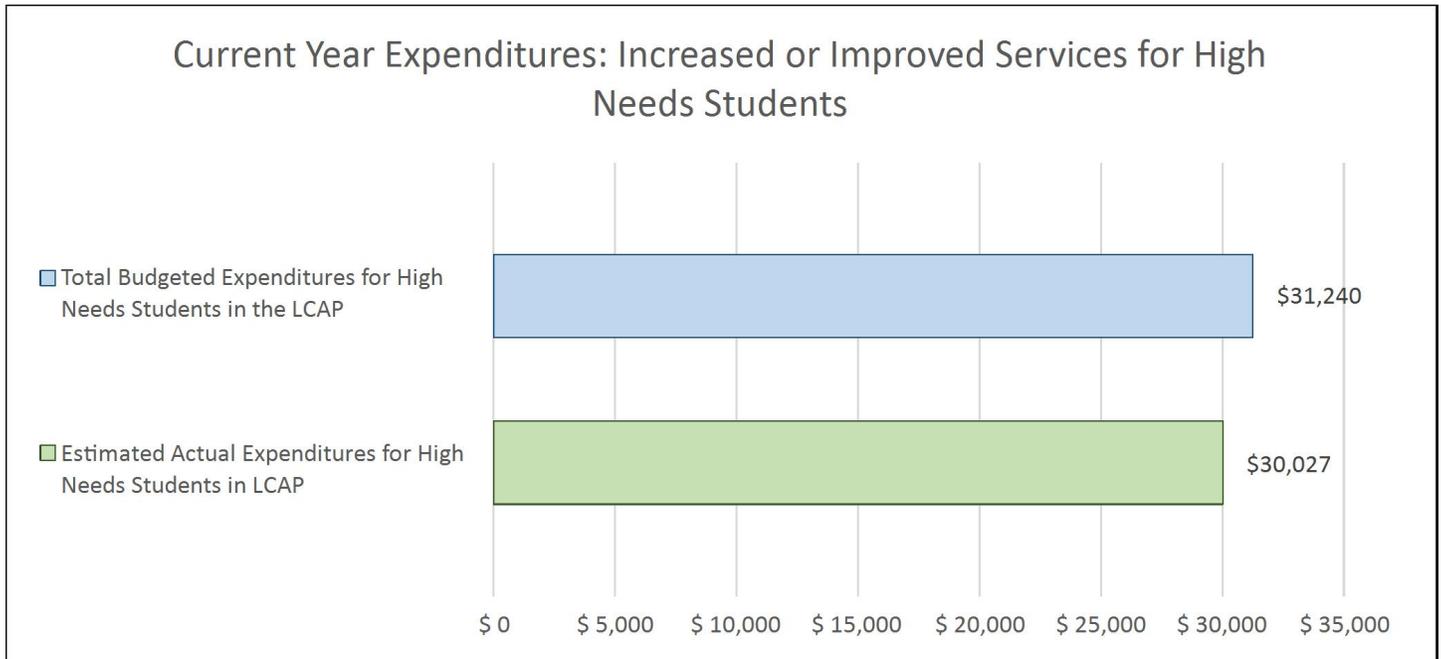
- *Central Office
- Supplies, Services
- Legal Fees
- Utilities
- Audit Fees
- INS Fees
- STRS liability
- Prop 39
- Superintendent
- Lease
- Indirect
- Co-op contract

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Garfield Elementary School is projecting it will receive \$24,685 based on the enrollment of foster youth, English learner, and low-income students. Garfield Elementary School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Garfield Elementary School plans to spend \$34,801 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Garfield Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Garfield Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Garfield Elementary School's LCAP budgeted \$31,240 for planned actions to increase or improve services for high needs students. Garfield Elementary School estimates that it will actually spend \$30,027 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-1,213 had the following impact on Garfield Elementary School's ability to increase or improve services for high needs students: \$30,027 The difference between the budgeted expenditures and the actual expenditures were not significant.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Garfield Elementary School	Michael Quinlan Superintendent	mquinlan@garfieldschool.org 707 442-5471

2017-20 Plan Summary

The Story

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

Garfield School is located in Humboldt County in northern coastal California. We are a small school located in the heart of the beautiful Freshwater Valley in an area historically known as Wrangletown. The school has been in existence for over 100 years. Garfield Currently has an enrollment of 64 students. We serve students in grades TK-6 in three multi-graded classrooms: Early Primary (TK/K-1), Middle Primary (2-3) and Upper Elementary (4-6). The average class size is 20 students.

Our classroom teachers are all highly qualified and each classroom has a para-professional teacher's aide. We have outstanding music and physical education programs for all grade levels and every classroom receives visual and/or performing arts education weekly. Parents are welcomed and encouraged to volunteer in the classrooms.

Garfield School District (GSD) is committed to providing the best education for students by making positive use of our unique characteristics as a small rural school. Students enjoy small class sizes where every student is recognized as an individual with talents. Successful students feel competent about what they can do. The school stresses basic skills and the application of those skills in a developmentally appropriate approach. The development of skills extends to social skill and growth of students as positive, contributing members of their community. Garfield School has a long history of partnering with local community organizations such as Humboldt State University, the Eureka Symphony, the Freshwater Community Guild and many local businesses. Garfield School also has an active booster club which facilitates many community events and a variety of parent engagement opportunities.

Metrics not applicable to the Garfield School District LCAP include:

Access to state standards and ELD standards aligned to ELA for EL's API

% of pupils who have successfully completed a-g courses or approved CTE sequences

% of EL's making progress towards English Proficiency on CELDT or ELPAC

EL reclassification rate

% who passed AP exam with a score of 3 or higher

% who demonstrate college preparedness via EAP or subsequent indicators Middle school dropout rates

High School dropout

High School graduation rates

LCAP Highlights

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

The Garfield Local Control Accountability Plan is designed to meet the needs of all students. The plan seeks to lay out a vision for the district with concrete actions and services for all students. Academic achievement is a primary goal for our students. Goal #1 states that we will maintain or improve student language arts and mathematics proficiency. This is largely accomplished by employing highly qualified certificated and classified employees who are both talented and highly motivated, by providing instructional materials that are closely aligned with CCSS and by ensuring that students have access to current and relevant technology. Maintaining an environment that is both physically and emotionally safe is also a primary goal. Goal #2 states that we will maintain a safe and healthy learning environment for all students. This is largely accomplished by maintaining an environment which supports positive behavior interventions as outlined in Responsive Classroom, Second Step and Positive Behavior Intervention Systems (PBIS). Garfield School utilizes district created surveys for parents, students and staff in order to better understand attitudes towards our educational learning environment. GSD also provides a positive physical environment for children to learn and grow. Goal #3 effectively communicates the ongoing importance of maintaining a high level of parent, student and community involvement. This has long been a strong point for GSD as we continue to see high percentages of our extended educational community participating in family events, classroom activities, parent conferences, the Garfield Booster Club sponsored activities, LCAP Advisory Council meetings and stakeholder engagement processes. Goal #4 emphasizes the importance of ALL students having the opportunity to be successful at Garfield School. Whether working with children with specific learning disabilities or students who are designated as low income our goal is to ensure that the achievement gap between designated students and regular education students is as small as possible or nonexistent.

Review of Performance

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

Greatest Progress

Garfield School District's English Language Arts (ELA) scores on the CAASPP were 64.5 points above standard (an increase of 50.1 points). Our Math scores on the CAASPP were 20.8 points above standard (an increase of 35.7 points)! We were also able to designate an emotional screening tool and to create metrics for measuring annual student academic growth.

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

Greatest Needs

As indicated by stakeholder input GSD will continue implement positive behavior intervention systems (PBIS) as a way to maintain a physically and emotionally safe environment for student learning. GSD will also be participating in professional development pertaining to Multiple Tiered Systems of Support (MTSS) in order to further refine targeted interventions for academic and social development for all students.

As indicated by stakeholder input GSD has a need to develop IT curriculum required for students to be successful with the CAASPP Summative Assessments and Interim Assessments.

As indicated by the California Department of Education School Dashboard Evaluation Rubrics Garfield School District has a low suspension rate. We would like to maintain that low rate.

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

Performance Gaps

Garfield School District will evaluate information and data provided by State and Local Assessments State and Local assessments used for measuring growth, as well as academic grade level proficiency from year to year. Garfield school District will provide additional supports for students groups who are found to be two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

We will maintain or improve student language arts and mathematics proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Metric/Indicator

CAASP assessments for English Language Arts and Math

18-19

ELA- Maintain or improve from year prior

Math- maintain or improve from year prior

Baseline

ELA= 62% Met or exceeded

Math=52% Met or Exceeded

Actual

Results for CAASPP Results

2016-17

ELA= 60% Met or exceeded

Math= 54% Met or exceeded

2017-18

ELA= 86% Met or exceeded

Math= 62% Met or exceeded

2018-19

Results are not yet available

Expected

Metric/Indicator

District assessments for English Language Arts and Math materials

18-19

ELA- Maintain or improve from year prior
Math- maintain or improve from year prior

Baseline

ELA=78.3% met or exceeded
Math= 80.3% met or exceeded

Metric/Indicator

Implementation of state academic and performance standards

18-19

100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards

Baseline

100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards

Metric/Indicator

All Teachers will be properly assigned

18-19

100% of teachers are highly qualified.

Baseline

100% of teachers are highly qualified.

