Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Libertas College Prep	Sakshi Jain, Principal	sakshi.jain@libertascollegeprep.org (310) 902-6808

Plan Summary [LCAP Year]

General Information

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

The mission of Libertas College Prep is to equip middle school students with the academic skills and the strength of character needed to thrive in and graduate from high-performing high schools and competitive colleges. Libertas College Prep is a 4-8 charter middle school designed to ensure students are on track for college. Our 4th grade start gives students extra time to develop strong reading habits and math skills by 8th grade. Our goal is to ensure at least 80% of students are on or above grade level by 8th grade so students enter high school with the academic skills needed. Libertas just graduated its first class of 8th grade scholars.

Libertas serves a population of primarily low-income students, and provides a rigorous academic curriculum coupled with a culture of high expectations and positivity to promote student growth. In just our founding year, we more than doubled the percent of students performing on grade level, and have continued to build on that growth

Reflections: Successes

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

According to the CA School Dashboard for 2019 Scholar achievement in Math and ELA is an area of progress. Our students' performance on the ELA Smarter Balanced Summative Assessment was in the green and 17.1 points above standard and on the Math Smarter Balanced Summative Assessment was also in the green and above 1.5 above standard. Additionally, our rate of students who are chronically absent is also in the green and declined by 8.5% from the previous year.

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.

Our greatest area of needs is in the indicators of chronic absenteeism, for which a "yellow" was earned. Although our chronic absenteeism rate declined from 17.2% to 8.7% from the previous year and is now in the green indicator, our EL students are still in the yellow indicator. This will continue to be a focus point. We will work on moving to the green in this subgroup by strengthening our communication systems and creating opportunities for our EL students to become more invested and engaged in school.

LCAP Highlights

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

Libertas has updated its LCAP goals to focus on 3 major buckets:

1. Provide all scholars with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support scholar engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED)

2. Libertas College Prep will foster student and parent engagement to ensure a safe and positive learning environment.

3. Increase academic achievement through the use of data including scholar achievement and performance data, demographic information, and financial data

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

The following stakeholders were consulted as part of the planning process for this year's LCAP:
Parents: Surveys, Town Halls, and School Site Council Meetings
Teachers: Surveys and focus groups
Board Meetings: every 6 weeks
Meetings with members of the Leadership team
The final LCAP before board approval was also shared at our June 1st SSC Meeting.

A summary of the feedback provided by specific stakeholder groups.

Based on results from surveys and meetings with stakeholders, the following has impacted this years LCAP:

Teachers would like more opportunities for professional development that are aligned to their developmental goals

Teachers would like more professional development in socio-emotional learning and intentional time for that built into the schedule

Parents would like more opportunities for engagement

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

Because the LCAP is a tool that is created with stakeholder input, the information gathered is used to direct actions and services needed to reach school wide goals. The need for additional parent engagement through parent education and ideas for professional development were discussed and will be incorporated into the actions/services described for this LCAP. These meetings also allowed for questions regarding the LCAP to be answered, which directly impacts the buy-in from all stakeholders. By explaining the "why" of something, people are more willing to participate and support the actions decided up on.

Goals and Actions

Goal

Goal #	Description
1	Provide all scholars with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support scholar engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED)

An explanation of why the LEA has developed this goal.

This goal is created to help develop a strong, rigorous plan for assuring all scholars a robust academic education that is aligned to Common Core standards. Professional development is planned to address academic content, best practices, and working with subgroups. Additionally, actions/services have been identified to assist staff in implementing CCSS and exposing scholars to a well-rounded course of classes. s to add to a well-rounded education. The outlined services/actions added to the overall goal attainment, and is ongoing in its mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately credentialed for the courses in which they teach.	100%				100%
All core classes are taught with CCSS aligned materials	100%				100%
The % of scholars reclassified annually will increase by 5%.	30.4%				5% over 2022-23 rates

There will be an increase of at least 5% of EL scholars that progress one or more EL levels per year.	51.9%				5% above 2022-23 rates
Scholars with disabilities receive resources and services as identified in IEPs.	100% of required service minutes provided				100% of required service minutes provided

