

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	michael quinlan
CDS Code:	12628366007892
LEA Contact Information:	Name: michael quinlan Position: Superintendent Email: mquinlan@garfieldschool.org Phone: 707-672-4695
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$696,991
LCFF Supplemental & Concentration Grants	\$33,996
All Other State Funds	\$66,277
All Local Funds	\$59,509
All federal funds	\$33,771
Total Projected Revenue	\$856,548

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$878,050
Total Budgeted Expenditures in the LCAP	\$775,976
Total Budgeted Expenditures for High Needs Students in the LCAP	\$46,094
Expenditures not in the LCAP	\$102,074

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$36,533
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$37,799

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$12,098
2020-21 Difference in Budgeted and Actual Expenditures	\$1,266

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	These include: Legal fees, Utilities, Audit fees, INS fees, Superintendent salary, Co-op Contract

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: michael quinlan

CDS Code: 12628366007892

School Year: 2021-22

LEA contact information:

michael quinlan

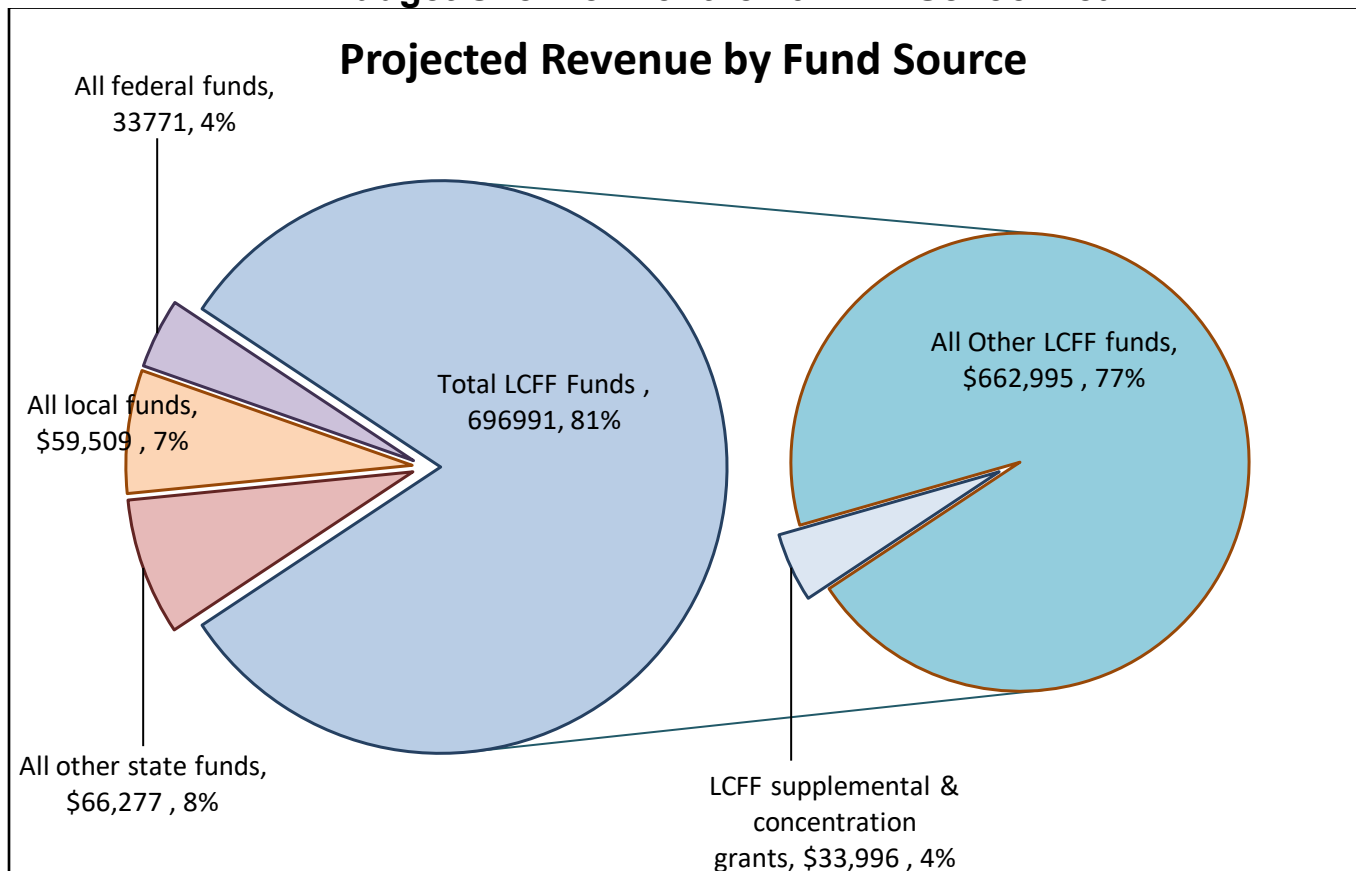
Superintendent

mquinlan@garfieldschool.org

707-672-4695

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 2021-22 School Year

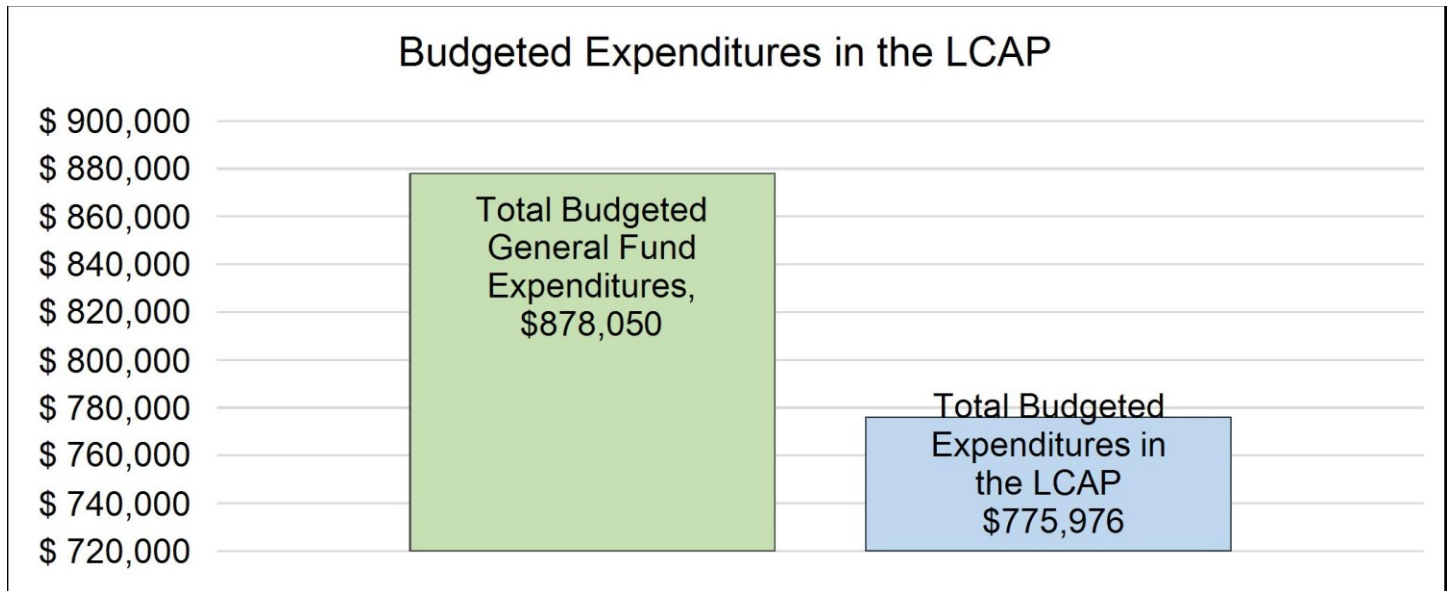


This chart shows the total general purpose revenue michael quinlan expects to receive in the coming year from all sources.

The total revenue projected for michael quinlan is \$856,548, of which \$696,991 is Local Control Funding Formula (LCFF), \$66,277 is other state funds, \$59,509 is local funds, and \$33,771 is federal funds. Of the \$696,991 in LCFF Funds, \$33,996 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 michael quinlan plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