Metric/Indicator

Students will have access to a broad course of study to include visual art, music, dramatic arts and outdoor education

18-19

100% of students will have access to a broad course of study

Baseline

Actual

16/17

Baseline

District assessments indicate that 78.3% of Garfield students were proficient in English Language Arts

District assessments indicate that 80.3% of Garfield students were proficient in Mathematics

17/18

District assessments indicate that 78.6% of Garfield students were proficient in English Language Arts

District assessments indicate that 78.6% of Garfield students were proficient in Mathematics

18/19

District assessments indicate that 82.5% of Garfield students were proficient in English Language Arts

District assessments indicate that 80.9% of Garfield students were proficient in Mathematics

100% of teachers utilized standards-based report cards to measure effective implementation of state academic and performance standards

100% of teachers at Garfield School are properly credentialed and assigned.

100% of students had access to a broad course of study

Expected

Actual

100% of students had access to a broad course of study

All students with disabilities participated in programs indicated in student IEPs.

Metric/Indicator

Individualized Education Plans (IEP)

18-19

All students with disabilities will participate in programs indicated in student IEPs.

Baseline

All students with disabilities will participate in programs indicated in student IEPs.

Metric/Indicator

Science Fair/History Day Participation

18-19

80% of students in grades 4, 5 and 6 will participate in District Science Fair/History Day

Baseline

100% of 4th--6th grade students participated in the Science Fair

100% of students in grades 4, 5 and 6 will participated in District Science Fair/History Day

Metric/Indicator

Students will have access to standards based instructional materials

18-19

100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board

Baseline

100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board

100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Garfield School District will employ highly qualified teachers. A highly qualified teacher (HQT) is one that 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.

Garfield School District employed highly qualified teachers. A highly qualified teacher (HQT) is one that 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.

GL-FN 1110--1000 Certificated Salary and Benefits LCFF, EPA AND REAP \$249,581

Certificated Salaries/Benefits LCFF, EPA, REAP (RS 0000, 1400, 5820, 7690) \$257,679

Action 2

Planned Actions/Services

Garfield School District will employ a part- time Principal to oversee the operations of the school, supplies and services which will include professional development, ACSA, SSDA CSBA, HERC, postage, copier and telephone

Actual Actions/Services

Garfield School District employed a part time Principal at a full time equivalent of .70 to oversee the operations of the school, supplies and services which included professional development, ACSA, SSDA, CSBA, HERC, postage, copier and telephone.

Budgeted Expenditures

GL-FN 1110--2700 Certificated Salary-Benefits LCFF and STRS \$96,433

GL-FN 1110--2700 Supplies LCFF \$3,681

GL-FN 1110--2700 Services LCFF \$9,626

Estimated Actual Expenditures

Certificated Salaries/Benefits LCFF (RS 0000, 7690) \$101,878

Supplies LCFF (RS 0000) \$2,000

Services LCFF (RS 0000) \$25,274

Action 3

Planned Actions/Services

Garfield School District will employ a part- time music teacher for all grades.

Actual Actions/Services

Garfield School District employed a part time music teacher at a full time equivalent of .17 for all grades.

Budgeted Expenditures

GL-FN 1228--1000 Certificated Salary and Benefits LCFF AND LOTTERY \$13,487

Estimated Actual Expenditures

Classified Salaries/Benefits LCFF, Lottery (RS 0000, 1100) \$6,707

Action 4

Planned Actions/Services

Garfield School District will employ a part- time resource teacher and a speech teacher to provide services to students with disabilities;

Actual Actions/Services

Garfield School District employed a part time resource teacher at an full time equivalent of .60 and a speech teacher at an hourly rate to

Budgeted Expenditures

Goal 5XXX Certificated Salary Benefits Special Education \$56,741

Estimated Actual Expenditures

Certificated Salaries/Benefits Special Education (RS 3310, 6500, 7690) \$54,627

provide supplies and HCOE contracted services as needed.

provide services to students with disabilities; provided supplies and HCOE contracted services as needed.

Goal 5XXX Classified Salary Benefits Special Education \$11,690

Classified Salaries/Benefits Special Education (RS 3310, 6500) \$13,775

Goal 5XXXX Supplies Special Education \$772

Supplies Special Education (RS 3310, 6500) \$720

Goal 5XXX Services Special Education \$5,831

Services Special Education (RS 3310, 6500) \$6,400

Goal 5XXXX Chargeback and Indirect Special Education \$10,523

Chargeback/Indirect Special Education (RS 0000, 6500) \$5,047

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.

Garfield School District employed classroom aides for all classrooms for approximately 4 hours per day to provide additional supports to students in achieving academic progress.

GL-FN 1110--1000 Classified Salary Benefits REAP \$8,336

Classified Salaries/Benefits LCFF, REAP (RS0000, 5820) \$20,904

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Garfield School District will purchase CCSS aligned instructional materials and services

Garfield School District purchased CCSS aligned instructional materials and services A) K6 Math books B) Art supplies: paints, markers, colored pencils, paper, craft sticks, glue, easel, foam board

Learning supplies: pencils, folders, binders, crayons, scissors, portfolios, composition books, erasers PE Equipment, Music Equipment: Ukuleles. C) Equipment

GL-FN 1110--1000 (Object 4110 & 4210) Restricted Lottery \$2,800

Books Restricted Lottery (RS 6300) \$2,800

GL-FN 1110--1000 Supplies LCFF, Donations, Lottery and REAP \$9,441

Supplies LCFF, Donations, Lottery, (RS 0000, 0015, 1100) \$11,982

GL-FN 1110--1000 Contracted Services LCFF \$5,375

Services LCFF (RS 0000), Donations (RS 0015) \$6,730

D) Guest presenters and specialists

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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. Garfield School will maintain or improve technology infrastructure.</p> <p>Garfield School will employ a part-time IT technician to maintain technology infrastructure and provide support and guidance to support students in navigating the CASPP assessment system.</p>	<p>Garfield School District supported implementation of new technology for CCSS curriculum and assessment.</p> <p>New software was purchased or software licenses were renewed. Garfield School maintained or improved technology infrastructure. Garfield School employed a part time IT technician for 5 hours per month to maintain technology infrastructure.</p> <p>A) Spyware, Security Software, Microsoft 365, hard drives, network cards, power supplies, flash drives, battery backups, Chromebook chargers, projector bulb.</p> <p>B) Part time IT technician, Chromebook screen repair, Blackboard, Chromebook antivirus, spyware license, network web filter license.</p>	<p>GL-FN 1133--1000 Supplies LCFF \$3,223</p> <p>GL-FN 1133--1000 Services LCFF \$5,242</p>	<p>Supplies LCFF (RS 0228) \$8,100</p> <p>Services LCFF (RS 0228) \$5,728</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Garfield School District will provide release time for teachers to</p>	<p>Garfield School District did not need to provided release time for</p>	<p>See Goal #1 Action #1</p>	<p>See Goal #1 Action #1</p>

complete district assessments in Language Arts.

teachers to complete district assessments in Language Arts in 2018-19. Teachers began using assessment which did not require addition support.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will employ a part-time librarian to support literacy proficiency.	Garfield School District employed a part time librarian at an full time equivalent of .225 to support literacy proficiency.	GL-FN 1110--2420 Classified Salary/Benefits LCFF, REAP (RS0000, 5820) \$5,609 FN 1110--2410 Contract LCFF, REAP (RS0000, 5820) \$1250	Classified Salaries/Benefits LCFF, REAP (RS0000, 5820) \$6,262 Contracted Services LCFF (RS 0000) \$1250

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will employ a part- time PE teacher for all grades.	Garfield School District employed a parttime PE teacher at an full time equivalent of .16 for all grades.	GL-FN 1310--1000 Certificated Salaries and Benefits LCFF (RS 0000) \$8,591	Certificated Salaries/Benefits LCFF (RS 0000) \$8,576

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.	The District evaluated potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.	No additional cost to district	No additional cost to district

Analysis

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

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

Garfield School implemented all goals as indicated. The overall implementation of actions/services was successful. GSD employed highly qualified teachers. GSD employed a part time music teacher, part time PE teacher, part time resource teacher, part time speech teacher, librarian, IT technician and increased classroom aides services. Garfield School District was able to purchase California State Standards aligned instructional materials. Garfield School District was able to implement new technology for Common Core State Standards curriculum and assessment. New software was purchased. GSD maintained and improved technology infrastructure.

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

The overall effectiveness of actions/services was high as evidenced by: Improved scores on ELA and Math District Assessments , Increased student access to technology for all students. Additional support for all students from the instructional aide while in class comprised of one on one and small group support in English Language arts and Mathematics

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between budgeted expenditures and estimated actual expenditures for the following Actions in Goal #1:

Action #2 Garfield School District will employ a part- time Principal to oversee the operations of the school, supplies and services which will include professional development, ACSA, SSDA CSBA, HERC, postage, copier and telephone: This increase is due to a revised contract with our Principal/Superintendent and our business services contract being re-coded to this goal function as recommended by California Department of Education (CDE).

Action #3:Garfield School District will employ a part -time music teacher for all grades: This decrease is due to the position not receiving health and welfare benefits.

Action #5:Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress. This increase is due to an added programmatic aid position.

Action #6:Garfield School District will purchase CCSS aligned instructional materials and services. This is increase is due to a revised budget which more accurately reflects actual expenditures.

Action #7:Garfield School District will support implementation of new technology for CCSS curriculum and assessment. This increase is due expenses the district incurred maintaining our technology infrastructure. This included our school server, as well as repairs to district Chromebooks.

New software will be purchased or software licenses will be renewed. Garfield School will maintain or improve technology infrastructure.

Garfield School will employ a part-time IT technician to maintain technology infrastructure and provide support and guidance to support students in navigating the CASPP assessment system.