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional development will continue to focus on educational strategies and philosophies in teaching CCSS and reaching all scholars. Topics will include but are not limited to: ● CCSS Framework ● NGSS ● Data analyzation ● Lesson Planning ● Improving Instructional Practice ● Teach Like a Champion ● Universal Design for Learning ● Differentiation & Scaffolding Instruction ● SST/RTI ● Socio-Emotional learning Professional Development will be led by the leadership team and external consultants. Professional development opportunities will be available to staff, including outside vendors, educational conferences, and appropriate workshops.In addition, our teachers have 16 days of paid professional development in July and August, 5 days of professional Development on non - instructional days, and weekly 2 hours of professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars' learning.	$201,785	Y

2	Longer Teacher Year & Instructional Day	The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. Our instructional year has 185 days which is 10 days above the requirement for charter schools - this ensures that our scholars have more time to learn and grow.In addition, our teachers have 16 days of paid professional development in July and August, 5 days of professional Development on non - instructional days, and weekly 2 hours of professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars' learning.	$63,941	Y
3	Special Education Program	Scholars with disabilities will receive instruction and resources that are fully aligned with CCSS. Libertas College Prep's SPED Team will provide instructional and social-emotional supports as outlined in the scholar's IEP. Service minutes will be tracked and recorded in Welligent. SpED Department will be staffed as deemed appropriate by needs and assessments.	$578,842	N
4	Curriculum & Materials	All curriculum and materials will be standard-aligned. Materials will be purchased as needed to insure that all curriculum and supplemental materials will be available to all scholars. Materials may include subscriptions to online educational programming, leveled libraries, science material, and others as determined by school leadership.	$49,225	N
5	Socio-Emotional Supports	Materials, tools, and resources will be provided to enhance and support the social-emotional needs of Libertas scholars. Examples of these tools and resources include: ● Morning Meetings: Each day it is important to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake. Teachers and students start the day with a morning meeting that can consist of a wellness check in, soft skills development, or goal setting. ● Community Circles: Our FIRST values are infused throughout the school culture and rituals. Community circles take place every Friday that includes awards and recognition for behavior and academic achievement ● Social-emotional counseling services: Libertas provides social emotional counseling services to students. We have a part time licensed therapist on campus to support our students.	$47,000	N

6	ELL Support	Libertas will review and revise its EL Master Plan (LAUSD) as needed and aligns to the ELPAC; ELD Curriculum designated and integrated ELD. ELs receive designated ELD instruction. Students with a higher need to develop English language skills begin with direct instruction in phonics, sight words, and basic everyday vocabulary/phrases. The last part is done both directly and with the supervised use of language learning software such as Rosetta Stone. As their language grows they transition to a curriculum specifically purchased for the benefit of English Learners, National Geographic's INSIDE series. Through this curriculum they begin building academic vocabulary and reading comprehension with an emphasis on Non-Fiction texts.	$71,500	
7	ELPAC Administration	The Head of School with support from staff will administer the ELPAC assessment and document EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.	$25,643	Y
8	Technology	To maintain a 1:1 scholar:device ratio, Libertas will annually assess and provide technology as needed. Purchases included but are not limited to both software and hardware, as well as peripheral equipment.		N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

Goal

Goal #	Description
2	Libertas College Prep will foster student and parent engagement to ensure a safe and positive learning environment.

An explanation of why the LEA has developed this goal.

Students in all subgroups (English Language Learners, Special Education students, African-American students, and Hispanic students) will receive any necessary support through Special Education services, attendance supports and socio-emotional learning curriculum to ensure a safe school environment that fosters learning and engagement for all. We will ensure that a high Average Daily Attendance rate is maintained, and that structures for socio-emotional support are in place to maintain a low suspension rate and low expulsion rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates will remain under 5% annually	3.1%				less than 5%
School will maintain an Average Daily Attendance (ADA) rate at or above 96% annually	90.26% (for SY 21-22)				96%
Expulsion rates will remain under 1% annually	0%				0%