michael quinlan plans to spend \$878,050 for the 2021-22 school year. Of that amount, \$775,976 is tied to actions/services in the LCAP and \$102,074 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

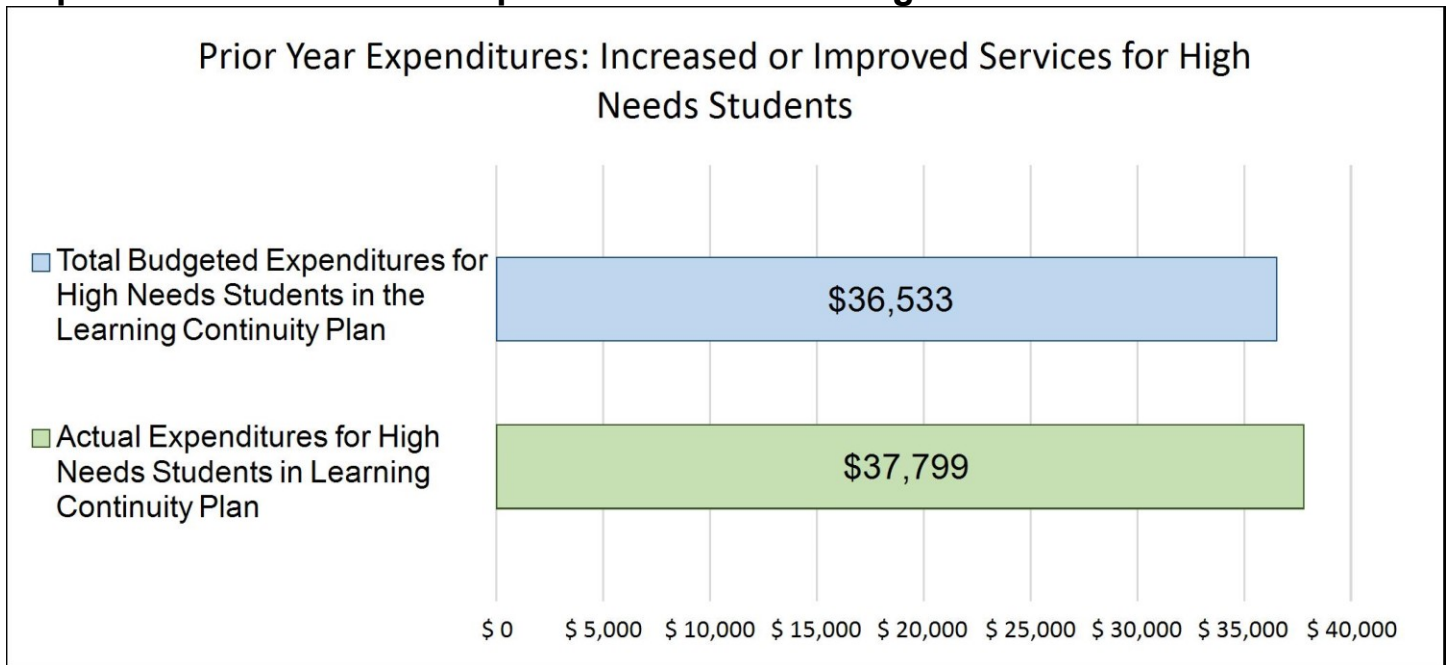
These include: Legal fees, Utilities, Audit fees, INS fees, Superintendent salary, Co-op Contract

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, michael quinlan is projecting it will receive \$33,996 based on the enrollment of foster youth, English learner, and low-income students. michael quinlan must describe how it intends to increase or improve services for high needs students in the LCAP. michael quinlan plans to spend \$46,094 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what michael quinlan budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what michael quinlan estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, michael quinlan's Learning Continuity Plan budgeted \$36,533 for planned actions to increase or improve services for high needs students. michael quinlan actually spent \$37,799 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
michael quinlan	michael quinlan Superintendent	mquinlan@garfieldschool.org 707-672-4695

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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	Actual
Metric/Indicator CAASP assessments for English Language Arts and Math 19-20 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	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 ELA= 80% Met or Exceeded Math=70 % Met or Exceeded
Metric/Indicator District assessments for English Language Arts and Math materials 19-20 ELA- Maintain or improve from year prior Math- maintain or improve from year prior Baseline	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