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

There were no significant changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics. The District evaluated potential metrics for assessing student growth from year to year in both Language Arts and Mathematics. In grades 3-6 Garfield School district will review growth as indicated by CAASPP results. In grades k-3 Garfield School district will review growth as indicated by district assessment results. Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress. We also added a programmatic aid position to support students in their music, PE and Friday afternoon art class in the Upper Elementary Classroom..

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Garfield School District will maintain a safe, healthy learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Facilities Inspection Tool (FIT)

18-19

FIT inspection will show
Facility is in good repair

Baseline

FIT inspection showed
Facility is in good repair

Facility Inspection Tool (FIT) will showed Facility is in good repair.

Metric/Indicator

Student suspension rates

18-19

The District will maintain suspension rates less than 5%

Baseline

Suspension rate is currently at 0%

The District had a suspension rate of 0 %.

Expected

Metric/Indicator

Student expulsion

18-19

The District will maintain expulsion rates at 0%.

Baseline

Expulsion rate is currently at 0%

Metric/Indicator

District created School Climate Survey for students

18-19

School Climate will indicate a positive learning environment : Average rating will be good

Baseline

School climate survey administered showed a positive learning environment with average rating of good

Metric/Indicator

District developed Parent Survey to include opportunities for parental involvement, to include those parents of SWD and LI youth in LCAP Development and SSC meetings.

18-19

District developed Parent survey will indicate a positive learning environment : Average rating will be good and ample opportunities for parental involvement

Baseline

District developed parent survey indicated positive learning environment and ample opportunities for parental involvement

Metric/Indicator

Professional development for staff

18-19

All district staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.

Baseline

All district staff will participated in professional development with a focus on positive behavior intervention

Actual

The District maintained expulsion rates at 0%.

School Climate indicated a positive learning environment: Average rating was good

District developed Parent survey indicated a positive learning environment: Average rating was good.

All district staff participated in professional development with a focus on positive behavior intervention. Administration, Classroom teachers, RSP teacher, District Secretary and support staff participated in Restorative Practice training for Positive Behavior Intervention Strategies (PBIS) as well as training for Multiple Tiered Systems of Support. Staff agendas and district invoices indicated professional development, as well.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will provide a safe place for students to be after school with homework help provided via the Garfield After School Program (GASP)	Garfield School District provided a safe place for students to be after school with homework help provided via the Garfield After School Program (GASP)	GL-FN 8500--5000 Classified Salary Benefits Daycare (RS 0010) \$24,326	Classified Salaries/Benefits Daycare (RS 0010) \$25,364
		\$2,000	Supplies Daycare (RS 0010) \$2,000
		GL-FN 8500--5000 Supplies Daycare (RS 0010) \$2,000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.	District staff participated in professional development with a focus on positive behavior intervention. Administration, Classroom teachers, RSP teacher, District Secretary and support staff participated in Restorative Practice training for Positive Behavior Intervention Strategies (PBIS). Staff agendas and district invoices indicated professional development, as well.	Object 5210 LCFF, Title II \$1,789	Services LCFF, Title II, CL Prof Dev, SUMS (RS 0000, 4035,7311, 7817) \$12,065

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.

Garfield School District contracted with a local businesses to provide greens keeping and custodial services to ensure that that students have a safe and healthy learning environment.

GL-FN 1191--81XX Classified Salary Benefits LCFF (RS 0000,8150) \$1,497

GL-FN 1193--81XX Supplies LCFF (RS 0000, 0015, 8150) \$5,700

GL-FN 1193--81XX Services LCFF (RS 0000,8150) \$21,938

LCFF (RS 0000) \$0

Supplies LCFF (RS 0000, 0015, 8150) \$6,700

Services LCFF (RS 0000,8150) \$41,665

Action 4

Planned Actions/Services

Garfield School District will utilize a district developed school climate survey to gather information regarding staff, student's and parent attitudes towards Garfield's working and learning environment, participation opportunities and safety/climate

Actual Actions/Services

Garfield School District utilized a district developed school climate survey to gather information regarding staff, student's and parent attitudes towards Garfield's working and learning environment, participation opportunities and safety/climate

Budgeted Expenditures

No Additional Cost to District

Estimated Actual Expenditures

No Additional Cost to District

Action 5

Planned Actions/Services

The district will evaluate potential metrics for assessing student social and emotional well being

Actual Actions/Services

The district will evaluate potential metrics for assessing student social and emotional well being.

Budgeted Expenditures

No additional cost to the District

Estimated Actual Expenditures

No additional cost to the District

Action 6

Planned Actions/Services

The District will develop capacity and curriculum for students serving in school suspensions.

Actual Actions/Services

The District developed capacity and curriculum for students serving in school suspensions. Curriculum for in school suspensions includes students maintaining academic

Budgeted Expenditures

No additional cost to the district

Estimated Actual Expenditures

No additional cost to the district

progress and participating in Restorative Practices.

Analysis

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

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

The overall implementation of actions/services was successful. Through the Garfield after school program (GASP) we were able to provide a safe place for students to be after school with homework help. We were able to provide ongoing training and professional development with a focus on positive behavior intervention. Garfield School District used surveys for staff students and parents to gather information regarding attitudes and experiences regarding our learning community. The District developed the capacity and curriculum for students serving in school suspensions. The district evaluated potential metrics in the form of an emotional screening tool for assessing student social and emotional well being. We will be piloting a new tool in 2019-20

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

The overall effectiveness of actions/services was positive according to student, parent and staff surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between budgeted expenditures and estimated actual expenditures for the following Actions in Goal #1 Action #2:Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention: This increase is due to our receiving a grant for professional development.

Action #3:Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.This increase is due to deferred maintenance which included resurfacing the playground, parking lot, and new protective covers for our downspouts.

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

Action #2 :PBIS Professional development increased from \$17,89 to \$13,353 as a result of receiving our SUMS Grant. Action #5 : The district evaluated potential metrics in the form of an emotional screening tool for assessing student social and emotional well being. We will be piloting the new tool in 2019-20

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Garfield School District will Maintain or improve high level of parent, student, and community involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Metric Attendance at family event/classroom volunteering to include families with students with disabilities/LI

18-19

90% of families will attend at least one event or volunteered in classrooms

Baseline

89% of families attended events or volunteered in classrooms

100% of families will attend at least one event or volunteered in classrooms

Metric/Indicator

Parents, including parents of LI youth and students with disabilities, will attend parent- teacher conferences.

18-19

90% of parents will participate in parent teacher conferences

Baseline

95% of parents attended parent/teacher conferences

100% of parents will participate in parent teacher conferences

Metric/Indicator

Student attendance rates

Garfield School District had a student attendance rates of 94.66%.

Expected

18-19
The district will maintain or improve student attendance rates.

Baseline
GSD has 94.7% Attendance Rate

Metric/Indicator
Chronic absenteeism

18-19
The district will maintain or improve chronically absentee rate.

Baseline
GSD has a .04% Chronic Absentee Rate

Actual

Garfield School District had a 8.96% chronic absentee rate.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will encourage parents & community members to participate in and attend events, meetings, classroom activities, parent/teacher conferences and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.	Garfield School District encouraged parents & community members to participate in and attend events, meetings, classroom activities, parent/teacher conferences and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters. Events include: Garfield's annual open house, back to school night, our winter play, spring concert and end of the year student recognition and graduation.	RS 0228 0B 5800 LCFF \$180	This expenditure was included in Goal #1, Action#6

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.

Garfield School District provided specific opportunities for parents to volunteer in classrooms and with special events. Volunteer opportunities in the classroom include: Helping with art projects, working with small groups and/or individuals, Spanish, additional mathematics support, crafts, reading support and help with field trips.

No Additional Cost to District

No Additional Cost to District

Action 3

Planned
Actions/Services

Garfield School District will schedule Fall and Spring parent conferences.

Actual
Actions/Services

Garfield School District scheduled Fall and Spring parent conferences.

Budgeted
Expenditures

No Additional Cost to District

Estimated Actual
Expenditures

No Additional Cost to District

Action 4

Planned
Actions/Services

Garfield School District will support an active booster club.

Actual
Actions/Services

Garfield School District supported an active booster club. The booster club organizes several fundraising activities throughout the year. These activities include: The Garfield Barn Dance, Garfield Gallop and Garfield Pasta Gala. The Garfield Booster supports purchase of playground equipment, technology, field trips and school supplies.

Budgeted
Expenditures

No Additional Cost to District

Estimated Actual
Expenditures

No Additional Cost to District

Action 5

Planned
Actions/Services

Garfield School District will encourage students to be involved

Actual
Actions/Services

Garfield School District encouraged students to be

Budgeted
Expenditures

No Additional Cost to District

Estimated Actual
Expenditures

No Additional Cost to District

in community and school by providing opportunities for students to volunteer and participate in decisions to include LCAP development

involved in community and school by providing opportunities for students to volunteer and participate in decisions to include LCAP development. Students are regularly provided opportunities for students to volunteer and participate in classroom morning meetings, all school meetings and student surveys.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will seek out partnerships with local organizations.	Garfield School District sought partnerships with local organizations. These organizations include Quack and Wabbit Puppet theater, Humboldt State University, the Humboldt Area Foundation, the Freshwater Community Guild and the Eureka Symphony.	No Additional Cost to District	No Additional Cost to District

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will employ a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.	Garfield School District employed a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits LCFF (RS 0000) \$38,627	Classified Salaries/Benefits LCFF (RS 0000) \$39,042

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will compensate staff members for additional curricular team duties to	Garfield School District compensated staff members for additional curricular team duties to	See Goal 1 Action 1	See Goal 1 Action 1

include additional supervision, parent communication, Science fair/history day.

include additional supervision, parent communication, Science fair/history day.