Chronic absenteeism will decrease by a minimum of 2% from the previous year	8.7%				a 2% decrease from the previous year
Parent engagement will increase by 5% annually	Baseline will be determined in 2021-22				a 5% increase from the previous year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Scholar Engagement	In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following: ● Extend scholar learning opportunities beyond the classroom through field trips ● Create a college-going culture by visiting local colleges and universities ● Provide scholars with access to after school academic/social enrichment programs.	$15,720	Y
2	Parent Engagement	Libertas College Prep will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. They include: ● Hosting bi-monthly Cafecitos ● Volunteer opportunities at the school ● Weekly updates on academics and behavior sent to parents via DeanList to ensure parents are up to date on their child's progress ● Host Parent/teacher conferences: 2 times/year ● Translation services will be provided to parents for all events and meetings ● Ensure school website and social media are updated on a regular basis as a method to communicate with parents.	$61,601	Y

		• Administer parent surveys twice a year to gain insight on the sense of safety and school connectedness and identify parent needs.		
3	School Climate & Safety	The following actions and services will be provided to ensure a positive and welcoming learning environment: • The Leadership Team will annually review and revise the Comprehensive School Safety Plan. • The school's entire staff will be trained on the School Safety Plan • Teachers follow school-wide Positive Behavior Support Plan and are coached on how to build a strong positive culture and support all learners. • Continue to implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior System; and earn points for exuding positive behavior and exemplifying the school's core values, redeemable for incentives throughout the school year • Implement a morning meeting at the start of every school day for students to build soft-skills, practice mindfulness, and build relationships with their peer and teachers • Dean of Students to address social-emotional behavior, monitor and track attendance, chronic absenteeism, truancy, suspensions, communicate with families, address supervision of students. • Administer an annual scholar and staff survey to measure school safety and school connectedness.	$43,251	Y
4	Facilities	The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program: 1. Annual facility leasing cost for school site. 2. Daily general cleaning by custodial staff will maintain campus cleanliness 3. Logs are completed and on file. 4. Bi-annual facility inspections will screen for safety hazards 5. Monthly evaluations of custodial staff will be completed. 6. Cleanliness spot checks will be performed monthly by operations staff	$453,041	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

Goal

Goal #	Description
3	Increase academic achievement through the use of data including scholar achievement and performance data, demographic information, and financial data

An explanation of why the LEA has developed this goal.

A continued lens towards data is needed to provide up to date information that will direct instruction and aid in the improvement of scholar achievement as well as the support of identified subgroups.

Measuring and Reporting Results

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

85 % of students, including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.	Baseline will be set in 2020-21 after return to campus	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85% or above of students including ELs, will show at least one year of growth on the nationally-normed and Common Core standards-based NWEA MAP exam in ELA and math.
Students at every applicable grade level, including all student subgroups, score at proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Based on 2018-2019 CAASPP data, Libertas College Prep outperformed the District (LAUSD) averages by over 5% in every grade level in both Math and ELA. In ELA we had 59 % of our students meeting or exceeding standards and in Math we had 50% of our students meeting or exceeding standards.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Students at every applicable grade level, including all student subgroups, score at proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Teacher Development	Teacher Development will focus on utilizing best practices in the following areas: writing skills, reading comprehension, math skills, classroom management, teaching the English Language Learner, creating a positive environment in the classroom, as well as other strategies or content based topics as determined necessary or desired. Professional development will be provided before the beginning of the school year, during the school year, and at the end of the school year. Teachers new to the profession will meet with an Instructional Coach weekly and more experienced teacher on a weekly or bi-weekly basis. Head of School will develop and lead the strategic vision of instructional coaching and meet with Assistant Principals on a weekly basis to support instructional coaching of staff.	$47, 275	Y
2	Assessments	In addition to state-mandated assessments (CAASPP ELA & Math: Grades 5-8, ELPAC: ELL scholars only, CA Science Test: Grades 5 & 8, and Physical Fitness Test: Grades 5 & 7), Libertas College Prep will implement multiple types of assessments in order to monitor each scholar's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. ● NWEA MAP ELA & Math ● Fountas & Pinnell Diagnostic assessments: ● Daily Exit Tickets ● End of Unit Tests and/or Writing Assessments	$7,000	N
3	Academic Interventions	All students, including ELs, participate in daily reading and writing classes with appropriate instructional support. Students requiring additional support will receive intensive small group support in reading and math through the addition of Math and ELA subject tutors.	$143,000	N
4	Enrichment	Students from all subgroups will have access to a broad course of study, which include core content areas of English, Mathematics, Science and Social Studies, as well as non-core content areas Physical Education, Art, and Spanish. Students also have the opportunity to participate in a weekly enrichment elective taught by a Libertas teacher.	$221,585	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.85%	$791,182

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.

