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).

Projected Revenue by Fund Source

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

The total revenue projected for Liberty Elementary School District & Charter is $3,971,955, of which $3,305,021 is LCFF supplemental and concentration grants, $2,975,275 is All Other LCFF funds, $211,643 is other state funds, $338,029 is local funds, $211,643 is All local funds, and $20,293 is All federal funds.
and $20293 is federal funds. Of the $3380296 in LCFF Funds, $75275 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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures in the LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 3,500,000</td>
</tr>
<tr>
<td>$ 3,000,000</td>
</tr>
<tr>
<td>$ 2,500,000</td>
</tr>
<tr>
<td>$ 2,000,000</td>
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<tr>
<td>$ 1,500,000</td>
</tr>
<tr>
<td>$ 1,000,000</td>
</tr>
<tr>
<td>$ 500,000</td>
</tr>
<tr>
<td>$ 0</td>
</tr>
</tbody>
</table>

This chart provides a quick summary of how much Liberty Elementary School District & Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Liberty Elementary School District & Charter plans to spend $2878330 for the 2021-22 school year. Of that amount, $1041000 is tied to actions/services in the LCAP and $1,837,330 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures cover an array of school costs, including faculty and staff salaries, books, supplies, and other operating costs.

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

In 2021-22, Liberty Elementary School District & Charter is projecting it will receive $75275 based on the enrollment of foster youth, English learner, and low-income students. Liberty Elementary School District & Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Elementary School District & Charter plans to spend $140000 towards meeting this requirement, as described in the LCAP.

At the time of the LCP, the District had not determined the total budget to increase or improve services. However, the District has provided extensive support to high needs students through our EMHI program, additional EL support personnel serving EL students directly and direct teacher and paraprofessional support to all high needs students. In addition, the District will make a transfer to our Fund 40 facilities account.
## LCFF Budget Overview for Parents

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

<table>
<thead>
<tr>
<th>Prior Year Expenditures: Increased or Improved Services for High Needs Students</th>
</tr>
</thead>
</table>

- □ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $-
- □ Actual Expenditures for High Needs Students in Learning Continuity Plan: $182,974

| $0 | $50,000 | $100,000 | $150,000 | $200,000 |

This chart compares what Liberty Elementary School District & Charter 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 Liberty Elementary School District & Charter 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, Liberty Elementary School District & Charter's Learning Continuity Plan budgeted $0 for planned actions to increase or improve services for high needs students. Liberty Elementary School District & Charter actually spent $182,974 for actions to increase or improve services for high needs students in 2020-21.
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).

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberty Elementary School District</td>
<td>Christopher Raffendi</td>
<td>(707) 795-4380</td>
</tr>
</tbody>
</table>
100% of classrooms have standards-aligned instructional materials.

Common Core training for all instructional staff.

Maintain 0 teacher misassignments.

ELPA 21 scores: 0% progress, 0% reclassified. Students Rediessed: 0% in LEA Multiple Measures in Math.

Due to the cancellation of the CASPP, 0% of Students Rediessed: 0% in LEA Multiple Measures in ELA.

Due to the cancellation of the CASPP, 0% of Students Rediessed: 0% in LEA Multiple Measures in ELA.

CELD assessments: Progress and Students Rediessed.

Students Rediessed: 0% in District Multiple Measures in Math.

Students Rediessed: 0% in District Multiple Measures in ELA.

 expected

Annual Measurable Outcomes:

Local Priorities:
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 3: State Standards (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 1: State Standards (Conditions of Learning)

State and/or Local Priorities addressed by this goal:

Improve student achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.

Goal 1
<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of classrooms with aligned instructional materials</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Expendeditures</td>
<td>Actual</td>
<td>Budgeted</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Supplemental and Concentration LF: Personal Services LF: Support 2000-9999: Classified LF: Funding - Instructional Aid 125,000,000 Personal Services LF: Support 2000-9999: Classified LF: Funding - Instructional Aid 125,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions / Services</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms will maintain instructional assistants.</td>
<td></td>
</tr>
<tr>
<td>Maintain highly qualified teachers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions / Services</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff participated in Common Core Training.</td>
<td></td>
</tr>
<tr>
<td>Maintain 0 teacher misassignments.</td>
<td></td>
</tr>
<tr>
<td>CELDT scores: 0% Progress Students reclassified: 0%.</td>
<td></td>
</tr>
<tr>
<td>Mean 88% of students proficient in District Multiple Measures in ELA.</td>
<td></td>
</tr>
<tr>
<td>Exceeded 78% of Students proficient in District Multiple Measures.</td>
<td></td>
</tr>
<tr>
<td>Preparedness standards are not applicable.</td>
<td></td>
</tr>
<tr>
<td>As stated above, the LEA doesn’t serve high school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Funds budgeted for actions and services were implemented to support students, families, teachers, and staff.

A description of how funds budgeted for actions/services that were not implemented were used to support students, families, teachers.

### Goal Analysis

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
</table>

- Continue EL Intervention Support Services
- Assess student progress using formal pre and summative:
  - CAASPP
  - STARR Literacy & Math
  - ELP
  - DIBELS
- Continue professional development
- Implement high-quality instructional practices utilizing Common Core
- Implement high-quality instructional materials
- Segregated meetings

- High qualifies teachers
- Highly Qualified Teachers

- Substitute teachers

- Supplies base 26,100

- Supplies materials 4,499: Books and materials 4,000: Other supplies

- Buy supplies at base of 77,262

- Institutional Aide Support-Listed

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- Institutiona
Engaging students with attention issues was problematic and required significant additional resources.