Expected	Actual
<p>ELA=78.3% met or exceeded Math= 80.3% met or exceeded</p>	<p>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 19/20 District Assessments were not completed due to school completed due to Covid-19 school closure.</p>
<p>Metric/Indicator Implementation of state academic and performance standards 19-20 100% 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</p>	<p>100% of teachers utilized standards-based report cards to measure effective implementation of state academic and performance standards</p>
<p>Metric/Indicator All Teachers will be properly assigned 19-20 100% of teachers are highly qualified. Baseline 100% of teachers are highly qualified.</p>	<p>100% of teachers at Garfield School are properly credentialed and assigned.</p>
<p>Metric/Indicator Students will have access to a broad course of study to include visual art, music, dramatic arts and outdoor education 19-20 100% of students will have access to a broad course of study</p>	<p>100% of students had access to a broad course of study</p>

Expected	Actual
Baseline 100% of students had access to a broad course of study	
Metric/Indicator Individualized Education Plans (IEP)	All students with disabilities participated in programs indicated in student IEPs.
19-20 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	100% of students in grades 4, 5 and 6 will participated in District History Day
19-20 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	
Metric/Indicator 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
19-20 100% 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	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	GL-FN 1110--1000 Certificated Salary and Benefits LCFF, EPA AND REAP \$269,657	GL-FN 1110--1000 Certificated Salary and Benefits LCFF, EPA AND REAP \$288,341
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	GL-FN 1110--2700 Certificated Salary-Benefits LCFF and STRS \$102,722 GL-FN 1110--2700 Supplies LCFF \$2,000 GL-FN 1110--2700 Services LCFF \$26,849	GL-FN 1110--2700 Certificated Salary-Benefits LCFF and STRS \$105,895 GL-FN 1110--1000 Supplies LCFF \$2,863 GL-FN 1110--2700 Services LCFF \$28,250
Garfield School District will employ a part- time music teacher for all grades.	Classified Salary and Benefits LCFF AND LOTTERY \$7,041	Classified Salary and Benefits LCFF AND LOTTERY \$7,200
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.	Goal 5XXX Certificated Salary Benefits Special Education \$58,171 Goal 5XXX Classified Salary Benefits Special Education \$14,990 Goal 5XXXX Supplies Special Education \$720 Goal 5XXX Services Special Education \$6,400 Goal 5XXXX Chargeback and Indirect Special Education \$4,791	Goal 5XXX Certificated Salary Benefits Special Education \$56,204 Goal 5XXX Classified Salary Benefits Special Education \$13,378 Goal 5XXXX Supplies Special Education \$268 Goal 5XXX Services Special Education \$7,453 Goal 5XXXX Chargeback and Indirect Special Education \$4,574
Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.	LCFF GL-FN 1110--1000 Classified Salary Benefits REAP \$19,747	GL-FN 1110--1000 Classified Salary Benefits LCFF, REAP (RS0000, 5820) \$8,897
Garfield School District will purchase CCSS aligned instructional materials and services	GL-FN 1110--1000 (Object 4110 & 4210) Restricted Lottery \$2,800	GL-FN 1110--1000 (Object 4110 & 4210) Restricted Lottery (RS 6300) \$95

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SUMS and Low Performing Student Block Grant GL-FN 1110--1000 Supplies LCFF, Donations, Lottery and REAP \$15,441 GL-FN 1110--1000 Contracted Services LCFF \$9,880	GL-FN 1110--1000 Supplies LCFF, Donations, Lottery and REAP \$12,587 GL-FN 1110--1000 Contracted Services LCFF \$5,188
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.	GL-FN 1133--1000 Supplies LCFF \$6,500 GL-FN 1133--1000 Services LCFF \$5,940	GL-FN 1133--1000 Supplies LCFF \$7,501 GL-FN 1133--1000 Services LCFF \$5,071
Garfield School District will provide release time for teachers to complete district assessments in Language Arts.	See Goal #1 Action #1	
Garfield School District will employ a part--time librarian to support literacy proficiency.	GL-FN 1110--2420 Classified Salary/Benefits LCFF, REAP (RS0000, 5820) \$6,401 Contracted Services LCFF, REAP (RS0000, 5820) \$1,250	GL-FN 1110--2420 Classified Salary/Benefits LCFF, REAP (RS0000, 5820) \$6,395 LCFF, REAP (RS0000, 5820) \$1,250
Garfield School District will employ a part- time PE teacher for all grades.	GL-FN 1310--1000 Certificated Salaries and Benefits LCFF (RS 0000) \$9,156	GL-FN 1310--1000 Certificated Salaries and Benefits LCFF \$9,071
The District will evaluate potential metrics for assessing student growth from year to year in both Language Arts and Mathematics.	No additional cost to district	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:

Funds Garfield School District budgeted to employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress were not required. The unencumbered funds not utilized will now be available for future use in outgoing years or repurposed.

All funds budgeted for Garfield School District to purchase CCSS aligned instructional materials and services were not required. The unencumbered funds not utilized will now be available for future use in outgoing years or repurposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Garfield School had many successes in implementing the actions/services to achieve this goal. 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 provide classroom aides services.

There were no significant challenges in implementing the actions/services to achieve this goal. We did have some shifts in our priorities around professional development with the onset of Covid-19 and subsequent school closure. Staff who were scheduled to participate in professional development with an emphasis positive school culture were asked to participate in Professional development pertaining to Distance learning

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) 19-20 FIT inspection will show Facility is in good repair Baseline FIT inspection showed Facility is in good repair	Facility Inspection Tool (FIT) showed Facility is in good repair.
Metric/Indicator Student suspension rates 19-20 The District will maintain suspension rates less than 5% Baseline Suspension rate is currently at 0%	The District had a suspension rate of 0 %.
Metric/Indicator Student expulsion 19-20 The District will maintain expulsion rates at 0%.	The District had a suspension rate of 0 %.