Analysis

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

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

The overall implementation of actions/services was successful. Garfield School District encouraged 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. Garfield School District provided specific opportunities for parents to volunteer in classrooms and with special events such as the Garfield School Barn Dance, the Garfield School Thanksgiving Feast, the Garfield School Winter Play, the Garfield Past Gala and the Garfield Gallop. Garfield School District scheduled Fall and Spring parent conferences. These conferences contributed to a higher level of parental involvement. Garfield School District supported an active booster club. Garfield School District sought out partnerships with local organizations which included: Humboldt State University, The Eureka Symphony, The Freshwater Community Guild and Quack and Wabbit Puppet Theatre. Garfield School District employed a school secretary. Garfield School District compensated staff members for additional curricular team duties.

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

The overall effectiveness of actions/services was high as evidenced by the high level of parent participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

There were no significant changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

We will provide services to maintain or improve student language arts and mathematics proficiency for unduplicated students which may include low income, foster youth or English language learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

CAASP English Language arts for unduplicated students

18-19

CAASPP assessments for Language Arts will show a reduction or elimination in the gap between low income students and regular education students.

Baseline

CAASPP assessments for Language Arts and Mathematics are not available at this time due to the small number of identified students attending GSD

17/18: CAASPP assessments for Language Arts showed that 66% of low income students were proficient.

Metric/Indicator

CAASP Assessment for Mathematics for unduplicated students

18-19

CAASPP assessments for Mathematics will show a reduction or elimination in the gap between low income students and regular education students.

Baseline

17/18:

CAASPP assessments for Mathematics showed that 33% of low income students were proficient.

Expected

CAASPP assessments for Mathematics are not available at this time due to the small number of identified students attending GSD

Metric/Indicator

District Assessments for Language Arts and Mathematics for unduplicated students.

18-19

District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.

Baseline

District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.

Actual

District Assessments for language Arts and Mathematics showed a reduction or elimination in the gap between low income students and regular education students.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ classroom aide for individualized assistance for unduplicated students who may benefit from one on one or small group instruction in targeted areas of curriculum and instruction.	Employed classroom aide for individualized assistance for unduplicated students who may benefit from one on one or small group instruction in targeted areas of curriculum and instruction.	GL-FN 1500--1000 Classified Salaries and Benefits Suuplemental / Concentration \$15,489	Classified Salaries/Benefits Suuplemental / Concentration \$16,698

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Garfield School District will make a contribution to our school lunch program which serves unduplicated students.	Garfield School District made a contribution to our school lunch program which serves unduplicated students	Object 7616 Suuplemental / Concentration \$3,419	OBJ 7616 Suuplemental / Concentration \$1,009

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Garfield School District will provide a portion of a district secretary to assist parents with programs that are beneficial for unduplicated students; such as additional before school care and one on one homework assistance and care.</p>	<p>Garfield School District provided a portion of a district secretary to assist parents with programs that are beneficial for unduplicated students; such as additional before school care and one on one homework assistance and care and truancy outreach when necessary for unduplicated.</p>	<p>GL-FN 1110--2700 Classified Salaries and benefits Suuplemental / Concentration \$12,332</p>	<p>Classified Salaries/Benefits Suuplemental / Concentration \$12,320</p>

Analysis

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

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

The overall implementation of actions/services was successful. Garfield School District employed 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. Garfield School implemented research-based remediation curriculum to better assist students who may benefit from such curriculum. 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. Garfield School District provided a lunch program for identified students. Garfield School District did provide an after-school program with homework assistance for identified students.

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

The overall implementation of actions/services was successful. Because the numbers of students designated as low income are below 10, results are statistically insignificant. The number of students designated as low income who participate in our lunch program is approximately 16% of the students enrolled at Garfield School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material differences between budgeted expenditures and estimated actual expenditures Goal 4 Action 1 and Action 2. Goal 4 Action 1: We increases the amount of this aide time position to provide additional support for student learning. Goal 4 Action 2: The Budgeted amount for our potential contribution to our school lunch program was higher than necessary due to the success of our school lunch program in 2017-18.

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

There were no significant changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Garfield School Site Council has been designated to serve as our

Garfield LCAP Advisory Committee for LCAP input and development.

Garfield School District does not have a collective bargaining unit

September 2018: Certificated and Classified Staff Meeting

November 2018: Certificated and Classified Staff Meeting

October 2018: Garfield School Board Meeting

January 2019: Garfield School Board Meeting

January 2019 Garfield LCAP Advisory Council Meeting

February 2019: Certificated and Classified Staff Meeting

March 2019 Garfield School Board Meeting

March 2019 Garfield LCAP Advisory Council Meeting

March 2019 Garfield LCAP Advisory Council Meeting

April 2019 Certificated and Classified Staff Meeting

April 2019 All School Morning Meeting with Students

April 2019 Garfield School Board Meeting

April 2019 Garfield LCAP Advisory Council Meeting

May 2019: Certificated and Classified Staff Meeting

May 2019: Open House: Stakeholder Input

May 2019 Garfield LCAP Advisory Council Meeting

June 2019 Certificated and Classified Staff Meeting

June 20 2018 Garfield School Board Meeting

June 21 2018 Garfield School Board Meeting

Impact on LCAP and Annual Update

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

September 2018: Curricular Staff Meeting: LCAP Presented and discussed

November 2018: Curricular Staff Meeting: Metric and Outcomes reviewed and discussed

October 2018: Garfield School Board Meeting Budget and LCAP review Process were reviewed and discussed

January 2019: Garfield LCAP Advisory Council Meeting: Discussed role of the Site Council in relation to the LCAP. Reviewed 2018--19 LCAP for Garfield

November 2018: Curricular Staff Meeting: Metric and Outcomes reviewed and discussed

October 2018: Garfield School Board Meeting Budget and LCAP review Process were reviewed and discussed

January 2019: Garfield LCAP Advisory Council Meeting: Discussed role of the Site Council in relation to the LCAP. Reviewed 2018-19 LCAP for Garfield School

February 2019: Curricular Staff Meeting: Discussion regarding changes to LCAP for 2019-20

March 2019: Garfield School Board Meeting Approved HCOE importing data to new template. Informed the board of the timeline for the 2019-20 LCAP

March 2018: Garfield LCAP Advisory Council Meeting: LCAP Goals, Metrics and Outcomes reviewed and discussed

April 2018: Curricular Staff Meeting: District assessments discussed

April 2018: Garfield LCAP Advisory Council Meeting: Goals and Actions reviewed and discussed

April 2018: All School Morning Meeting: staff and students reviewed school guidelines in light of LCAP Goal #2 which applies to 2019-20 LCAP

April 2018: Garfield School Board Meeting School Board was updated on LCAP Advisory Council meeting. Superintendent Michael Quinlan reported that work on Garfield's 2019-20

LCAP is progressing on schedule and that it will be ready for adoption in June. Board members were updated on current ideas for improving the plan that are being discussed by the LCAP advisory committee. These include:

1) The inclusion of goals focusing on the development of a social and emotional metric to be used as one component of assessment when evaluation a students progress.

2) The development of methods for understanding growth as well as grade level competency in student assessment. .

3) Goals for facilitating behavioral modification by focusing on inclusion and logical consequences, as opposed to separation including suspension, which research is now deeming ineffective and even harmful.

May 2018: Curricular Staff Meeting: LCAP draft reviewed and discussed. Potential changes to metrics discussed to include growth as well as proficiency.

May 2018: Open House/Stake Holder Input: Parents, students and community members provided input on LCAP goals for 2019-20

May 2018: Garfield LCAP Advisory Council Meeting: Open House/Stake Holder on LCAP goals for 2019-20 were reviewed and discussed

May 2018: Curricular Staff Meeting: LCAP draft reviewed and discussed. Potential changes to metrics discussed to include growth as well as proficiency.

May 2018: Open House/Stake Holder Input: Parents, students and community members provided input on LCAP goals for 2019-20

May 2018: Garfield LCAP Advisory Council Meeting: Open House/Stake Holder on LCAP goals for 2019-20 were reviewed and discussed

April 2018: Garfield School Board Meeting: Parents, students and community input on LCAP goals for 2019-20 were shared with the School Board.

June 2019 Curricular Staff Meeting: LCAP draft reviewed and discussed

June 20 2019: Garfield School Board Meeting: Budget/LCAP Public Hearing

June 21, 2019: Garfield School Board Meeting: Budget Approval/LCAP approval

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

We will maintain or improve student language arts and mathematics proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Identified Need:

The district has a need to maintain or improve academic proficiency in English Language Arts and Mathematics. There is a need to evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP assessments for English Language Arts and Math	ELA= 62% Met or exceeded Math=52% Met or Exceeded	ELA- Maintain or improve from year prior Math- maintain or improve from year prior	ELA- Maintain or improve from year prior Math- maintain or improve from year prior	ELA- Maintain or improve from year prior Math- maintain or improve from year prior
District assessments for English Language Arts and Math materials	ELA=78.3% met or exceeded	ELA- Maintain or improve from year prior	ELA- Maintain or improve from year prior	ELA- Maintain or improve from year prior

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math= 80.3% met or exceeded	Math- maintain or improve from year prior District assessments indicate that 78.6% of Garfield students were proficient in English Language Arts District assessments indicate that 78.6% of Garfield students were proficient in Mathematics	Math- maintain or improve from year prior	Math- maintain or improve from year prior
Implementation of state academic and performance standards	100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards	100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards	100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards	100% of teachers utilize standards based report cards to measure effective implementation of state academic and performance standards
All Teachers will be properly assigned	100% of teachers are highly qualified.	100% of teachers are highly qualified.	100% of teachers are highly qualified.	100% of teachers are highly qualified.
Students will have access to a broad course of study to include visual art, music, dramatic arts and outdoor education	100% of students had access to a broad course of study	100% of students will have access to a broad course of study	100% of students will have access to a broad course of study	100% of students will have access to a broad course of study
Individualized Education Plans (IEP)	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.	All students with disabilities will participate in programs indicated in student IEPs.
Science Fair/History Day Participation	100% of 4th--6th grade students participated in the Science Fair	80% of students in grades 4, 5 and 6 will participate in District	80% of students in grades 4, 5 and 6 will participate in District	80% of students in grades 4, 5 and 6 will participate in District

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Science Fair/History Day	Science Fair/History Day	Science Fair/History Day
Students will have access to standards based instructional materials	100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board	100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board	100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board	100% of students will have access to instructional materials aligned to California State Standards based on Williams reports to the board

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Garfield School District will employ highly qualified teachers. A highly qualified teacher (HQT) is one that 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.