Ensuring all students had access to devices and Internet access in a primarily rural community.

Training all staff to use hardware and software that almost none had ever used before.

Challenges:

- Use of teacher digital afternoons office hours to supplement the direct lessons delivered every morning in all class settings.
- Use of support staff to implement small group and one to one digital instruction for struggling and at-risk students.
- Real-time learning through the use of daily all digital learning sessions through Zoom instruction.

Success:

- Educational setting to a virtual learning environment fairly quickly.
- All stakeholders. However, all staff and most of our families were able to make the necessary changes to shift from and in-person model.
- The challenges to completely dip the LEYs educational program over the past year was significant and required an incredible effort by all stakeholders.

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

Local Priorities:
- Priority 6: School Climate (Engagement)
- Priority 5: Parent Engagement (Engagement)
- Priority 3: Parental Involvement (Engagement)

State Priorities:
- Improve school culture both socially and emotionally while engaging students and parents

Expected

Actual

School dropout and high school graduation rates do not apply.

Underenrolled Population Parent Concern: 100%

Parent and Staff School Climate Survey: 50% Participation

Chronic Absenteeism: Less than 2%

Attendance: Above 97%

Expulsions: 0

Suspensions: 0

19-20
Funds budgeted for actions and services were implemented to support students' families, teachers and staff.

A description of how funds budgeted for actions/services that were not implemented were used to support students' families, teachers.

Goal Analyses

<table>
<thead>
<tr>
<th>Action</th>
<th>Actual</th>
<th>Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertaken Population Parent Conferences with Teachers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Develop Parent and Teacher Understanding of the Character Attributes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Climate Survey Place all Committee and Board Meetings on LEA Website</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parent and Community Outreach and Education through the use of a Place all Committee and Board Meetings on LEA Website</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Using EML, provide additional training in social interaction</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Actions / Services

- School dropouts and high school graduation does not apply
- School dropouts and high school graduation does not apply
- Percentage of students, therefore the metric for middle school and high school attendance above the LEA does not apply
- Middle School Climate Survey: 100% Participation
- Student and Staff School Climate Survey: 35% Participation
- Chronic Absenteeism: 1%
- Attendance: Above 96%
- Exclusions: 0
- Suspensions: 1

Baseline

<table>
<thead>
<tr>
<th>Actual</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Challenges:
- Engaging students whose families were struggling to provide a functional learning environment for their children in their homes.
- Use of support staff to implement small group and one to one digital instruction for struggling and at-risk students.
- Expanded use of our EMHI program to address the needs of S/E struggling students.

Success:
There were many successes and challenges in implementing the actions and services.
A description of the successes and challenges in implementing the actions/services to achieve the goal...
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

- Facilities Inspection Tool - Good Repair
- Facilities Inspection Tool - Good Repair
- Facilities Inspection Tool - Good Repair
- Facilities Inspection Tool - Good Repair
- Facilities Inspection Tool - Good Repair

Expected:

Annual Measurable Outcomes

Goal 3

Liberty Elementary School District

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

Provide custodial and maintenance services

Staff inspections forms by both administration and custodial/maintenance

Review and rank all areas of facilities needs on the annual and monthly

Maintenance school facilities

Metic/Indicator

Local Priorities: Priority 1: Basic (Conditions of Learning)

State Priorities addressed by this goal:

Maintain school facilities through regular inspection
There were many challenges due to the strict protocols called for in our COVID-19 Reopening Plan. Our facilities and cleaning costs increased significantly to meet these requirements.

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

Funds budgeted for actions and services were implemented to support students, families, teachers and staff.

A description of how funds budgeted for actions/services that were not implemented were used to support students, families, teachers.

Goal Analysis
Annual Measurable Outcomes

Expected

Local Priorities:
- Priority 6: Other Pupil Outcomes (Pupil OUTCOMES)
- Priority 7: Course Access (Coordinated Learning)

State Priorities:
- State and/or Local Priorities addressed by this goal:

Goal 4

Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc. to all students.
<table>
<thead>
<tr>
<th>Actual</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>All students with exceptional needs shall maintain current programs, and students who are not provided an education plan or are underidentified. Students shall have access to programs developed and provided to all students with disabilities as measured by the following programs:</td>
<td>Program at 100% provided to students with exceptional needs shall maintain current programs, and students who are not provided an education plan or are underidentified. Students shall have access to programs developed and provided to all students with disabilities as measured by the following programs:</td>
</tr>
<tr>
<td>Provided access to a full range of classes to all students including subgroups as stated above and approved in last year’s LCAP by the County Office. The metric will be monitored by reviewing the report cards to verify students are attending the following programs:</td>
<td>Provided access to a full range of classes to all students including subgroups as stated above and approved in last year’s LCAP by the County Office. The metric will be monitored by reviewing the report cards to verify students are attending the following programs:</td>
</tr>
</tbody>
</table>
A description of the successes and challenges in implementing the actions/services to achieve the goal.