Expected	Actual
Baseline Expulsion rate is currently at 0%	
Metric/Indicator District created School Climate Survey for students 19-20 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	District created School Climate Surveys for students were not administered due to Covid-19 school closure.
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. 19-20 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	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 were not administered due to Covid-19 school closure.
Metric/Indicator Professional development for staff 19-20 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	District staff participated in professional development with a focus positive behavior intervention and on distance learning due to Covid-19 school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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)	GL-FN 8500--5000 Classified Salary Benefits Daycare (RS 0010) \$27,466 GL-FN 8500--5000 Supplies Daycare (RS 0010) \$2,000	GL-FN 8500--5000 Classified Salary Benefits Daycare (RS 0010) \$24,656 GL-FN 8500--5000 Supplies Daycare (RS 0010) \$1,663
Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.	Object 5210 LCFF, Title II \$13,353	Object 5210 LCFF, Title II, Low Performing Students and Sum \$9,219
Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.	GL-FN 1191--81XX Classified Salary Benefits LCFF (RS 0000,8150) \$0 GL-FN 1193--81XX Supplies LCFF (RS 0000, 0015, 8150) \$6,700 GL-FN 1193--81XX Services LCFF (RS 0000,8150) \$28,300	GL-FN 1193--81XX Classified Salary Benefits LCFF (RS 0000) \$5,314 GL-FN 1193--81XX Supplies LCFF (RS 0000, 0015, 8150) \$10,258 GL-FN 1193--81XX Services LCFF (RS 0000, 0015, 8150) \$17,739
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	No Additional Cost to District	
The district will pilot potential metrics for assessing student social and emotional well being	No additional cost to the District	
The District will continue to develop capacity and curriculum for students serving in school suspensions.	No additional cost to the district	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
Funds budgeted for Garfield School District to provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention shifted slightly to support distance learning during Covid-19 school closure. The unencumbered funds will now be available for future use in outgoing years or repurposed.

Funds budgeted for Garfield School District to employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment cost the district less due to a change of service providers. Th unencumbered funds will now be available for future use in outgoing years or repurposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation of actions/services was successful. We did have some shifts in our priorities around professional development with the onset of Covid-19 and subsequent school closure. Staff who were scheduled to participate in professional development with an emphasis positive school environment were asked to participate in Professional development pertaining to Distance learning. Garfield School District did not complete surveys for staff students and parents to gather information regarding attitudes and experiences regarding our learning community due to Covid-19 school closure.

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
<p>Metric/Indicator Metric Attendance at family event/classroom volunteering to include families with students with disabilities/LI</p> <p>19-20 90% of families will attend at least one event or volunteered in classrooms</p> <p>Baseline 89% of families attended events or volunteered in classrooms</p>	<p>100% of families attended at least one event or volunteered in classrooms</p>
<p>Metric/Indicator Parents, including parents of LI youth and students with disabilities, will attend parent- teacher conferences.</p> <p>19-20 90% of parents will participate in parent teacher conferences</p> <p>Baseline 95% of parents attended parent/teacher conferences</p>	<p>100% of parents will participate in parent teacher conferences</p>
<p>Metric/Indicator Student attendance rates</p> <p>19-20 The district will maintain or improve student attendance rates.</p> <p>Baseline</p>	<p>Garfield School District had a student attendance rates of 96.8%.</p>

Expected	Actual
GSD has 94.7% Attendance Rate	
Metric/Indicator Chronic absenteeism 19-20 The district will maintain or improve chronically absentee rate. Baseline GSD has a .04% Chronic Absentee Rate	Garfield School District had a 0% chronic absentee rate.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	RS 0228 0B 5800 LCFF See Goal #1 Action #6	
Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.	No Additional Cost to District	
Garfield School District will schedule Fall and Spring parent conferences.	No Additional Cost to District	
Garfield School District will support an active booster club.	No Additional Cost to District	
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	No Additional Cost to District	
Garfield School District will seek out partnerships with local organizations.	No Additional Cost to District	
Garfield School District will employ 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) \$40,497	GL-FN 0000--7200,1110--2700 Classified Salary and Benefits LCFF (RS 0000) \$40,315

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Garfield School District will compensate staff members for additional curricular team duties to include additional supervision, parent communication, Science fair/history day.	See Goal 1 Action 1	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services implemented were used to support students, families, teachers, and staff as budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation of actions/services was successful. Prior to school closure due to Covid-19 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. Garfield School District scheduled Fall and Spring parent conferences. These conferences contributed to a higher level of parental involvement. During school closure Garfield school continued to maintain a high level of parent, student, and community involvement

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASP English Language arts for unduplicated students 19-20 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 68% of low income students were proficient. 18/19 CAASPP assessments for Language Arts showed that 75% of low income students were proficient.
Metric/Indicator CAASP Assessment for Mathematics for unduplicated students 19-20 CAASPP assessments for Mathematics will show a reduction or elimination in the gap between low income students and regular education students. Baseline CAASPP assessments for Mathematics are not available at this time due to the small number of identified students attending GSD	17/18 CAASPP assessments for Mathematics showed that 33% of low income students were proficient. 18/19 CAASPP assessments for Language Arts showed that 87.5% of low income students were proficient

Expected	Actual
<p>Metric/Indicator District Assessments for Language Arts and Mathematics for unduplicated students.</p> <p>19-20 District Assessments for Language Arts and Mathematics will show a reduction or elimination in the gap between low income students and regular education students.</p> <p>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.</p>	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

Planned Actions/Services	Budgeted Expenditures	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.	GL-FN 1500--1000 Classified Salaries and Benefits Suuplemental / Concentration \$18,502	GL-FN 1500--1000 Classified Salaries and Benefits Suuplemental / Concentration \$9,449
Garfield School District will make a contribution to our school lunch program which serves unduplicated students.	Object 7616 Suuplemental / Concentration \$3,370	Object 7616 Suuplemental / Concentration \$3,589
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.	GL-FN 1110--2700 Classified Salaries and benefits Suuplemental / Concentration \$12,929	GL-FN 1110--2700 Classified Salaries and benefits Suuplemental / Concentration \$12,864

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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.

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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.

A description of the successes and challenges in implementing the actions/services to achieve the 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment	3,000	665.77	Yes
Extra Custodial Supplies	4,500	3,568.68	Yes
Classroom safety supplies for sanitation and air filtration	7,500	22,353.20	Yes
Student Individual Supplies	1000	1,815.82	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions are as follows:

Garfield School District did not need to purchase a significant amount of Personal protective equipment because the Humboldt County Office of Education provided us with uch of what we needed in order to maintain a safe learning and working environment.

Garfield School District purchased a significant amount of classroom safety supplies for sanitation and air filtration. This included: Merv 13 air filters and ultraviolet light scrubbers for our HVAC system, outdoor classroom canopies, outdoor heaters, picnic tables and dry erase boards.