Garfield School District will employ highly qualified teachers. A highly qualified teacher (HQT) is one that 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.

Garfield School District will employ highly qualified teachers. A highly qualified teacher (HQT) is one that 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$232,959	\$249,581	\$269,657
Source	LCFF, EPA, TITLE II AND REAP	LCFF, EPA AND REAP	LCFF, EPA AND REAP
Budget Reference	GL-FN 1110--1000 Certificated Salary and Benefits	GL-FN 1110--1000 Certificated Salary and Benefits	GL-FN 1110--1000 Certificated Salary and Benefits

Action 2

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

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

OR

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

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

Actions/Services

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

Modified Action

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a part-time Principal to oversee the operations of the school, supplies and services which will include professional development, ACSA, SSDA CSBA, HERC, postage, copier and telephone

2018-19 Actions/Services

Garfield School District will employ a part-time Principal to oversee the operations of the school, supplies and services which will include professional development, ACSA, SSDA CSBA, HERC, postage, copier and telephone

2019-20 Actions/Services

Garfield School District will employ a part-time Principal to oversee the operations of the school, supplies and services which will include professional development, ACSA, SSDA CSBA, HERC, postage, copier and telephone

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$89,428	\$96,433	\$102,722
Source	LCFF and STRS	LCFF and STRS	LCFF and STRS
Budget Reference	GL-FN 1110--2700 Certificated Salary-Benefits	GL-FN 1110--2700 Certificated Salary-Benefits	GL-FN 1110--2700 Certificated Salary-Benefits
Amount	\$3,030	\$3,681	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	GL-FN 1110--2700 Supplies	GL-FN 1110--2700 Supplies	GL-FN 1110--2700 Supplies
Amount	\$9,342	\$9,626	\$26,849
Source	LCFF	LCFF	LCFF
Budget Reference	GL-FN 1110--2700 Services	GL-FN 1110--2700 Services	GL-FN 1110--2700 Services

Action 3

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

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

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a part-time music teacher for all grades.

2018-19 Actions/Services

Garfield School District will employ a part-time music teacher for all grades.

2019-20 Actions/Services

Garfield School District will employ a part-time music teacher for all grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,144	\$13,487	\$7,041
Source	LCFF AND LOTTERY	LCFF AND LOTTERY	LCFF AND LOTTERY
Budget Reference	GL-FN 1228--1000 Certificated Salary and Benefits	GL-FN 1228--1000 Certificated Salary and Benefits	Classified Salary and Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a part-time resource teacher and a speech teacher to provide services to students with disabilities; provide supplies and HCOE contracted services as needed.

2018-19 Actions/Services

Garfield School District will employ a part-time resource teacher and a speech teacher to provide services to students with disabilities; provide supplies and HCOE contracted services as needed.

2019-20 Actions/Services

Garfield School District will employ a part-time resource teacher and a speech teacher to provide services to students with disabilities; provide supplies and HCOE contracted services as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,351	\$56,741	\$58,171
Source	Special Education	Special Education	Special Education
Budget Reference	Goal 5XXX Certificated Salary Benefits	Goal 5XXX Certificated Salary Benefits	Goal 5XXX Certificated Salary Benefits
Amount	\$12,884	\$11,690	\$14,990
Source	Special Education	Special Education	Special Education
Budget Reference	Goal 5XXX Classified Salary Benefits	Goal 5XXX Classified Salary Benefits	Goal 5XXX Classified Salary Benefits

Amount	\$1,329	\$772	\$720
Source	Special Education	Special Education	Special Education
Budget Reference	Goal 5XXXX Supplies	Goal 5XXXX Supplies	Goal 5XXXX Supplies
Amount	\$7,331	\$5,831	\$6,400
Source	Special Education	Special Education	Special Education
Budget Reference	Goal 5XXX Services	Goal 5XXX Services	Goal 5XXX Services
Amount		\$10,523	\$4,791
Source	Special Education	Special Education	Special Education
Budget Reference	Goal 5XXXX Chargeback and Indirect	Goal 5XXXX Chargeback and Indirect	Goal 5XXXX Chargeback and Indirect

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.

2018-19 Actions/Services

Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.

2019-20 Actions/Services

Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,501	\$8,336	\$19,747
Source	REAP	REAP	REAP
Budget Reference	GL-FN 1110--1000 Classified Salary Benefits	GL-FN 1110--1000 Classified Salary Benefits	GL-FN 1110--1000 Classified Salary Benefits LCFF

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Garfield School District will purchase CCSS aligned instructional materials and services

Garfield School District will purchase CCSS aligned instructional materials and services

Garfield School District will purchase CCSS aligned instructional materials and services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,504	\$2,800	\$2,800
Source	LCFF and RESTRICTED LOTTERY	Restricted Lottery	Restricted Lottery
Budget Reference	GL-FN 1110--1000 (Object 4110 & 4210)	GL-FN 1110--1000 (Object 4110 & 4210)	GL-FN 1110--1000 (Object 4110 & 4210)
Amount	\$9300	\$9,441	\$15,441
Source	LCFF, DONATIONS and Lottery	LCFF, Donations, Lottery and REAP	LCFF, Donations, Lottery and REAP
Budget Reference	GL-FN 1110--1000 Supplies	GL-FN 1110--1000 Supplies	GL-FN 1110--1000 Supplies SUMS and Low Performing Student Block Grant
Amount	\$1224	\$5,375	\$9,880
Source	Lottery	LCFF	LCFF
Budget Reference	GL-FN 1110--1000 Equipment	GL-FN 1110--1000 Contracted Services	GL-FN 1110--1000 Contracted Services
Amount	\$1799		
Source	LCFF		
Budget Reference	GL-FN 1110--1000 Contracted Services		

Action 7

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will support implementation of new technology for CCSS curriculum and assessment.

New software will be purchased or software licenses will be renewed. Garfield School will maintain or improve technology infrastructure.

Garfield School will employ a part-time IT technician to maintain technology infrastructure and provide support and guidance to support students in navigating the CASPP assessment system.

2018-19 Actions/Services

Garfield School District will support implementation of new technology for CCSS curriculum and assessment.

New software will be purchased or software licenses will be renewed. Garfield School will maintain or improve technology infrastructure.

Garfield School will employ a part-time IT technician to maintain technology infrastructure and provide support and guidance to support students in navigating the CASPP assessment system.

2019-20 Actions/Services

Garfield School District will support implementation of new technology for CCSS curriculum and assessment.

New software will be purchased or software licenses will be renewed. Garfield School will maintain or improve technology infrastructure.

Garfield School will employ a part-time IT technician to maintain technology infrastructure and provide support and guidance to support students in navigating the CASPP assessment system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,223	\$3,223	\$6,500
Source	LCFF	LCFF	LCFF
Budget Reference	GL-FN 1133--1000 Supplies	GL-FN 1133--1000 Supplies	GL-FN 1133--1000 Supplies
Amount	\$6,226	\$5,242	\$5,940
Source	LCFF	LCFF	LCFF
Budget Reference	GL-FN 1133--1000 Services	GL-FN 1133--1000 Services	GL-FN 1133--1000 Services

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will provide release time for teachers to complete district assessments in Language Arts.

2018-19 Actions/Services

Garfield School District will provide release time for teachers to complete district assessments in Language Arts.

2019-20 Actions/Services

Garfield School District will provide release time for teachers to complete district assessments in Language Arts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal #1 Action #1	See Goal #1 Action #1	See Goal #1 Action #1

Action 9

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Garfield School District will employ a part-time librarian to support literacy proficiency.	Garfield School District will employ a part-time librarian to support literacy proficiency.	Garfield School District will employ a part-time librarian to support literacy proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5448	\$5,609	\$6,401
Source	LCFF, Donations, REAP (RS 0000,0015,5820)	LCFF, REAP (RS0000, 5820)	LCFF, REAP (RS0000, 5820)
Budget Reference	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	GL-FN 1110--2420 Classified Salary/Benefits	GL-FN 1110--2420 Classified Salary/Benefits
Amount	\$37	\$1250	\$1,250
Source	LCFF, Donations, REAP (RS 0000,0015,5820)	LCFF, REAP (RS0000, 5820)	LCFF, REAP (RS0000, 5820)
Budget Reference	FN 1110--2410 Supplies	FN 1110--2410 Contract	Contracted Services
Amount	\$1250		
Source	LCFF, Donations, REAP (RS 0000,0015,5820)		
Budget Reference	FN 1110--2410 Contract		

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a part-time PE teacher for all grades.

2018-19 Actions/Services

Garfield School District will employ a part-time PE teacher for all grades.