**Challenges:**
- Addressing the technological needs of families with limited Internet access
- Engaging students and families virtually

**Successes:**
- Maintained all enrichment classes through virtual classes
- Created digital curriculum in all subjects
- Agent: Student

**Goal Analysis**

<table>
<thead>
<tr>
<th>Students</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>Maximum to variety of classes to all</td>
</tr>
</tbody>
</table>

**Review of Use of Funds for Actionsatabed for Actions/Services that were not implemented were used to support students, families, teachers, and staff.**
A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

## Analysis of In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Yes</th>
<th>7,395</th>
<th>TBD</th>
<th>Purchase of PPE for staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8,065</td>
<td>TBD</td>
<td>Purchase of online learning curriculum to support instruction</td>
</tr>
<tr>
<td>Yes</td>
<td>13,070</td>
<td>TBD</td>
<td>Purchase of tablets and computers for students that didn't have access to technology</td>
</tr>
<tr>
<td>Yes</td>
<td>956</td>
<td>TBD</td>
<td>Purchase of hot spots for internet access</td>
</tr>
<tr>
<td>Yes</td>
<td>14,900</td>
<td>TBD</td>
<td>Purchase of supplies and equipment for cleaning and disinfection</td>
</tr>
<tr>
<td>Yes</td>
<td>30,744</td>
<td>TBD</td>
<td>Purchase of cleaning and safety measures/equipment/products</td>
</tr>
</tbody>
</table>

### Expenditures Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Actual</th>
<th>Estimated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Actions Related to In-Person Instructional Offerings

The following is the Local Educational Agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).
Engaging students with attention issues was problematic and required significant additional resources.

Ensuring all students had access to devices and internet access in a primarily rural community was challenging.

Training all staff to use hardware and software that almost none had ever used before...

Challenges:

- Use of teacher digital afternoon office hours to supplement the direct lessons delivered every morning in an all-class setting.
- Use of support staff to implement small group and one-to-one digital instruction for struggling and at-risk students.
- Real-time learning through the use of daily digital learning sessions through Zoom Instruction.

Success:

- Educational setting to a virtual learning environment fairly quickly.
### Challenges:
- Use of teacher digital afternoons office hour to supplement the direct lessons delivered every morning in all class settings.
- Use of support staff to implement small groups and one-to-one digital instruction for struggling and at-risk students.
- Real time learning through the use of daily all digital learning sessions through zoom instruction.

### Successes:
- Educational setting to a virtual learning environment fairly quickly.
- 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, professional development of staff roles and responsibilities, and support for pupils with unique needs.

---

### Analysis of the Distance Learning Program

### Areas that could support distance learning until we could reopen.

<table>
<thead>
<tr>
<th>Yes</th>
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<td>No</td>
<td>3,000</td>
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</tr>
<tr>
<td>No</td>
<td>388</td>
<td>TBD</td>
</tr>
</tbody>
</table>

- Purchase of hot spots for students unable to access the internet.
- Purchase of equipment to support remote learning.
- Purchase of learning management systems and curriculum apps.
- Training of staff for cleaning and health screenings.
- Purchase of cleaning and safety equipment and products.

### Actions Related to the Distance Learning Program

**Description**

**Distance Learning Program**
Engaging students with attention issues was problematic and required significant additional resources.

* Ensuring all students had access to devices and internet access in a primarily rural community.
Analysis of Pupil Learning Loss

A description of the successful and challenging 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.

<table>
<thead>
<tr>
<th>Actions Related to the Pupil Learning Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional staff time for small group and one-on-one intervention</td>
</tr>
<tr>
<td>3.570</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>4,000</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>Yes</td>
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<tr>
<td>Contributing</td>
</tr>
<tr>
<td>Estimated Actual</td>
</tr>
<tr>
<td>Budgeted Funds</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Description</td>
</tr>
</tbody>
</table>

Additional staff time for small group and one-on-one intervention.

The LEA did not budget funds to specific areas due to the constant changing nature of the state and County Health Agency requirements. Since the LEA expectation was to reopen as soon as legally possible, funds were set aside in bulk and allocated to areas that would support pupil learning loss until we could reopen.

While there were many challenges, the success for overcoming the challenges in addressing pupil learning loss, particularly in the 2020-21 school year and beyond.

Small group pullins allowed the LEA to minimize learning loss and return students back on campus near or at level with what would
A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Analyse of School Nutrition

Engaging students that had limited access to home academic support
Engaging students with families that were struggling with work and financial challenges

Challenges:
- Regular phone calls, emails, and notes home to engage families that were struggling
- Numerous online activities sponsored by the school and parent group
- All families were provided with internet hot spots if they needed improved access

Successes:
- There were many successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

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

Analyse of Pupil and Family Engagement and Outreach

Engaging students whose families were struggling to provide a functional learning environment for their children in their homes

Challenges:
- The lack of support staff to implement small group and one-on-one digital instruction for struggling and at-risk students
- Expanded use of our ENSHI program to address the needs of S/E struggling students

Successes:
- There were many successes and challenges in monitoring and supporting mental health and SEL well-being in the 2020-21 school year.

A description of the successes and challenges in monitoring and supporting mental health and SEL well-being in the
An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP.

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.

**Overall Analysis**

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.

<table>
<thead>
<tr>
<th>Contributing Expenditures</th>
<th>Actual Estimated Funds Total</th>
</tr>
</thead>
</table>

**Additional Actions to Implement the Learning Continuity Plan**

**Plan Requirements**

NA

[Table continues with the structure mentioned in the question]
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.
Attendance Plan

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

Since learning loss appears to be minimal but SEL issues appear to be slightly greater than usual, the 2019-20 LCAP and the 2020-21 LCAP.