Garfield School District purchased a significant amount of individual supplies for students in order to reduce the amount of sharing in classrooms. This included: Pencil boxes, pencils, erasures, protractors, manipulatives and art supplies.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Garfield School District experienced successes and challenges in implementing in-person instruction in the 2020-21 school year. They are as follows:

Students who experienced significant learning loss due to school closures in the 2019-20 school year were prioritized for classroom based instruction and response to intervention by classroom teachers.

The Social and emotional well being of students was addressed by teacher and staff interaction with students and families. Students level of engagement, participation and emotional well being will be evaluated on a weekly basis.

Students requiring additional support received additional one on one time with their teachers. Support for families was offered at a school site level. Student Success Teams were created to provide strategies for families. Counseling services were referred to SELPA for consideration.

Initial screenings and district assessments are being utilized to identify students who have experienced significant learning loss.

Students With Disabilities will be prioritized for classroom-based instruction. Garfield's special education team will coordinate and work with teachers, families and students to ensure their needs are being met.

Site-based instruction will focus on Math and English Language Arts instruction as well as meeting our students' social and emotional needs.

Distance learning will supplement their site-based instruction.

An online curriculum and paper packets will be available for distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies for at home educational use: Supplies are provided to students so that they can be successful with there assignments. Supplies might include paper pencil, rulers, books art supplies, math manipulatives.	2,500	303.18	Yes
Chromebooks for student use in Distance Learning: GSD is providing Chromebooks for students who might otherwise not have a device to access the internet, Zoom meetings and Google Classrooms.	6,000	0	Yes
Technology Supplies: These include hot spots for students that need internet connectivity. Headphones, mice and chargers to increase the functionality.	2,500	5257.97	Yes
.Laptops: Teachers were provided new laptops in order to facilitate our distance learning program	3,500	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions are as follows:

Not as many individual supplies for at home educational use were needed as budgeted for. Garfield spent a total of \$817.00 on individual supplies for at home educational use. Garfield spent approximately \$514.00 out of our general fund

Garfield School District purchased Chromebooks for student use in Distance Learning. Garfield spent a total of \$5,197.00 on Chromebooks for student use . Garfield spent approximately \$5,197.00 out of our general fund.

Garfield School District spent \$5257.00 on Technology Supplies for distance learning. This included: Mobil data plans, Hot spots, headphones, mice and chargers.

Laptops: Teachers were provided new laptops in order to facilitate our distance learning program. Garfield did spend a total of \$2,554.00 on teacher laptops. Garfield spent approximately \$2,554.00 out of our general fund.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Garfield schools Distance learning program was very successful

Garfield School District was able to provide continuity of instruction to all students. GSD created and implemented a comprehensive distance learning program for the beginning of the year, which was available to all families when students were not receiving direct instruction. and for families who chose to utilize our distance learning program because it felt safer for their family.

Access to Devices and Connectivity- Garfield School provided all students with Chromebooks as needed. Garfield school ensured connectivity for all students by surveying families to best understand their needs, by providing hot spots to families and increased internet service plans for families.

Pupil Participation and Progress- Garfield school district had a 98.32% participation rate during our distance learning program. Garfield teachers used district created assessments to ensure that students were and are progressing.

Distance Learning Professional Development- Garfield teachers participated in the Distance Learning Academy with the Humboldt County Office of Education in the summer prior to the beginning of the 2020-21 school year.

Staff Roles and Responsibilities staff roles and responsibilities had minor changes throughout the school year to accommodate Garfield's continuity of instruction.

Support for Pupils with Unique Needs- Pupils with unique needs were accommodated within the context of their IEPs goals and instructional minutes. Interventions were accommodated within the context Students Success Teams. Students requiring social and emotional support were referred to SELPA for available services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Online Curriculum:	1,000	1082.80	Yes
In Person Supplemental Curriculum	1,000	533.95	Yes
Classroom Supplies to support Learning Loss	533	320.47	Yes
Professional Development and collaboration Days	3,500	1897.86	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss are as follows:

Professional Development and Collaboration Days- Teaching staff were able participate in cost effective local professional development offered by Humboldt County Office of education.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Garfield school district experienced minimal Pupil Learning Loss in the 2020-21 school year due to our comprehensive District distance learning program, almost 100% internet connectivity with families and a high participation rate by students and families.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Garfield students were monitored closely mental health and social and emotional well being in the 2020-21 school year. This was accomplished by regular communication with families, parent surveys and parent conferences. Students who needed support with mental health and social and emotional well being were referred to SELPA for appropriate counseling services. Teachers and staff also worked with families to provide supports, communication and strategies focused in mental health and social well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Garfield school was successful in implementing pupil and family engagement and outreach in the 2021-21 school year by providing ongoing communication with families regarding the status of school reopening, public health updates and ways that we could support individual student and family needs. Parents participated in numerous school wide surveys, participated in monthly Parent Advisory Council meetings and regularly monthly scheduled School Board meetings. Garfield teachers and staff regularly make themselves available to address parent/student questions or concerns.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Garfield School District had very few families who were interested in receiving school nutrition in the year 2120-21. In multiple surveys and inquiries families indicated that they were not experiencing food shortages and would prefer not to receive school lunches.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	No additional actions at this time			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP in the following ways: Garfield School LCAP will support a strong focus on student academic proficiency, social and emotional well being of all students, strong parent and student engagement and providing additional supports for students who will benefit from them.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs in the following ways: By regular communication with families, parent surveys and parent conferences. Students who needed support with mental health and social and emotional well being were referred to SELPA for appropriate counseling services. Teachers and staff also worked with families to provide supports, communication and strategies focused in mental health and social well-being.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCP serves to reinforce and support much of what we have focused on in the development of the 21-21 through 23-24 LCAP. Garfield School LCAP will support a strong focus on student academic proficiency, social and emotional well being of all students, strong parent and student engagement and providing additional supports for students who will benefit from them.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	723,573.00	705,547.00
Daycare (RS 0010)	29,466.00	26,319.00
LCFF	51,169.00	57,944.00
LCFF (RS 0000)	49,653.00	45,629.00
LCFF (RS 0000, 0015, 8150)	6,700.00	27,997.00
LCFF (RS 0000,8150)	28,300.00	0.00
LCFF AND LOTTERY	7,041.00	7,200.00
LCFF and STRS	102,722.00	105,895.00
LCFF, Donations, Lottery and REAP	15,441.00	12,587.00
LCFF, EPA AND REAP	269,657.00	288,341.00
LCFF, REAP (RS0000, 5820)	7,651.00	16,542.00
LCFF, Title II	13,353.00	0.00
LCFF, Title II, Low Performing Students and Sum	0.00	9,219.00
REAP	19,747.00	0.00
Restricted Lottery	2,800.00	0.00
Restricted Lottery (RS 6300)	0.00	95.00
Special Education	85,072.00	81,877.00
Suuplemental / Concentration	34,801.00	25,902.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	723,573.00	705,547.00
	8,291.00	8,450.00
GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	40,497.00	40,315.00
GL-FN 1110--1000 Supplies	15,441.00	15,450.00
GL-FN 1110--2700 Certificated Salary-Benefits	102,722.00	105,895.00
GL-FN 1110--2700 Classified Salaries and benefits	12,929.00	12,864.00
GL-FN 1110--2700 Supplies	2,000.00	0.00
GL-FN 1110--1000 (Object 4110 & 4210)	2,800.00	95.00
GL-FN 1110--1000 Certificated Salary and Benefits	269,657.00	288,341.00
GL-FN 1110--1000 Classified Salary Benefits	19,747.00	8,897.00
GL-FN 1110--1000 Contracted Services	9,880.00	5,188.00
GL-FN 1110--2420 Classified Salary/Benefits	6,401.00	6,395.00
GL-FN 1110--2700 Services	26,849.00	28,250.00
GL-FN 1133--1000 Services	5,940.00	5,071.00
GL-FN 1133--1000 Supplies	6,500.00	7,501.00
GL-FN 1191--81XX Classified Salary Benefits	0.00	0.00
GL-FN 1193--81XX Supplies	6,700.00	10,258.00
GL-FN 1193--81XX Classified Salary Benefits	0.00	5,314.00
GL-FN 1193--81XX Services	28,300.00	17,739.00
GL-FN 1310--1000 Certificated Salaries and Benefits	9,156.00	9,071.00
GL-FN 1500--1000 Classified Salaries and Benefits	18,502.00	9,449.00
GL-FN 8500--5000 Supplies	2,000.00	1,663.00
GL-FN 8500--5000 Classified Salary Benefits	27,466.00	24,656.00
Goal 5XXX Certificated Salary Benefits	58,171.00	56,204.00
Goal 5XXX Classified Salary Benefits	14,990.00	13,378.00
Goal 5XXX Services	6,400.00	7,453.00
Goal 5XXXXX Chargeback and Indirect	4,791.00	4,574.00
Goal 5XXXXX Supplies	720.00	268.00
Object 5210	13,353.00	9,219.00
Object 7616	3,370.00	3,589.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	723,573.00	705,547.00
	LCFF AND LOTTERY	7,041.00	7,200.00
	LCFF, REAP (RS0000, 5820)	1,250.00	1,250.00
GL-FN 0000--7200,1110--2700 Classified Salary and Benefits	LCFF (RS 0000)	40,497.00	40,315.00
GL-FN 1110--1000 Supplies	LCFF	0.00	2,863.00
GL-FN 1110--1000 Supplies	LCFF, Donations, Lottery and REAP	15,441.00	12,587.00
GL-FN 1110--2700 Certificated Salary-Benefits	LCFF and STRS	102,722.00	105,895.00
GL-FN 1110--2700 Classified Salaries and benefits	Suuplemental / Concentration	12,929.00	12,864.00
GL-FN 1110--2700 Supplies	LCFF	2,000.00	0.00
GL-FN 1110--1000 (Object 4110 & 4210)	Restricted Lottery	2,800.00	0.00
GL-FN 1110--1000 (Object 4110 & 4210)	Restricted Lottery (RS 6300)	0.00	95.00
GL-FN 1110--1000 Certificated Salary and Benefits	LCFF, EPA AND REAP	269,657.00	288,341.00
GL-FN 1110--1000 Classified Salary Benefits	LCFF, REAP (RS0000, 5820)	0.00	8,897.00
GL-FN 1110--1000 Classified Salary Benefits	REAP	19,747.00	0.00
GL-FN 1110--1000 Contracted Services	LCFF	9,880.00	5,188.00
GL-FN 1110--2420 Classified Salary/Benefits	LCFF, REAP (RS0000, 5820)	6,401.00	6,395.00
GL-FN 1110--2700 Services	LCFF	26,849.00	28,250.00
GL-FN 1133--1000 Services	LCFF	5,940.00	5,071.00
GL-FN 1133--1000 Supplies	LCFF	6,500.00	7,501.00
GL-FN 1191--81XX Classified Salary Benefits	LCFF (RS 0000,8150)	0.00	0.00
GL-FN 1193--81XX Supplies	LCFF (RS 0000, 0015, 8150)	6,700.00	10,258.00
GL-FN 1193--81XX Classified Salary Benefits	LCFF (RS 0000)	0.00	5,314.00
GL-FN 1193--81XX Services	LCFF (RS 0000, 0015, 8150)	0.00	17,739.00
GL-FN 1193--81XX Services	LCFF (RS 0000,8150)	28,300.00	0.00
GL-FN 1310--1000 Certificated Salaries and Benefits	LCFF	0.00	9,071.00
GL-FN 1310--1000 Certificated Salaries and Benefits	LCFF (RS 0000)	9,156.00	0.00
GL-FN 1500--1000 Classified Salaries and Benefits	Suuplemental / Concentration	18,502.00	9,449.00
GL-FN 8500--5000 Supplies	Daycare (RS 0010)	2,000.00	1,663.00
GL-FN 8500--5000 Classified Salary Benefits	Daycare (RS 0010)	27,466.00	24,656.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 5XXX Certificated Salary Benefits	Special Education	58,171.00	56,204.00
Goal 5XXX Classified Salary Benefits	Special Education	14,990.00	13,378.00
Goal 5XXX Services	Special Education	6,400.00	7,453.00
Goal 5XXXX Chargeback and Indirect	Special Education	4,791.00	4,574.00
Goal 5XXXX Supplies	Special Education	720.00	268.00
Object 5210	LCFF, Title II	13,353.00	0.00
Object 5210	LCFF, Title II, Low Performing Students and Sum	0.00	9,219.00
Object 7616	Suuplemental / Concentration	3,370.00	3,589.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	570,456.00	570,481.00
Goal 2	77,819.00	68,849.00
Goal 3	40,497.00	40,315.00
Goal 4	34,801.00	25,902.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$16,000.00	\$28,403.47
Distance Learning Program	\$14,500.00	\$5,561.15
Pupil Learning Loss	\$6,033.00	\$3,835.08
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$36,533.00	\$37,799.70