The various services described in the 2020-21 LCAP are intended to improve outcomes for all our scholars. The LCAP goals were created based on overall school goals, and input from all stakeholders. The 8 state priorities were used to guide the activities identified and are accounted for through the LCAP goals. Our 3 LCAP goals combined with the actions dictated will effectively support meeting the goals for all our subgroups.

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

The various services described in the are intended to improve outcomes for all our scholars. School provides increased and improved services on a schoolwide basis as the schools has a high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. Teachers allocate time during class hours for intervention to meet established goals for each student. This is made possible via increased staffing in intervention and on-going coaching for improved and increased services for unduplicated students, from which all students benefited. We will be increasing our elective offerings by hiring more staff. Teachers participated in PD throughout the year to develop strategies to improve outcomes for all scholars. A new facility in the upcoming school year will also allow us to execute program much more strategically and benefit all groups of students.

Instructions

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:

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

Goal.Action	Action Title	Resource	Explanation	Expense	Expense		Contributing?		Personnel	Non-Personnel
1.1	Professional Development	2300	HOS (30%)	36,000	-	Did not fill this role with a full-time individual	Y		X	
1.1	Professional Development	3000	HOS -Benefits (30%)	9,000	-	Did not fill this role with a full-time individual	Y		X	
1.1	Professional Development	1300	Daniel Mendez (30%)	25,544	26,450		Y		X	
1.1	Professional Development	3000	Daniel Mendez - Benefits(30%)	6,386	6,613		Y		X	
1.1	Professional Development	5852	BES	17,000	17,000		Y			X
1.1	Professional Development	5852	Other Training	5,000	5,000		Y			X
1.1	Professional Development	1100	Teacher Professional Development	75,885	116,718	Teacher salaries exceed initial budget and accounts for 21 PD day	Y		X	
1.1	Professional Development	2000	Teacher Professional Development- Be	18,971	29,179		Y		X	
1.1	Professional Development	4391	Teacher Planning Dinners	5,000		Removed due to Covid	Y			X
1.1	Professional Development	4391	Professional Development Meals	3,000	3,000		Y			X
									X	
1.2	Longer Teacher Instructional Day	1100	Extended School Year	49,848	27,790	5 addt school days	Y		X	
1.2	Longer Teacher Instructional Day	2000	Extended School Year - Benefits	12,462	6,947	5 addt school days	Y		X	
									X	
1.3	Special ED	5842	DIRECT ED	138,000	198,000	Added Case Mgmt				X
1.3	Special ED	5843	Non-Public School	33,000	33,000					X
1.3	Special ED	5872	LAUSD, Option 3, 4th Year + Fee	46,917	52,219					X
1.3	Special ED	AHMED, MADEEHA	RSP TEACHER	63,710	64,795				X	
1.3	Special ED	AHMED, MADEEHA	RSP TEACHER - Benefits	15,927	16,199				X	
1.3	Special ED	APARICIO DOMINGUEZ, G	SPED Coordinator	91,350	41,693				X	
1.3	Special ED	APARICIO DOMINGUEZ, G	SPED Coordinator -Benefits	22,838	10,423				X	
1.3	Special ED	GALLEGOS, VIOLETA	SpED AIDE	38,720	5,868		Title	Fed	X	
1.3	Special ED	GALLEGOS, VIOLETA	SpED AIDE - Tutor	9,680	1,467		Title	Fed	X	
1.3	Special ED	EVANGELISTA, ERIC	SpED AIDE	36,960	38,531		ESSER	Fed	X	
1.3	Special ED	EVANGELISTA, ERIC	SpED AIDE - Tutor	9,240	9,633		ESSER	Fed	X	
1.3	Special ED	Lopez , Willie A	SpED AIDE	35,200	37,233		ELO	State	X	
1.3	Special ED	Lopez , Willie A	SpED AIDE - Tutor	8,800	9,308		ELO	State	X	
1.3	Special ED	4111	Moby Max - Online Curriculum	3,500	3,500		ESSER	Fed		X
1.3	Special ED	4111	Guided Reading	25,000	25,000		ESSER	Fed		X
									X	
1.4		4111	Curriculum - Restricted		20,375					X
1.4		4111	Curriculum - Unrestricted		350					X
									X	
1.5	Social Emotional Support	5849	Angie Eilers	44,000	68,000		Y	Fed		X
1.5	Social Emotional Support	1175	Social Emotional Stipend	3,000	2,000		GEER	Fed	X	
									X	
1.6	ELL Support	2300	OLIVARES, ALMA	57,200	57,200		Title	Fed	X	
1.6	ELL Support	3000	Alma - Benefits	14,300	14,300		Title	Fed	X	
									X	
1.7	LPAC Admin	2300	ZEPEDA, ALMA (10%)	12,000	10,845	Updated from HOS to principal	Y		X	
1.7	LPAC Admin	3000	ZEPEDA -Benefits (10%)	3,000	2,711	Updated from HOS to principal	Y		X	
1.7	LPAC Admin	1300	Daniel Mendez (10%)	8,515	8,816.80		Y		X	
1.7	LPAC Admin	3000	Daniel Mendez - Benefits(10%)	2,129	2,204.20		Y		X	
									X	
1.8	Technology	4411								X
									X	
1.9	Addt Teachers	1110	Staffing (5/18)		#VALUE!	Exceeded and then did not limit or reduce teaching staff despite enrollment shortfalls, to help give more individualized and lower student-teacher ratio for the high needs group	Y		X	
1.9	Addt Teachers	3000	Benefits		#VALUE!		Y		X	
									X	
2.1	Scholar Engagement	5812		15,720	4,860	Reduced due to covid	Y			X
									X	
2.2	Parent Engagement	1300	Daniel Mendez (25%)	21,286	22,042		Y		X	
2.2	Parent Engagement	3000	Daniel Mendez - Benefits(25%)	5,322	5,511		Y		X	
2.2	Parent Engagement	1300	Alma Zepeda (10%)	9,691	10,845		Y		X	
2.2	Parent Engagement	3000	Alma Zepeda - Benefits (10%)	2,423	2,711		Y		X	
2.2	Parent Engagement	2000	Office Staff (10%)	15,175	14,904		Y		X	