LCP reflects changes to service that will address and enhance our support to students in this area.
Annual Update for Developing the 2019-20 Local Control and Accountability Plan

Introduction: Annual Update for the 2019-20 Local Control and Accountability Plan

California Department of Education (CDE) Local Agency Systems Support Office by phone at 916-393-0809 or by email at LCFP.Support@CDE.ca.gov

For additional questions or technical assistance related to the completion of the LCAP template, please contact the Local Control and Accountability Plan (LCAP) Support Team at 916-393-0809 or by email at LCAPSupport@CDE.ca.gov.

The annual update to the LCAP template must be completed as part of the development of the 2019-20 LCAP. In subsequent years, the annual update will be completed using the LCAP template and will need to be adopted by the local board of education.

The annual update template for the 2019-20 local control and accountability plan (LCAP) and the annual update for the 2020-21 instructional year.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

In the following school year in each of the following areas, as applicable:

- 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.
  - Planned actions and actual expenditures to implement the actions.

**Actions Related to the Distance Learning Program**

- The plan for person instruction was not provided to any students in 2020-21. Please state as such.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe:
  - What was implemented and/or expended on the actions as applicable.

**Actions Related to In-Person Instructional Offerings**

- The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Annual Update:

**Plan**

Minor typographical errors may be corrected.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and the actual expenditures.
- Identify the planned actions and the actual expenditures.
Analytical of School Nutrition

Introduction, as applicable.

- Identify pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in the needed engagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and families during the 2020-21 school year, including implementing feedback from stakeholders, including parents, students, teachers, and staff, to describe the success and challenges experienced in monitoring and supporting mental health and social and emotional well-being.

Analytical of Pupil and Family Engagement and Outreach

- Both pupils and staff during the 2020-21 school year, as applicable.

The success and challenges experienced in monitoring and supporting mental health and social and emotional well-being of pupils and stakeholders, including parents, students, teachers, and staff, to describe the success and challenges experienced in implementing pupil engagement and outreach, including feedback from stakeholders, including parents, students, teachers, and staff, to describe.

Analytical of Mental Health and Social and Emotional Well-Being

- As applicable.

- Are English learners, low-income, at risk youth, pupils with exceptional needs, and pupils who are experiencing homelessness.

- Analyze data, including an analysis of the effectiveness of the efforts to address dual learning loss, including for pupils who are English learners, low-income, at risk youth, pupils with exceptional needs, and pupils who are experiencing homelessness, on the actions, as applicable.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss.

- In the table, identify the planned actions and the budgeted expenditures to implement additional actions related to addressing pupil learning loss and the additional actions required to implement the actions at the table as needed.

Actions Related to Pupil Learning Loss

- Date: If distance learning was not provided to any students in 2020-21, please state as such.

- To the extent practicable, LEAs are encouraged to include in an analysis of the effectiveness of the distance learning program to support 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.

- Support roles and responsibilities.

- Distance Learning Professional Development.

- Pupil Participation and Progress.
Attendance Plan and Learning Continuity

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

Describes how the analytical 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 2021-22 through 2022-23 LCAP, as applicable.

The LEA must provide a description of its instructional program, including how it is aligned with the standards, and how it is designed to meet the needs of its students. The LEA must also describe how it is aligned with the state's accountability system. The LEA must provide a description of the instructional program, including how it is aligned with the standards, and how it is designed to meet the needs of its students. The LEA must also describe how it is aligned with the state's accountability system.

The overall analysis prompts are to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

1. Describe any substantive differences between the actions and/or services identified as contributing towards meeting the continuum of placements for pupils with unique needs (including low income students, English learners, pupils with disabilities, and pupils with disabilities served across the full continuum of educational placements, including low income students, English learners, pupils with disabilities, and pupils with disabilities served across the full continuum of educational placements), as well as the action or services implemented to meet the continuum of educational placements.

2. Provide an explanation of how public learning loss is assessed and addressed in the 2021-22 LCAP, as applicable.

3. Provide an explanation of how public learning loss is assessed and addressed in the 2021-22 LCAP, as applicable.

4. As part of this analysis, LEAs are encouraged to consider how they are supporting the overall learning and attendance plan.

5. Implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

6. Describe any substantive differences between the planned actions and the budgeted expenditures for the additional actions to address the success and challenges experienced in providing multimedia learning to the 2021-22 school year, whether participating in-person instruction or distance learning, as applicable.

7. Describe the success and challenges experienced in providing multimedia learning to the 2021-22 school year, whether participating in-person instruction or distance learning, as applicable.

8. Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the success and challenges experienced in providing multimedia learning to the 2021-22 school year, whether participating in-person instruction or distance learning, as applicable.

9. Implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

10. Provide an explanation of how the lessons learned from implementing the instructional program and distance learning and distance learning programs in 2020-21 are being addressed in the 2021-22 LCAP.
<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
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<td><strong>2021-22</strong></td>
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<td><strong>Expendediture Summary</strong></td>
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<tr>
<td><strong>Annual Update</strong></td>
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<tr>
<td><strong>2019-20</strong></td>
<td><strong>2020-21</strong></td>
<td><strong>2021-22</strong></td>
<td><strong>2021-22</strong></td>
</tr>
<tr>
<td><strong>Funding Source</strong></td>
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* Totals based on expendediture amounts in goal and annual update sections.*
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<thead>
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<th>2019-20</th>
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<td>2000-2999: Classified Personal Salaries</td>
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<tr>
<td><strong>Actual</strong></td>
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</tr>
<tr>
<td><strong>Budgeted</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>2019-20</strong></td>
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* Totals based on expendiute amounts in goal and annual update sections.
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<th>Object Type</th>
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<td>Total Expenditure by Object Type</td>
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* Totals based on expenditure amounts in goal and annual update sections.*
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<th>Goal 3</th>
<th>Goal 4</th>
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Tots based on expenditute amounts in goal and annual update sections.
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<tr>
<th>Year</th>
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<tr>
<td>2020-21</td>
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<td><strong>Expenditures by Offering/Program (Contributing to Increased/Improved Requirement)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Additional Actions and Plan Requirements</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Pupil Learning Loss</strong></td>
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<tr>
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<td></td>
<td><strong>Distance Learning Program</strong></td>
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<td><strong>In-Person Instructional Offenses</strong></td>
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**Expenditure Summary**

Annual Update for the 2020-21 Learning Continuity and Attendance Plan
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

2019-20 Local Control and Accountability Plan (LCAP)

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes, and actions and services from the LEA Name: Liberty Elementary School (Charter) (Charter)

Contact Name and Title: Christopher Rangel

Email and Phone: christopher.rangel@liberty.edu, (707) 795-4380

School District: Liberty

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
100% of classrooms have standards-aligned instructional materials

Common Core training for all instructional staff

Maintain 0 teacher misassigments

ELPA
core: % progress Students reclassified: 0%

in LEA Multiple Measures in Math
Due to the cancelation of the CASPP, 0% of students proficient
in LEA Multiple Measures in ELA
Due to the cancelation of the CASPP, 0% of students proficient

Students are not applicable. So the A-G requirements, AP passing and college readiness.

Also, as stated above, the LEA doesn't serve high school students.

State testing was canceled due to the pandemic.

19-20

Actual

Expected

Annual Measurable Outcomes

Local Priorities:

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

State and/or Local Priorities addressed by this goal:

Improve student achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.
100% of classrooms have standards-aligned instructional materials.

All staff participated in Common Core training.

Maintain 0 teacher misassignments.

CELDT scores: 60% progress. Students reassessed: 50%.

Main 84% of students proficient in District Multiples Measures in Math.

87% of students proficient in District Multiples Measures in ELA.

Expected 78% of students proficient in District Multiples Measures in ELA.

Local Assessments: Multiples Measures

Baseline

Materials

100% of classrooms have standards-aligned instructional materials.

Common Core training for all instructional staff.

Maintain 0 teacher misassignments.

CELDT scores: 60% progress. Students reassessed: 50%.

Main 84% of students proficient in District Multiples Measures in Math.

87% of students proficient in District Multiples Measures in ELA.

Local Assessments: Multiples Measures

19-20

Actual
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Aid Support-Listed</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>Supplies LF: Base 77'262</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Purchased standards aligned</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>9000-4999: Books and materials</td>
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<tr>
<td>Purchased standards aligned</td>
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<tr>
<td>State Standards</td>
<td></td>
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</tr>
<tr>
<td>Implementation High Quality Instructional Practices Utilizing Common Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALT Fluencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR Literacy &amp; Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPaso</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue EL Intervention Support services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms will maintain instructional assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain highly qualified teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions:**

- Provide instructional services to students in need of additional support.
- For low income pupils as needed:
  - Standards Aligned Materials
  - Highly Qualified Teachers
  - Segmented Meetings
  - ELA & Math Common Core Professional Development

**Assessments:**

- CALT Fluencies
- Sound Units
- STAR Literacy & Math
- ELPaso
- DIBELS
- CALT Fluencies

**Expenditures:**

- Institutional Aid Support-Listed
- Supplies LF: Base 77'262
- Purchased standards aligned
- State Standards
- Implementation High Quality Instructional Practices Utilizing Common Core
- Assessments
- Continue EL Intervention Support services
- Classrooms will maintain instructional assistants
- Maintain highly qualified teachers
Challenges:

- Engaging students with attention issues was problematic and required significant additional resources.
- Ensuring all students had access to devices and internet access in a primarily rural community.
- Training all staff to use hardware and software that almost none had ever used before.

Success:

- Use of a teacher digital classroom office hours to supplement direct lessons delivered by a virtual learning environment fairly quickly.
- Use of a virtual learning environment to support small group and one-on-one digital instruction for struggling and at-risk students.
- Real time learning through the use of daily digital learning sessions through Zoom.

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

Goal Analyses
Annual Measurable Outcomes

Actual

Expected

Local Priorities:
Priority 6: School Climate (Engagement)
Priority 5: Parent Engagement (Engagement)
Priority 3: Parental Involvement (Engagement)

State Priorities:

State and/or local priorities addressed by this goal:

Goal 2

Improve school culture both socially and emotionally while engaging students and parents.
A description of how funds budgeted for actions/services that were not implemented were used to support students, families, teachers, and staff.