2019-20 Actions/Services

Garfield School District will employ a part-time PE teacher for all grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,247	\$8,591	\$9,156
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	GL-FN 1310--1000 Certificated Salaries and Benefits	GL-FN 1310--1000 Certificated Salaries and Benefits	GL-FN 1310--1000 Certificated Salaries and Benefits

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The District will evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.

2018-19 Actions/Services

The District will evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.

2019-20 Actions/Services

The District will evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	N additional cost to district	N additional cost to district	No additional cost to district

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Garfield School District will maintain a safe, healthy learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: N/A

Identified Need:

The district has a need to maintain school facility in good repair. The district has a student suspension rate of less than 5% according to the most current data available from the CDE Dashboard. The District has a need to develop capacity and curriculum for students serving in school suspensions. 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. The district has a need to evaluate potential metrics for assessing student social and emotional well being.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	FIT inspection showed Facility is in good repair	FIT inspection will show Facility is in good repair	FIT inspection will show Facility is in good repair	FIT inspection will show Facility is in good repair
Student suspension rates	Suspension rate is currently at 0%	The District will maintain suspension rates less than 5%	The District will maintain suspension rates less than 5%	The District will maintain suspension rates less than 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student expulsion	Expulsion rate is currently at 0%	The District will maintain expulsion rates at 0%.	The District will maintain expulsion rates at 0%.	The District will maintain expulsion rates at 0%.
District created School Climate Survey for students	School climate survey administered showed a positive learning environment with average rating of good	School Climate will indicate a positive learning environment : Average rating will be good	School Climate will indicate a positive learning environment : Average rating will be good	School Climate will indicate a positive learning environment : Average rating will be good
District developed Parent Survey to include opportunities for parental involvement, to include those parents of SWD and LI youth in LCAP Development and SSC meetings.	District developed parent survey indicated positive learning environment and ample opportunities for parental involvement	District developed Parent survey will indicate a positive learning environment : Average rating will be good and ample opportunities for parental involvement	District developed Parent survey will indicate a positive learning environment : Average rating will be good and ample opportunities for parental involvement	District developed Parent survey will indicate a positive learning environment : Average rating will be good and ample opportunities for parental involvement
Professional development for staff	All district staff will participated in professional development with a focus on positive behavior intervention	All district staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.	All district staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.	All district staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will provide a safe place for students to be after school with homework help provided via the Garfield After School Program (GASP)

2018-19 Actions/Services

Garfield School District will provide a safe place for students to be after school with homework help provided via the Garfield After School Program (GASP)

2019-20 Actions/Services

Garfield School District will provide a safe place for students to be after school with homework help provided via the Garfield After School Program (GASP)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,024	\$24,326	\$27,466
Source	Daycare (RS 0010)	Daycare (RS 0010)	Daycare (RS 0010)
Budget Reference	GL-FN 8500--5000 Classified Salary Benefits	GL-FN 8500--5000 Classified Salary Benefits	GL-FN 8500--5000 Classified Salary Benefits
Amount	\$1,500	\$2,000	\$2,000
Source	Daycare (RS 0010)	Daycare (RS 0010)	Daycare (RS 0010)
Budget Reference	GL-FN 8500--5000 Supplies	GL-FN 8500--5000 Supplies	GL-FN 8500--5000 Supplies

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.

2018-19 Actions/Services

Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.

2019-20 Actions/Services

Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,651	\$1,789	\$13,353
Source	LCFF, TITLE II and EDUCATOR EFFECTIVENESS	LCFF, Title II	LCFF, Title II
Budget Reference	Object 5210	Object 5210	Object 5210

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.

2018-19 Actions/Services

Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.

2019-20 Actions/Services

Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,468	\$1,497	\$0
Source	LCFF (RS 0000,8150)	LCFF (RS 0000,8150)	LCFF (RS 0000,8150)
Budget Reference	GL-FN 1191--81XX Classified Salary Benefits	GL-FN 1191--81XX Classified Salary Benefits	GL-FN 1191--81XX Classified Salary Benefits

Amount	\$4,400	\$5,700	\$6,700
Source	LCFF (RS 0000,8150)	LCFF (RS 0000, 0015, 8150)	LCFF (RS 0000, 0015, 8150)
Budget Reference	GL-FN 1193--81XX Supplies	GL-FN 1193--81XX Supplies	GL-FN 1193--81XX Supplies
Amount	\$18,290	\$21,938	\$28,300
Source	LCFF (RS 0000,8150)	LCFF (RS 0000,8150)	LCFF (RS 0000,8150)
Budget Reference	GL-FN 1193--81XX Services	GL-FN 1193--81XX Services	GL-FN 1193--81XX Services

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will utilize a district developed school climate survey to gather information regarding staff, student's and parent attitudes towards Garfield's working

2018-19 Actions/Services

Garfield School District will utilize a district developed school climate survey to gather information regarding staff, student's and parent attitudes towards Garfield's working

2019-20 Actions/Services

Garfield School District will utilize a district developed school climate survey to gather information regarding staff, student's and parent attitudes towards Garfield's working

and learning environment, participation opportunities and safety/climate

and learning environment, participation opportunities and safety/climate

and learning environment, participation opportunities and safety/climate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will evaluate potential metrics for assessing student social and emotional well being	The district will evaluate potential metrics for assessing student social and emotional well being	The district will pilot potential metrics for assessing student social and emotional well being

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost to the District	No additional cost to the District	No additional cost to the District

Action 6

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District will develop capacity and curriculum for students serving in school suspensions.	The District will develop capacity and curriculum for students serving in school suspensions.	The District will continue to develop capacity and curriculum for students serving in school suspensions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost to the district	No additional cost to the district	No additional cost to the district

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Garfield School District will Maintain or improve high level of parent, student, and community involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: N/A

Identified Need:

Garfield School District has a need to maintain a high level of parent, student and community involvement. Garfield School District has a need to maintain a high level of parent participation at parent conferences. Garfield School District has a need to maintain an active Booster Club.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric Attendance at family event/classroom volunteering to include families with students with disabilities/LI	89% of families attended events or volunteered in classrooms	90% of families will attend at least one event or volunteered in classrooms	90% of families will attend at least one event or volunteered in classrooms	90% of families will attend at least one event or volunteered in classrooms
Parents, including parents of LI youth and students with disabilities, will attend	95% of parents attended parent/teacher conferences	90% of parents will participate in parent teacher conferences	90% of parents will participate in parent teacher conferences	90% of parents will participate in parent teacher conferences

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent- teacher conferences.				
Student attendance rates	GSD has 94.7% Attendance Rate	The district will maintain or improve student attendance rates.	The district will maintain or improve student attendance rates.	The district will maintain or improve student attendance rates.
Chronic absenteeism	GSD has a .04% Chronic Absentee Rate	The district will maintain or improve chronically absentee rate.	The district will maintain or improve chronically absentee rate.	The district will maintain or improve chronically absentee rate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Garfield School District will encourage parents & community members to participate in and attend events, meetings, classroom activities, parent/teacher conferences and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.

Garfield School District will encourage parents & community members to participate in and attend events, meetings, classroom activities, parent/teacher conferences and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.

Garfield School District will encourage parents & community members to participate in and attend events, meetings, classroom activities, parent/teacher conferences and parent education offerings through Blackboard phone notifications; Garfield Bell newsletter; and classroom newsletters.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180	\$180	See Goal #1 Action #6
Source	LCFF	LCFF	LCFF
Budget Reference	RS 0228 0B 5800	RS 0228 0B 5800	RS 0228 0B 5800

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

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

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

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
--	--	--

2017-18 Actions/Services

Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.

2018-19 Actions/Services

Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.

2019-20 Actions/Services

Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will schedule Fall and Spring parent conferences.

2018-19 Actions/Services

Garfield School District will schedule Fall and Spring parent conferences.

2019-20 Actions/Services

Garfield School District will schedule Fall and Spring parent conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Garfield School District will support an active booster club.	Garfield School District will support an active booster club.	Garfield School District will support an active booster club.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions to include LCAP development

2018-19 Actions/Services

Garfield School District will encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions to include LCAP development

2019-20 Actions/Services

Garfield School District will encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decisions to include LCAP development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will seek out partnerships with local organizations.

2018-19 Actions/Services

Garfield School District will seek out partnerships with local organizations.

2019-20 Actions/Services

Garfield School District will seek out partnerships with local organizations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Additional Cost to District	No Additional Cost to District	No Additional Cost to District

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will employ a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.

2018-19 Actions/Services

Garfield School District will employ a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.

2019-20 Actions/Services

Garfield School District will employ a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,643	\$38,627	\$40,497
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will compensate staff members for additional curricular team duties to include additional supervision, parent communication, Science fair/history day.

2018-19 Actions/Services

Garfield School District will compensate staff members for additional curricular team duties to include additional supervision, parent communication, Science fair/history day.