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$16,000.00	\$28,403.47
Distance Learning Program	\$14,500.00	\$5,561.15
Pupil Learning Loss	\$6,033.00	\$3,835.08
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$36,533.00	\$37,799.70

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
michael quinlan	michael quinlan Superintendent	mquinlan@garfieldschool.org 707-672-4695

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 58 students. We serve students in grades TK--6 in three multi-graded classrooms: Early Primary (TK/K-1), Middle Primary and Upper Elementary. The average class size is 20 students.

Our classroom teachers are all highly qualified and each classroom has a paraprofessional 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

Reflections: Successes

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

Based on a review of the California School Dashboard (Dashboard) and local data Garfield school district is doing very well in all areas when compared to state data information.

Reflections: Identified Need

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

GSD will 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 maintain a safe and healthy learning environment for all students.

As indicated by the California Department of Education School Dashboard Evaluation Rubrics Garfield School District has a 0% suspension rate. We would like to maintain that low rate.

LCAP Highlights

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

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.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder feedback is an essential component of the Garfield LCAP.

Community Input: Garfield parents were sent a survey in May of 2021 soliciting feedback Garfield LCAP Goals.

Student Input: Garfield students were also given either surveyed or involved in a classroom discussion to solicit feedback on their experience at Garfield School.

Staff Input: Garfield classified and certificated staff discussed their perspective Garfield's LCAP Goals

Board Input: LCAP was agendized at the May regularly scheduled Board meeting.

LCAP goals and actions were also discussed at the May Parent Advisory Council. These group is comprised of community and staff representatives.

A summary of the feedback provided by specific stakeholder groups.

The overwhelming feedback that was provided by the Garfield families is that they would like to see school return to a typical schedule for students next school year. During the 2020-2021 school year students attended distance learning or a hybrid learning model. Families would like to see students in school five days per week for a typical length school day.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders strongly expressed the need to maintain high academic standards for our students. Stakeholders also strongly expressed the need to maintain a physically and socially safe environment for students.

Goals and Actions

Goal

Goal #	Description
1	We will maintain or improve student language arts and mathematics proficiency.

An explanation of why the LEA has developed this goal.

Garfield School District has developed a goal to maintain or improve student achievement so that our LCAP ensures a focus on student learning and academic growth. While the students experience many academic success it is essential that as a staff we continue to work to improve teaching and learning. The actions that fall under this goal provide our school with a road map to ensure that the academic needs of students are being met and that appropriate interventions are available to those students who require additional support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP assessments for English Language Arts and Math	ELA= 80% Met or exceeded Math=70% Met or Exceeded				ELA= 80% Met or exceeded Math=80% Met or Exceeded
District assessments for English Language Arts and Math materials	ELA=78.3% met or exceeded Math= 80.3% met or exceeded				ELA=80% met or exceeded Math= 80% met or exceeded
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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 had access to a broad course of study
Individualized Education Plans (IEP)	All students with disabilities will participate in programs indicated in student IEPs.				100% of students had access to a broad course of study
Science Fair/History Day Participation	100% of 4th--6th grade students participated in the Science Fair				100% of 4th--6th grade students participate in the Science Fair or 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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Teachers	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.	\$297,891.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Principal	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	\$96,376.00	No Yes
3	Music	Garfield School District will employ a part- time music teacher for all grades.	\$8,820.00	No Yes
4	Special Education	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.	\$50,276.00	No Yes
5	Classroom Aides	Garfield School District will employ classroom aides for all classrooms to provide additional supports to students in achieving academic progress.	\$12,901.00	No Yes
6	Materials	Garfield School District will purchase CCSS aligned instructional materials and services	\$48,484.00	No Yes
7	Technology	<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>	\$26,440.00	No Yes

Action #	Title	Description	Total Funds	Contributing
8		.		No
9	Librarian	Garfield School District will employ a part--time librarian to support literacy proficiency.	\$7,627.00	No Yes
10	PE	Garfield School District will employ a part- time PE teacher for all grades.	\$9,879.00	No Yes
11				No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Garfield School District will maintain a safe, healthy learning environment for all students.

An explanation of why the LEA has developed this goal.

Maintaining a safe, healthy learning environment for all students is essential for their social and academic development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	FIT inspection showed Facility is in good repair				FIT inspection shows Facility is in good repair
Student suspension rates	Suspension rate is currently at 0%				Suspension rate is at 0%
Student expulsion	Expulsion rate is currently at 0%				Expulsion rate 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 survey administered shows a positive learning environment with average rating of 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 indicates positive learning environment and ample opportunities for parental involvement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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

Actions

Action #	Title	Description	Total Funds	Contributing
1	After School	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)	\$53,067.00	No Yes
2	Professional Developent	Garfield School District will provide ongoing training and professional development opportunities for staff which will include a focus on positive behavior intervention.	\$115.00	No Yes
3	Custodian	Garfield School District will employ a custodian and greens keeper to ensure that that students have a safe and healthy learning environment.	\$33,036.00	No Yes
4	Survey	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		No Yes
5		The district will pilot/Implement potential metrics for assessing student social and emotional well being		No Yes