**Goal Analysis**

<table>
<thead>
<tr>
<th>Action/Service</th>
<th>Actual</th>
<th>Budgeted</th>
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<tbody>
<tr>
<td>Unduplicated Population Parent Conferences with Teachers</td>
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<td>Unduplicated Population Parent Conferences</td>
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</tr>
<tr>
<td>Section of the Report Card at Conferences</td>
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<tr>
<td>Develop parent and teacher understanding of the Character Attributes</td>
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<td>School Climate Survey</td>
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<tr>
<td>Parent and community outreach and education through the use of a school newsletter</td>
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</tr>
<tr>
<td>Place all committee and board meetings on district website</td>
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<td>0</td>
</tr>
<tr>
<td>Using EIMI, provide additional training in social interaction</td>
<td>Listed Above</td>
<td>0</td>
</tr>
</tbody>
</table>

**Actions / Services**

- Unduplicated Population Parent Conferences: 100% participation
- Parent and Staff School Climate Survey: 85% participation
- Chronic Absenteeism: 5% attendance: 96.88%
- Expulsions: 0
- Suspensions: 0

**Baseline**

**Actual**

**Expected**
Challenges:

- Our primary challenge in these areas was around student engagement with our students that struggle with attention issues.
- Students through daily office hours for any student that needed extra support.
- Our EMHI program expanded and supported more students than usual and staff time was allotted to support struggling students.

Successes:

- A description of the successes and challenges in implementing the actions/services to achieve the goal.
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Planned</th>
<th>Expenditures</th>
<th>Budgeted</th>
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<tbody>
<tr>
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</table>

**Actions / Services**

- Facilities Inspection Tool – Good Repair
- Facilities Inspection Tool – Good Repair
- Facilities Inspection Tool – Good Repair
- Facilities Inspection Tool – Good Repair
- Facilities Inspection Tool – Good Repair

**Expected Annual Measurable Outcomes**

**Goal 3**

Local Priorities:

- Priority 1: Basic (Conditions of Learning)

Siegel Priorities:

- Siegel School Facilities Through Regular Inspection
Program: 100% maintenance current. Program provided to 100% students with exceptional needs. All students will have access to programs developed and provided to underserved students. All students will have courses to a full range of courses as demonstrated on report card for all students. Subgroups provide access to a full range of classes. All students providing programs:

Following programs:

- Office: The methodology for all the following will be measured as stated above and approved in last year's LCAP by the County.

Actual

| Expected

Annual Measurable Outcomes

Local Priorities:

1. Priority 1: Other Pupil Outcomes (Pupil Outcomes)
2. Priority 2: Course Access (Condition of Learning)

State Priorities:

State and/or Local Priorities addressed by this goal:

Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc. to all students.
### Goal Analysis

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
<th>Reviews of Report Cards</th>
</tr>
</thead>
</table>

- **Funds budgeted for actions and services were implemented to support students, families, teachers and staff.**

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

### Baseline

- **Baseline**
  - Provided to students with exceptional needs
  - All students will have access to programs developed and provided to unduplicated students
  - All students will have access to programs developed and demonstrated on report cards for all students

- **Expected**
  - Provide access to a full range of classes to all students

- **Actual**
  - Provided to students with exceptional needs

**Addressing the technological needs of families with limited Internet access**

- Engaging students and families virtually
- Mainstreamed all enrichment classes through virtual classes
- Created digital curriculum in all subjects

**Challenges:**

**Successes:**

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

**Goal Analysis**

<table>
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<tr>
<th>Expended Amount</th>
<th>Actions/ServicesPlanned</th>
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<tr>
<td>Expected</td>
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</tr>
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</table>

**Annual Measurable Outcomes**

Local Priorities:

State Priorities:

Stated and/or Local Priorities addressed by this goal:

Goal 5
A description of the success and challenges in implementing in-person instruction in the 2020-21 school year.

### Analyses of In-Person Instructional Offerings

| Yes | 7,395 | TBD | Purchase of PE for staff |
| Yes | 8,066 | TBD | Purchase of online learning curriculum to support instruction |
| Yes | 13,070 | TBD | Access to technology |
| Yes | 966 | TBD | Purchase of lab supplies and computers for students that didn’t have |
| Yes | 14,900 | TBD | Increase in cleaning, health screenings, and student supervision |
| Yes | 30,744 | TBD | Identify cleaning and cleaning protocols necessary to carry out cleaning procedures |
| Yes | Estimated Expeditures | Actual Funds | Total Budgeted Funds |

### Actions Related to In-Person Instructional Offerings

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

**Annual Update for the 2021-22 Local Control and Accountability Plan**
Engaging students with attention issues was problematic and required significant additional resources.

Ensuring all students had access to devices and Internet access in a primarily rural community was a significant challenge.

Training all staff to use hardware and software that almost none had ever used before.

Challenges:

- Use of teacher digital afternoon office hours to supplement the direct lessons delivered every morning in all class settings.
- Use of support staff to implement small group and one-on-one digital instruction for struggling and at-risk students.
- Real-time learning through the use of daily digital learning sessions through Zoom instruction.

Success:

Educational setting in a virtual learning environment fairly quickly.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Challenges:
- Training all staff to use hardware and software that almost none had ever used before
- Use of teacher digital afternoons whole hour to supplement the direct instruction delivered everyday morning in all class settings
- Use of support staff to implement small group and one on one digital instruction for struggling and at-risk students
- Real-time learning through the use of daily all digital learning sessions through Zoom instruction

Success:
Educational setting to a virtual learning environment fairly quickly.

The challenge to completely flip the LEA's educational program over the past year was significant and required an incredible effort by all stakeholders. However, all staff and most of our families were able to make the necessary changes to shift from and in-person education setting to a virtual learning environment fairly quickly.