Section	Category	Code	Description	Amount 1	Amount 2	Note	Source	State/Fed	X1	X2
2.2	Parent Engagement	3000	Office Staff - Benefits (10%)	3,794	3,726		Y		X	
2.2	Parent Engagement	5861	Deanlist	2,750	2,750		Y			X
2.2	Parent Engagement	5861	Parent Square	1,160	1,160		Y			X
									X	
2.3	School Climate and Safety	1300	Daniel Mendez (35%)	29,801	30,859		Y		X	
2.3	School Climate and Safety	3000	Daniel Mendez - Benefits(35%)	7,450	7,715		Y		X	
2.3	School Climate and Safety	5861	Powerschool	6,000	7,696					X
									X	
2.4	Facilities	2200	Leticia + New	78,000	79,156				X	
2.4	Facilities	3000	Leticia Benefits	11,000	19,789				X	
2.4	Facilities	1300	Alma Zepeda (25%)	24,228	27,111				X	
2.4	Facilities	3000	Alma Zepeda - Benefits (10%)	6,057	6,778				X	
2.4	Facilities	4371	Custodial Supplies	9,600	9,600					X
									X	
3.1	Teacher Development	2300	HOS (30%)	36,000	65,625	Updated to Arrianna and 75%	Y		X	
3.1	Teacher Development	3000	HOS -Benefits (30%)	9,000	16,406	Updated to Arrianna	Y		X	
3.1	Teacher Development	5861	Whetstone	2,275	2,275					X
									X	
3.2	Assessments	5861	Illuminate	7,000	7,419					X
									X	
3.3	Academic Intervention	2111	(3) Instructional Aides	114,400	98,308		ELO	State	X	
3.3	Academic Intervention	3000	(3) Instructional Aides - Benefits	28,600	24,577		ELO	State	X	
3.4	Enrichment	1110	7th/8Th Grade elective	57,200	36,094	Mira Gandy	ESSER	Fed	X	
3.4	Enrichment	3000	7th/8Th Grade elective- Benefits	14,300	9,024	Mira Gandy	ESSER	Fed	X	
3.4	Enrichment	1110	PE Teachers	120,068	128,020				X	
3.4	Enrichment	3000	PE Teachers - Benefits	30,017	32,005				X	