Action #	Title	Description	Total Funds	Contributing
6		The District will continue to develop capacity and curriculum for students serving in school suspensions.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Attendance at family event/classroom volunteering to include families with students with disabilities/LI	89% of families attended events or volunteered in classrooms				95% of families attend events or volunteered in classrooms
Parents, including parents of LI youth and students with disabilities, will attend parent- teacher conferences.	95% of parents attended parent/teacher conferences				95% of parents attend parent/teacher conferences
Student attendance rates	GSD has 94.7% Attendance Rate				GSD has 94.0% Attendance Rate
Chronic absenteeism	GSD has a .04% Chronic Absentee Rate				GSD has a 0% Chronic Absentee Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Engagement	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.		No Yes
2	Opportunities	Garfield School District will provide specific opportunities for parents to volunteer in classrooms and with special events.		No Yes
3	Conferences	Garfield School District will schedule Fall and Spring parent conferences.		No Yes
4	Booster	Garfield School District will support an active booster club.		No Yes
5	Student Participation	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		No Yes
6	Local Organizations	Garfield School District will seek out partnerships with local organizations.		No Yes
7	Secretary	Garfield School District will employ a school secretary to facilitate parent involvement, student attendance and enhance communication between GSD and families.	\$37,999.00	No Yes
8	Curricular Duties	Garfield School District will provide staff members for additional curricular team duties to include additional supervision, parent communication, Science fair/history day.		No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Garfield School District has developed a goal to maintain or improve student achievement so that our LCAP ensures a focus on student learning and academic growth. While the students experience many academic success it is essential that as a staff we continue to work to improve teaching and learning. The actions that fall under this goal provide our school with a road map to ensure that the academic needs of students are being met and that appropriate interventions are available to those students who require additional support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				ELA= 80% Met or exceeded Math=80% Met or Exceeded
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				ELA= 80% Met or exceeded Math=80% Met or Exceeded
District Assessments for Language Arts and	District Assessments for Language Arts and Mathematics will show				ELA= 80% Met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics for unduplicated students.	a reduction or elimination in the gap between low income students and regular education students.				Math=80% Met or Exceeded

Actions

Action #	Title	Description	Total Funds	Contributing
1	Aide	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.	\$29,856.00	No Yes
2	Lunch	Garfield School District will make a contribution to our school lunch program which serves unduplicated students.	\$2,698.00	No Yes
3	Secretary	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.	\$13,540.00	No Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.15%%	\$33,996

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

The Garfield School District expects to receive approximately \$46,094 in supplemental/concentration funding for the 2021-2022 school year and has budgeted this amount to spend on services for unduplicated students (Low Income, English Learners, and Foster Youth). The district will offer before and after school daycare and after school academic support for unduplicated students. Providing these services for students allows for students and families to feel connected to, and supported by the school. Instructional aides will be provided in kindergarten classrooms in order to support unduplicated students in transitioning into elementary school. Paraprofessionals can lower the adult to student ratio and can be assigned to targeted students to give additional academic support. The district will support a lunch program to provide healthy lunches at free and reduced prices for socio-economically disadvantaged students. All students need to be provided nutritious food at school in order to learn and grow.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$572,393.00	\$116,377.00		\$40,235.00	\$729,005.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$642,333.00	\$86,672.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Qualified Teachers	\$256,919.00	\$21,385.00		\$19,587.00	\$297,891.00
1	2	All	Principal	\$88,261.00	\$8,115.00			\$96,376.00
1	3	All	Music	\$8,820.00				\$8,820.00
1	4	All Students with Disabilities Foster Youth Low Income	Special Education		\$35,064.00		\$15,212.00	\$50,276.00
1	5	All	Classroom Aides	\$1,491.00	\$11,410.00			\$12,901.00
1	6	All	Materials	\$37,931.00	\$10,553.00			\$48,484.00
1	7	All	Technology	\$8,940.00	\$17,500.00			\$26,440.00
1	8	All						
1	9	All	Librarian	\$2,191.00			\$5,436.00	\$7,627.00
1	10	All	PE	\$9,879.00				\$9,879.00
1	11	All						
2	1	All	After School	\$53,067.00				\$53,067.00
2	2	All	Professional Developent	\$115.00				\$115.00
2	3	All	Custodian	\$20,686.00	\$12,350.00			\$33,036.00
2	4	All	Survey					
2	5	All						
2	6	All						
3	1	All	Engagement					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Opportunities					
3	3	All	Conferences					
3	4	All	Booster					
3	5	All	Student Participation					
3	6	All	Local Organizations					
3	7	All	Secretary	\$37,999.00				\$37,999.00
3	8	All	Curricular Duties					
4	1	Students with Disabilities Foster Youth Low Income	Aide	\$29,856.00				\$29,856.00
4	2	Students with Disabilities Foster Youth Low Income	Lunch	\$2,698.00				\$2,698.00
4	3	Students with Disabilities Foster Youth Low Income	Secretary	\$13,540.00				\$13,540.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$572,393.00	\$729,005.00
LEA-wide Total:	\$572,393.00	\$729,005.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Qualified Teachers	LEA-wide		All Schools	\$256,919.00	\$297,891.00
1	2	Principal	LEA-wide		All Schools	\$88,261.00	\$96,376.00
1	3	Music	LEA-wide		All Schools	\$8,820.00	\$8,820.00
1	4	Special Education	LEA-wide	Foster Youth Low Income	All Schools		\$50,276.00
1	5	Classroom Aides	LEA-wide		All Schools	\$1,491.00	\$12,901.00
1	6	Materials	LEA-wide		All Schools	\$37,931.00	\$48,484.00
1	7	Technology	LEA-wide		All Schools	\$8,940.00	\$26,440.00
1	9	Librarian	LEA-wide		All Schools	\$2,191.00	\$7,627.00
1	10	PE	LEA-wide		All Schools	\$9,879.00	\$9,879.00
2	1	After School	LEA-wide			\$53,067.00	\$53,067.00
2	2	Professional Developent	LEA-wide		All Schools	\$115.00	\$115.00
2	3	Custodian	LEA-wide		All Schools	\$20,686.00	\$33,036.00
2	4	Survey	LEA-wide		All Schools		
2	5		LEA-wide		All Schools		
2	6				All Schools		
3	1	Engagement	LEA-wide		All Schools		
3	2	Opportunities	LEA-wide		All Schools		
3	3	Conferences	LEA-wide		All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Booster	LEA-wide		All Schools		
3	5	Student Participation	LEA-wide		All Schools		
3	6	Local Organizations	LEA-wide		All Schools		
3	7	Secretary	LEA-wide		All Schools	\$37,999.00	\$37,999.00
3	8	Curricular Duties	LEA-wide		All Schools		
4	1	Aide	LEA-wide	Foster Youth Low Income	All Schools	\$29,856.00	\$29,856.00
4	2	Lunch	LEA-wide	Foster Youth Low Income	All Schools	\$2,698.00	\$2,698.00
4	3	Secretary	LEA-wide	Foster Youth Low Income	All Schools	\$13,540.00	\$13,540.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.