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:

1. Access to technology
2. Implementation of instruction
3. Equity in access and communication
4. Participation and Progress
5. Professional Development

Program and what was implemented and/or expended on the actions:

### Actions Related to the Distance Learning Program

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<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Purchase hotspots for students enabled to access the internet</td>
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</tr>
<tr>
<td>Purchase equipment to support remote learning</td>
<td>1'647</td>
<td>TBD</td>
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<tr>
<td>Purchase learning management systems and curriculum apps</td>
<td>360</td>
<td>TBD</td>
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<tr>
<td>Training of staff for cleaning and health screenings</td>
<td>3'000</td>
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<tr>
<td>Purchase of cleaning and safety equipment and products</td>
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### Expenditures

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<th>Estimated</th>
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<tbody>
<tr>
<td>Contributing</td>
<td>Budgeted Funds</td>
<td>TBD</td>
<td>TBD</td>
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</table>
Engaging students with attention issues was problematic and required significant additional resources.

Ensuring all students had access to devices and internet access in a primarily rural community.

Liberty Elementary School (Charter)
Annual Update for Developing the 2021-22 Local Control and Accountability Plan
### 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

<table>
<thead>
<tr>
<th>Yes</th>
<th>3.570</th>
<th>TBD</th>
<th>Additional time for small group and one-on-one intervention</th>
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<tbody>
<tr>
<td>Yes</td>
<td>4,000</td>
<td>TBD</td>
<td>Additional time for planning and training</td>
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**Contributing Expenditures**

<table>
<thead>
<tr>
<th>Estimated Funds</th>
<th>Total Budgeted Expenditures</th>
<th>Description Related to the Pupil Learning Loss</th>
</tr>
</thead>
</table>
### Analysis of School Nutrition

| Engaging students that had limited access to home academic support |
| Engaging students with families that were struggling with work and financial challenges |
| Challenges: |
| Regular phone calls, emails, and notes home to engage families that were struggling |
| Numerous online activities sponsored by the school and parent group |
| All families were provided with internet hot spots if they needed improved access |

**Successes:**

There were many successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Analysis of Pupil and Family Engagement and Outreach

| Engaging students whose families were struggling to provide a functional learning environment for their children in their homes |
| Challenges: |
| Use of support staff to implement small group and one-to-one digital instruction for struggling and at-risk students |
| Expanding use of our EFMI program to address the needs of S/E students |

**Successes:**

There were many successes and challenges in monitoring and supporting mental health and SEL well-being in the 2020-21 school year.

### Analysis of Mental Health and Social and Emotional 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.

**Self-Assessment and Math:***

Continue to monitor our students, in particular our at-risk populations through the use of our multiple measures system and the use of preliminary assessments, pupil learning loss appears to be much more limited than originally expected. The LEA will explain the unique needs.

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

An explanation of how pupils learning loss continues to be assessed and addressed in the 2021-24 LCAP.

### Overall Analysis

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

<table>
<thead>
<tr>
<th>Contributing</th>
<th>Expenditures</th>
<th>Budgeted Funds</th>
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<tbody>
<tr>
<td>Description</td>
<td>Budget</td>
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</table>

**Additional Actions to Implement the Learning Continuity Plan**
Attendance Plan

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and...
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Introduction: Annual Update for the 2019-20 Local Control and Accountability Plan

Instructor:

Goal Analysis

Identify the planned actions/services. The budgeted expenditures to implement these actions/services toward achieving the described goal and intended outcomes.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes. Update the goal(s), state/and/or local priorities, expected outcomes, actions/services, and budgeted expenditures as needed.

Instructor: Annual Update for the 2019-20 Local Control and Accountability Plan

California Department of Education (CDE) local agency systems support office by phone at 0.561.79-0809 or by email at localcontrol@CDE.ca.gov.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local CEO or the LEA's Title VI Coordinator.

The annual LCAP template will be completed using the LCAP template and expenditure template adopted by the local board of education. Learning Continuity and Accountability Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, Learning Continuity and Accountability Plan must be completed as part of the development of the 2021-22 LCAP. The annual update for the 2020-21 LCAP must be completed as part of the development of the 2021-22 LCAP. For additional questions or technical assistance related to the completion of the LCAP template, please contact the local CEO or the LEA's Title VI Coordinator.

The annual update for the 2019-20 Local Control and Accountability Plan (LCAP) and the annual update for the 2020-21 LCAP must be completed as part of the development of the 2021-22 LCAP. In subsequent years, Learning Continuity and Accountability Plan must be completed as part of the development of the 2021-22 LCAP. For additional questions or technical assistance related to the completion of the LCAP template, please contact the local CEO or the LEA's Title VI Coordinator.

Impacts of COVID-19 that were not part of the 2019-20 LCAP:

- Improved student attendance
- Increased school staff support
- Increased parent engagement
- Increased focus on distance learning

If funds budgeted for actions/services that were not implemented were expended on other actions and services through the end of fiscal year 2019-20, describe how the funds were used to support students, including low-income, English learners, or other youth. Relate your discussion to the impacts of COVID-19.

List available state and local data and input from parents, students, teachers, and other stakeholders. Respond to the prompts as instructed.
Actions Related to the Distance Learning Program

Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and the actual expenditures to implement the actions. Add any additional rows to the table as needed.

In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program.

Actions Related to In-Person Instructional Offerings

Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and the actual expenditures to implement the actions. Add any additional rows to the table as needed.