| 493,310 | #VALUE! | | | | | | Y | | | |

Data Entry Table: Inclusion as part of the LCAP Template is optional

459,216

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	LCFF Funds	Notes
															Midyear Update			
1	1	Professional Development	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 171,785	$ 30,000	$ 201,785	$ -	$ -		$ 201,785	$ 178,960	$ 25,000	$ 203,960	
1	2	Longer Teacher Instructional	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 63,941		$ 63,941				$ 63,941	$ 34,737	$ -	$ 34,737	
1	3	Special ED	All	No		N/A	Ongoing	$ 332,425	$ 246,417		$ 398,456		$ 191,248	$ 589,704	$ 235,148	$ 311,719	$ 546,867	
1	4	Curriculum	All	No		N/A	Ongoing		$ 49,925	$ 350			$ 48,875	$ 49,225	$ -	$ 20,725	$ 20,725	
1	5	Social Emotional Support	All	No		N/A	Ongoing	$ 3,000	$ 44,000				$ 47,000	$ 47,000	$ 2,000	$ 68,000	$ 70,000	
1	6	ELL Support	All	No		N/A	Ongoing	$ 71,500					$ 71,500	$ 71,500	$ 71,500	$ -	$ 71,500	
1	7	ELPAC Adminstration	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 25,643		$ 25,643				$ 25,643	$ 24,577	$ -	$ 24,577	
1	8	Technology	All	No		N/A	Ongoing							$ -	$ -	$ -	$ -	
1	9	Student - Teacher Ratio	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing							$ -	#VALUE!	$ -	#VALUE!	
2	1	Scholar Engagement	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing		$ 15,720	$ 15,720				$ 15,720	$ -	$ 4,860	$ 4,860	
2	2	Parent Engagement	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 57,691	$ 3,910	$ 61,601				$ 61,601	$ 59,738	$ 3,910	$ 63,648	
2	3	School Climate and Safety	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 37,251	$ 6,000	$ 43,251				$ 43,251	$ 38,574	$ 7,696	$ 46,270	0.166337016
2	4	Facilities	All	No		N/A	Ongoing	$ 119,285	$ 9,600	$ 128,885				$ 128,885	$ 132,834	$ 9,600	$ 142,434	
2	4	Facilities	All	No		N/A	Ongoing		$ 405,766	$ 405,766				$ 405,766	$ 132,834	$ 9,600	$ 142,434	
3	1	Teacher Development	English Learners, Low-income, and/or Fos	Yes	Schoolwide	English Learner	Ongoing	$ 45,000	$ 2,275	$ 47,275				$ 47,275	$ 82,031	$ 2,275	$ 84,306	
3	2	Assessments	All	No		N/A	Ongoing		$ 7,000				$ 7,000	$ 7,000	$ -	$ 7,419	$ 7,419	
3	3	Academic Intervention	All	No		N/A	Ongoing	$ 143,000			$ 143,000			$ 143,000	$ 122,885	$ -	$ 122,885	
3	4	Enrichment	All	No		N/A	Ongoing	$ 221,585		$ 150,085			$ 71,500	$ 221,585	$ 205,142	$ -	$ 205,142	
														$ -				
														$ -				

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,144,302	$ 541,456	$ -	$ 437,123	2,122,881	$ 1,292,106	$ 820,613