2019-20 Actions/Services

Garfield School District will compensate staff members for additional curricular team duties to include additional supervision, parent communication, Science fair/history day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

We will provide services to maintain or improve student language arts and mathematics proficiency for unduplicated students which may include low income, foster youth or English language learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

There is a need for the educational outcomes of unduplicated students to mirror the outcomes and regular education students. There is a need to include District Assessments in order to better understand proficiency levels for unduplicated students which may include low income, foster youth or English language learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP English Language arts for unduplicated students	CAASPP assessments for Language Arts and Mathematics are not available at this time due to the small number of identified students attending GSD	CAASPP assessments for Language Arts will show a reduction or elimination in the gap between low income students and regular education students.	CAASPP assessments for Language Arts will show a reduction or elimination in the gap between low income students and regular education students.	CAASPP assessments for Language Arts will show a reduction or elimination in the gap between low income students and regular education students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP Assessment for Mathematics for unduplicated students	CAASPP assessments for Mathematics are not available at this time due to the small number of identified students attending GSD	CAASPP assessments for Mathematics will show a reduction or elimination in the gap between low income students and regular education students.	CAASPP assessments for Mathematics will show a reduction or elimination in the gap between low income students and regular education students.	CAASPP assessments for Mathematics will show a reduction or elimination in the gap between low income students and regular education students.
District Assessments for Language Arts and Mathematics for unduplicated students.	District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.	District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.	District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.	District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Employ classroom aide for individualized assistance for unduplicated students who may benefit from one on one or small group instruction in targeted areas of curriculum and instruction.

2018-19 Actions/Services

Employ classroom aide for individualized assistance for unduplicated students who may benefit from one on one or small group instruction in targeted areas of curriculum and instruction.

2019-20 Actions/Services

Employ classroom aide for individualized assistance for unduplicated students who may benefit from one on one or small group instruction in targeted areas of curriculum and instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,104	\$15,489	\$18,502
Source	Suuplemental / Concentration	Suuplemental / Concentration	Suuplemental / Concentration
Budget Reference	GL-FN 1500--1000 Classified Salaries and Benefits	GL-FN 1500--1000 Classified Salaries and Benefits	GL-FN 1500--1000 Classified Salaries and Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will make a contribution to our school lunch program which serves unduplicated students.

2018-19 Actions/Services

Garfield School District will make a contribution to our school lunch program which serves unduplicated students.

2019-20 Actions/Services

Garfield School District will make a contribution to our school lunch program which serves unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,875	\$3,419	\$3,370
Source	Suuplemental / Concentration	Suuplemental / Concentration	Suuplemental / Concentration
Budget Reference	Object 7616	Object 7616	Object 7616

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Garfield School District will provide a portion of a district secretary to assist parents with programs that are beneficial for unduplicated students; such as additional before school care and one on one homework assistance and care.

2018-19 Actions/Services

Garfield School District will provide a portion of a district secretary to assist parents with programs that are beneficial for unduplicated students; such as additional before school care and one on one homework assistance and care.

2019-20 Actions/Services

Garfield School District will provide a portion of a district secretary to assist parents with programs that are beneficial for unduplicated students; such as additional before school care and one on one homework assistance and care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,021	\$12,332	\$12,929
Source	Suuplemental / Concentration	Suuplemental / Concentration	Suuplemental / Concentration
Budget Reference	GL-FN 1110--2700 Classified Salaries and benefits	GL-FN 1110--2700 Classified Salaries and benefits	GL-FN 1110--2700 Classified Salaries and benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$24,685

Percentage to Increase or Improve Services

3.83%

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

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

Supplemental Concentration Grant for 2019-20 Garfield School District school year is \$24,685. 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 by employing a highly qualified Instructional Aide, a Free and /or reduced lunch program and by providing classified support staff for before school homework assistance and care. The district has surpassed the required amount of services. The required minimum proportionality as calculated by the FCMAT calculator for Garfield School is 3.83%.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$19,130

Percentage to Increase or Improve Services

3.41%

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

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

Supplemental Concentration Grant for 2017-18 Garfield School District school year is \$19,130. 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 by employing a highly qualified K-1 Instructional Aide, a Free and /or reduced lunch program and by providing classified support staff for before school homework assistance and care. The district has surpassed the required amount of services. The required minimum proportionality as calculated by the FCMAT calculator for Garfield School is 3.41%.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$21,160

Percentage to Increase or Improve Services

3.76%

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

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

Supplemental Concentration Grant for 2017-18 Garfield School District school year is \$21,160. 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 by employing a highly qualified K-1 Instructional Aide, a Free and /or reduced lunch program and by providing classified support staff for before school homework assistance and care. The district has surpassed the required amount of services. The End

The required minimum proportionality as calculated by the FCMAT calculator for Garfield School is 3.76%.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	637,529.00	703,302.00	579,713.00	635,529.00	723,573.00	1,938,815.00
	2,000.00	0.00	0.00	0.00	0.00	0.00
Daycare (RS 0010)	26,326.00	27,364.00	24,524.00	26,326.00	29,466.00	80,316.00
LCFF	27,327.00	0.00	23,800.00	27,327.00	51,169.00	102,296.00
LCFF (RS 0000)	47,218.00	76,142.00	42,890.00	47,218.00	49,653.00	139,761.00
LCFF (RS 0000), Donations (RS 0015)	0.00	6,730.00	0.00	0.00	0.00	0.00
LCFF (RS 0000, 0015, 8150)	5,700.00	6,700.00	0.00	5,700.00	6,700.00	12,400.00
LCFF (RS 0000, 7690)	0.00	101,878.00	0.00	0.00	0.00	0.00
LCFF (RS 0000,8150)	23,435.00	41,665.00	24,158.00	23,435.00	28,300.00	75,893.00
LCFF (RS 0228)	0.00	13,828.00	0.00	0.00	0.00	0.00
LCFF AND LOTTERY	13,487.00	0.00	13,144.00	13,487.00	7,041.00	33,672.00
LCFF and RESTRICTED LOTTERY	0.00	0.00	3,504.00	0.00	0.00	3,504.00
LCFF and STRS	96,433.00	0.00	89,428.00	96,433.00	102,722.00	288,583.00
LCFF, DONATIONS and Lottery	0.00	0.00	9,300.00	0.00	0.00	9,300.00
LCFF, Donations, Lottery and REAP	9,441.00	0.00	0.00	9,441.00	15,441.00	24,882.00
LCFF, Donations, Lottery, (RS 0000, 0015, 1100)	0.00	11,982.00	0.00	0.00	0.00	0.00
LCFF, Donations, REAP (RS 0000,0015,5820)	0.00	0.00	6,735.00	0.00	0.00	6,735.00
LCFF, EPA AND REAP	249,581.00	0.00	0.00	249,581.00	269,657.00	519,238.00
LCFF, EPA, REAP (RS 0000, 1400, 5820, 7690)	0.00	257,679.00	0.00	0.00	0.00	0.00
LCFF, EPA, TITLE II AND REAP	0.00	0.00	232,959.00	0.00	0.00	232,959.00
LCFF, Lottery (RS 0000, 1100)	0.00	6,707.00	0.00	0.00	0.00	0.00
LCFF, REAP (RS0000, 5820)	6,859.00	27,166.00	0.00	6,859.00	7,651.00	14,510.00
LCFF, Title II	1,789.00	0.00	0.00	1,789.00	13,353.00	15,142.00
LCFF, TITLE II and EDUCATOR EFFECTIVENESS	0.00	0.00	2,651.00	0.00	0.00	2,651.00
LCFF, Title II, CL Prof Dev, SUMS (RS 0000, 4035,7311, 7817)	0.00	12,065.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	1,224.00	0.00	0.00	1,224.00
REAP	8,336.00	0.00	7,501.00	8,336.00	19,747.00	35,584.00

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Restricted Lottery	2,800.00	0.00	0.00	2,800.00	2,800.00	5,600.00
Restricted Lottery (RS 6300)	0.00	2,800.00	0.00	0.00	0.00	0.00
Special Education	85,557.00	0.00	72,895.00	85,557.00	85,072.00	243,524.00
Special Education (RS 0000, 6500)	0.00	5,047.00	0.00	0.00	0.00	0.00
Special Education (RS 3310, 6500)	0.00	20,895.00	0.00	0.00	0.00	0.00
Special Education (RS 3310, 6500, 7690)	0.00	54,627.00	0.00	0.00	0.00	0.00
Suuplemental / Concentration	31,240.00	30,027.00	25,000.00	31,240.00	34,801.00	91,041.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	637,529.00	703,302.00	579,713.00	635,529.00	723,573.00	1,938,815.00
	2,000.00	703,302.00	0.00	0.00	8,291.00	8,291.00
FN 1110--2410 Contract	1,250.00	0.00	1,250.00	1,250.00	0.00	2,500.00
FN 1110--2410 Supplies	0.00	0.00	37.00	0.00	0.00	37.00
GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	38,627.00	0.00	40,091.00	38,627.00	40,497.00	119,215.00
GL-FN 1110--1000 Supplies	9,441.00	0.00	9,300.00	9,441.00	15,441.00	34,182.00
GL-FN 1110--2700 Certificated Salary-Benefits	96,433.00	0.00	89,428.00	96,433.00	102,722.00	288,583.00
GL-FN 1110--2700 Classified Salaries and benefits	12,332.00	0.00	8,021.00	12,332.00	12,929.00	33,282.00
GL-FN 1110--2700 Supplies	3,681.00	0.00	3,030.00	3,681.00	2,000.00	8,711.00
GL-FN 1110--1000 (Object 4110 & 4210)	2,800.00	0.00	3,504.00	2,800.00	2,800.00	9,104.00
GL-FN 1110--1000 Certificated Salary and Benefits	249,581.00	0.00	232,959.00	249,581.00	269,657.00	752,197.00
GL-FN 1110--1000 Classified Salary Benefits	8,336.00	0.00	7,501.00	8,336.00	19,747.00	35,584.00
GL-FN 1110--1000 Contracted Services	5,375.00	0.00	1,799.00	5,375.00	9,880.00	17,054.00
GL-FN 1110--1000 Equipment	0.00	0.00	1,224.00	0.00	0.00	1,224.00
GL-FN 1110--2420 Classified Salary/Benefits	5,609.00	0.00	0.00	5,609.00	6,401.00	12,010.00
GL-FN 1110--2700 Services	9,626.00	0.00	9,342.00	9,626.00	26,849.00	45,817.00
GL-FN 1133--1000 Services	5,242.00	0.00	6,226.00	5,242.00	5,940.00	17,408.00
GL-FN 1133--1000 Supplies	3,223.00	0.00	3,223.00	3,223.00	6,500.00	12,946.00
GL-FN 1191--81XX Classified Salary Benefits	1,497.00	0.00	1,468.00	1,497.00	0.00	2,965.00
GL-FN 1193--81XX Supplies	5,700.00	0.00	4,400.00	5,700.00	6,700.00	16,800.00
GL-FN 1193--81XX Services	21,938.00	0.00	18,290.00	21,938.00	28,300.00	68,528.00
GL-FN 1228--1000 Certificated Salary and Benefits	13,487.00	0.00	13,144.00	13,487.00	0.00	26,631.00
GL-FN 1310--1000 Certificated Salaries and Benefits	8,591.00	0.00	8,247.00	8,591.00	9,156.00	25,994.00
GL-FN 1500--1000 Classified Salaries and Benefits	15,489.00	0.00	11,104.00	15,489.00	18,502.00	45,095.00
GL-FN 8500--5000 Supplies	2,000.00	0.00	1,500.00	2,000.00	2,000.00	5,500.00
GL-FN 8500--5000 Classified Salary Benefits	24,326.00	0.00	23,024.00	24,326.00	27,466.00	74,816.00
Goal 5XXX Certificated Salary Benefits	56,741.00	0.00	51,351.00	56,741.00	58,171.00	166,263.00
Goal 5XXX Classified Salary Benefits	11,690.00	0.00	12,884.00	11,690.00	14,990.00	39,564.00
Goal 5XXX Services	5,831.00	0.00	7,331.00	5,831.00	6,400.00	19,562.00
Goal 5XXXX Chargeback and Indirect	10,523.00	0.00	0.00	10,523.00	4,791.00	15,314.00
Goal 5XXXXX Supplies	772.00	0.00	1,329.00	772.00	720.00	2,821.00