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
1	1	Professional Development	English Learners, L	$ 201,785	$ -	$ -		$ 201,785
1	3	Special ED	All		$ 398,456		$ 191,248	$ 589,704
1	4	Curriculum	All	$ 350			$ 48,875	$ 49,225
1	5	Social Emotional Support	All				$ 47,000	$ 47,000
1	6	ELL Support	All				$ 71,500	$ 71,500
1	7	ELPAC Adminstration	English Learners, L	$ 25,643				$ 25,643
1	8	Technology	All					$ -
2	1	Scholar Engagement	English Learners, L	$ 15,720				$ 15,720
2	2	Parent Engagement	English Learners, L	$ 61,601				$ 61,601
2	3	School Climate and Safety	English Learners, L	$ 43,251				$ 43,251
2	4	Facilities	All	$ 128,885				$ 128,885
3	1	Teacher Development	English Learners, L	$ 47,275				$ 47,275
3	2	Assessments	All				$ 7,000	$ 7,000
3	3	Academic Intervention	All		$ 143,000			$ 143,000
3	4	Enrichment	All	$ 150,085			$ 71,500	$ 221,585
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								$ -
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								$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 395,275	$ 395,275
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 395,275	$ 395,275

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 201,785	$ 201,785
1	3	Special ED	Schoolwide		Middle Schools		$ 589,704
1	4	Curriculum			Middle Schools	$ 350	$ 49,225
1	5	Social Emotional Support			Middle Schools		$ 47,000
1	6	ELL Support			Middle Schools		$ 71,500
1	7	ELPAC Adminstration	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 25,643	$ 25,643
1	8	Technology			Middle Schools		$ -
2	1	Scholar Engagement	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 15,720	$ 15,720
2	2	Parent Engagement	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 61,601	$ 61,601
2	3	School Climate and Safety	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 43,251	$ 43,251
2	4	Facilities			Middle Schools	$ 128,885	$ 128,885
3	1	Teacher Development	Schoolwide	English Learners, Low-income, and/or Foster Youth	Middle Schools	$ 47,275	$ 47,275
3	2	Assessments			Middle Schools		$ 7,000
3	3	Academic Intervention			Middle Schools		$ 143,000
3	4	Enrichment			Middle Schools	$ 150,085	$ 221,585
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Annual Update Table Year 1

		Planned Expenditure Total	Estimated Actual Total
Totals:		#REF!	$ -

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
#REF!	#REF!	#REF!	#REF!	#REF!	
1	1	Professional Development	Yes	$ 201,785	
1	3	Special ED	No	$ 589,704	
1	4	Curriculum	No	$ 49,225	
1	5	Social Emotional Support	No	$ 47,000	
1	6	ELL Support	No	$ 71,500	
1	7	ELPAC Adminstration	Yes	$ 25,643	
1	8	Technology	No	$ -	
2	1	Scholar Engagement	Yes	$ 15,720	
2	2	Parent Engagement	Yes	$ 61,601	
2	3	School Climate and Safety	Yes	$ 43,251	
2	4	Facilities	No	$ 128,885	
3	1	Teacher Development	Yes	$ 47,275	
3	2	Assessments	No	$ 7,000	
3	3	Academic Intervention	No	$ 143,000	
3	4	Enrichment	No	$ 221,585	
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Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name:	LIBERTAS COLLEGE PREP			

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	Current Forecast	Difference	Comments
Total LCFF funds	$ 3,128,774.46	$ 2,954,544.77	$ (174,229.69)	LCFF revenue is down because enrollment and attendance are down
LCFF supplemental & concentration grants	$ 791,181.66	$ 827,672.39	$ 36,490.73	S&C is slightly up with the new S&C rates offset by lower enrollment and ADA
All other state funds	$ 673,566.09	$ 688,451.43	$ 14,885.34	Increase reflects ELO funds. Expanded Learning Opportunity and Educator Effectiveness grant funds are not yet reflected in the Libertas Budget.
All local funds	$ 218,353.65	$ 664,866.50	$ 446,512.85	Increase is due to the recognition of the PPP loan in 21.22
All federal funds	$ 1,031,252.21	$ 967,411.98	$ (63,840.23)	Decrease reflects slight change in usage of ESSER Funds to the out years
Total Projected Revenue	$ 5,051,946.42	$ 5,275,274.68	$ 223,328.27	
Total Budgeted Expenditures for the 2021 – 22 School Year	**Original**	**Current**	**Difference**	**Comments**
Total Budgeted General Fund Expenditures	$ 4,922,005.53	$ 4,910,929.97	$ (11,075.57)	