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Object 5210	1,789.00	0.00	2,651.00	1,789.00	13,353.00	17,793.00
Object 7616	3,419.00	0.00	5,875.00	3,419.00	3,370.00	12,664.00
RS 0228 0B 5800	180.00	0.00	180.00	180.00	0.00	360.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	637,529.00	703,302.00	579,713.00	635,529.00	723,573.00	1,938,815.00
		2,000.00	0.00	0.00	0.00	0.00	0.00
	Daycare (RS 0010)	0.00	27,364.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000)	0.00	76,142.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000), Donations (RS 0015)	0.00	6,730.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000, 0015, 8150)	0.00	6,700.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000, 7690)	0.00	101,878.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000,8150)	0.00	41,665.00	0.00	0.00	0.00	0.00
	LCFF (RS 0228)	0.00	13,828.00	0.00	0.00	0.00	0.00
	LCFF AND LOTTERY	0.00	0.00	0.00	0.00	7,041.00	7,041.00
	LCFF, Donations, Lottery, (RS 0000, 0015, 1100)	0.00	11,982.00	0.00	0.00	0.00	0.00
	LCFF, EPA, REAP (RS 0000, 1400, 5820, 7690)	0.00	257,679.00	0.00	0.00	0.00	0.00
	LCFF, Lottery (RS 0000, 1100)	0.00	6,707.00	0.00	0.00	0.00	0.00
	LCFF, REAP (RS0000, 5820)	0.00	27,166.00	0.00	0.00	1,250.00	1,250.00
	LCFF, Title II, CL Prof Dev, SUMS (RS 0000, 4035,7311, 7817)	0.00	12,065.00	0.00	0.00	0.00	0.00
	Restricted Lottery (RS 6300)	0.00	2,800.00	0.00	0.00	0.00	0.00
	Special Education (RS 0000, 6500)	0.00	5,047.00	0.00	0.00	0.00	0.00
	Special Education (RS 3310, 6500)	0.00	20,895.00	0.00	0.00	0.00	0.00
	Special Education (RS 3310, 6500, 7690)	0.00	54,627.00	0.00	0.00	0.00	0.00
	Suuplemental / Concentration	0.00	30,027.00	0.00	0.00	0.00	0.00
FN 1110--2410 Contract	LCFF, Donations, REAP (RS 0000,0015,5820)	0.00	0.00	1,250.00	0.00	0.00	1,250.00
FN 1110--2410 Contract	LCFF, REAP (RS0000, 5820)	1,250.00	0.00	0.00	1,250.00	0.00	1,250.00
FN 1110--2410 Supplies	LCFF, Donations, REAP (RS 0000,0015,5820)	0.00	0.00	37.00	0.00	0.00	37.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	LCFF (RS 0000)	38,627.00	0.00	34,643.00	38,627.00	40,497.00	113,767.00
GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	LCFF, Donations, REAP (RS 0000,0015,5820)	0.00	0.00	5,448.00	0.00	0.00	5,448.00
GL-FN 1110--1000 Supplies	LCFF, DONATIONS and Lottery	0.00	0.00	9,300.00	0.00	0.00	9,300.00
GL-FN 1110--1000 Supplies	LCFF, Donations, Lottery and REAP	9,441.00	0.00	0.00	9,441.00	15,441.00	24,882.00
GL-FN 1110--2700 Certificated Salary-Benefits	LCFF and STRS	96,433.00	0.00	89,428.00	96,433.00	102,722.00	288,583.00
GL-FN 1110--2700 Classified Salaries and benefits	Suuplemental / Concentration	12,332.00	0.00	8,021.00	12,332.00	12,929.00	33,282.00
GL-FN 1110--2700 Supplies	LCFF	3,681.00	0.00	3,030.00	3,681.00	2,000.00	8,711.00
GL-FN 1110--1000 (Object 4110 & 4210)	LCFF and RESTRICTED LOTTERY	0.00	0.00	3,504.00	0.00	0.00	3,504.00
GL-FN 1110--1000 (Object 4110 & 4210)	Restricted Lottery	2,800.00	0.00	0.00	2,800.00	2,800.00	5,600.00
GL-FN 1110--1000 Certificated Salary and Benefits	LCFF, EPA AND REAP	249,581.00	0.00	0.00	249,581.00	269,657.00	519,238.00
GL-FN 1110--1000 Certificated Salary and Benefits	LCFF, EPA, TITLE II AND REAP	0.00	0.00	232,959.00	0.00	0.00	232,959.00
GL-FN 1110--1000 Classified Salary Benefits	REAP	8,336.00	0.00	7,501.00	8,336.00	19,747.00	35,584.00
GL-FN 1110--1000 Contracted Services	LCFF	5,375.00	0.00	1,799.00	5,375.00	9,880.00	17,054.00
GL-FN 1110--1000 Equipment	Lottery	0.00	0.00	1,224.00	0.00	0.00	1,224.00
GL-FN 1110--2420 Classified Salary/Benefits	LCFF, REAP (RS0000, 5820)	5,609.00	0.00	0.00	5,609.00	6,401.00	12,010.00
GL-FN 1110--2700 Services	LCFF	9,626.00	0.00	9,342.00	9,626.00	26,849.00	45,817.00
GL-FN 1133--1000 Services	LCFF	5,242.00	0.00	6,226.00	5,242.00	5,940.00	17,408.00
GL-FN 1133--1000 Supplies	LCFF	3,223.00	0.00	3,223.00	3,223.00	6,500.00	12,946.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
GL-FN 1191--81XX Classified Salary Benefits	LCFF (RS 0000,8150)	1,497.00	0.00	1,468.00	1,497.00	0.00	2,965.00
GL-FN 1193--81XX Supplies	LCFF (RS 0000, 0015, 8150)	5,700.00	0.00	0.00	5,700.00	6,700.00	12,400.00
GL-FN 1193--81XX Supplies	LCFF (RS 0000,8150)	0.00	0.00	4,400.00	0.00	0.00	4,400.00
GL-FN 1193--81XX Services	LCFF (RS 0000,8150)	21,938.00	0.00	18,290.00	21,938.00	28,300.00	68,528.00
GL-FN 1228--1000 Certificated Salary and Benefits	LCFF AND LOTTERY	13,487.00	0.00	13,144.00	13,487.00	0.00	26,631.00
GL-FN 1310--1000 Certificated Salaries and Benefits	LCFF (RS 0000)	8,591.00	0.00	8,247.00	8,591.00	9,156.00	25,994.00
GL-FN 1500--1000 Classified Salaries and Benefits	Suupplemental / Concentration	15,489.00	0.00	11,104.00	15,489.00	18,502.00	45,095.00
GL-FN 8500--5000 Supplies	Daycare (RS 0010)	2,000.00	0.00	1,500.00	2,000.00	2,000.00	5,500.00
GL-FN 8500--5000 Classified Salary Benefits	Daycare (RS 0010)	24,326.00	0.00	23,024.00	24,326.00	27,466.00	74,816.00
Goal 5XXX Certificated Salary Benefits	Special Education	56,741.00	0.00	51,351.00	56,741.00	58,171.00	166,263.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	508,232.00	546,439.00	468,557.00	508,232.00	570,456.00	1,547,245.00
Goal 2	59,250.00	87,794.00	51,333.00	57,250.00	77,819.00	186,402.00
Goal 3	38,807.00	39,042.00	34,823.00	38,807.00	40,497.00	114,127.00
Goal 4	31,240.00	30,027.00	25,000.00	31,240.00	34,801.00	91,041.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					