In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and attendance.

Annual Update: Annual Update for the 2020-21 Learning Continuity and Attendance Plan

Plan

Encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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, LCA are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.
Analyses of School Nutrition

Instruction, as applicable.

pupils and their parents or guardians on methods that pupils were not meeting compulsory education requirements or engaging in

he felt engaged with strategies for pupils who were absent from distance learning and the effects of the LEA in reaching out to

the success and challenges faced to pupil engagement and outcomes during the 2020-21 school year. Including implementing

Analyses of Pupil and Family Engagement and Outreach

both pupils and staff during the 2020-21 school year, as applicable.

using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe

Analyses of Mental Health and Social and Emotional Well-Being

as applicable.

are English learners, low-income, low-income, pupils with exceptional needs, and pupils who are experiencing homelessness.

are English learners, low-income, lower-attaining, pupils with exceptional needs, and pupils who are experiencing homelessness.

in analysing the effectiveness of the efforts of the LEA in addressing pupil learning loss, including for pupils who

in analysing the effectiveness of the efforts of the LEA in addressing pupil learning loss, including for pupils who

Describes any substantial differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss

in the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss.

Actions Related to Pupil Learning Loss

case, if distance learning was not provided to any students in 2020-21, please state as such.

to the external predictors, LEAs are encouraged to include in analysing the effectiveness of the distance learning program to

supports for pupils with unique needs, including English learners, pupils with exceptional needs served across the full

special roles and responsibilities, and

Distance Learning Professional Development.

Pupil Participation and Progress.
Attendance Plan has informed the development of the 2019-20 LCAP, as applicable.

Describe how the analyses and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Continuity and Attendance Plan.

The overall analyses of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

Over all Analyses of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

Additional actions sections of the annual update of the LEA is not required to include those descriptions as part of this description of increased or improved services requirements for actions and/or services described to address student learning loss or increased or improved services requirements for actions and/or services described to address student learning loss or increased or improved services requirements for actions and/or services described to address student learning loss or increased or improved services requirements for actions and/or services described to address student learning loss or increased or improved services requirements for actions and/or services described to address student learning loss.

Describe any substantive differences between the actions and/or services identified in the 2020-21 LCAP.

Provide an explanation of how pupils learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with low-income families, English learners, pupils with disabilities served across the full continuum of programs, and pupils in foster care, and pupils who are experiencing homelessness.

Provide an explanation of how pupils learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with low-income families, English learners, pupils with disabilities served across the full continuum of programs, and pupils in foster care, and pupils who are experiencing homelessness.

As part of this analyses, LEAs are encouraged to consider how their analyses of the 2020-21 Learning Continuity and Attendance Plan.

Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21.

The overall analyses of the 2020-21 Learning Continuity and Attendance Plan.

Implement the learning continuity plan and what was implemented and/or experienced on the actions, as applicable.

Describe any substantive differences between the planned actions and/or experiences for the additional actions.

Social emotional health of students is an important part of the development of goals and actions in the 2021-24 LCAP.

In the table, identify the section, the planned actions and the updated expenditures for actions, the estimated expenditures, and the expected impact.

Analyses of additional actions to implement the Learning Continuity Plan.

Year-round, whether participating in-person education or distance learning, as applicable.

Using available state and/or local data and feedback from stakeholders, including parents, teachers, and staff, describe the success and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year.
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* Totals based on expenditures amounts in goal and annual update sections.
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<th>2019-20 Actual</th>
<th>2019-20 Budgeted</th>
<th>Total Expenditures by Object Type</th>
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*Totals based on expenditure amounts in goal and annual update sections.*

- 4000-4999: Books and Supplies
- 2000-2999: Classified Personal Salaries
- 1000-1999: Certified Personal Salaries
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**Tables based on expenditures amounts in goal and annual update sections.**
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<tr>
<td>Goal</td>
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<td>Total Expenditures by Goal</td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>All Expenditures in Learning Continuity and Attendance Plan</td>
<td></td>
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<tr>
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<td>----------------------------------------------------------</td>
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<tr>
<td>2020-21</td>
<td>All Expenditures in Learning Continuity and Attendance Plan</td>
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<td>Additional Actions and Plan Requirements</td>
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<tr>
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<td>Pupil Learning Loss</td>
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<td>2020-21</td>
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<td>Offering/Program</td>
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**Expenditures by Offering/Program (Contributing to Increased/Improved Requirement)**

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<tr>
<td></td>
<td>$9.1,487.00</td>
</tr>
<tr>
<td></td>
<td>$77,700.00</td>
</tr>
<tr>
<td></td>
<td>$807,690.00</td>
</tr>
<tr>
<td></td>
<td>$75,131.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expenditures by Offering/Program (Not Contributing to Increased/Improved Requirement)**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2020-21 Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,338.00</td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Total Expenditures by Offering/Program**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2020-21 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$9,875.00</td>
</tr>
<tr>
<td></td>
<td>$71,750.00</td>
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<tr>
<td></td>
<td>$12,740.00</td>
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<tr>
<td></td>
<td>$75,131.00</td>
</tr>
</tbody>
</table>

**Expenditure Summary**

*Annual Update for the 2020-21 Learning Continuity and Attendance Plan*
General Information

Plan Summary [2021-22]

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Contact Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christophe Rasami</td>
<td></td>
</tr>
</tbody>
</table>

Liberty Elementary School District & Charter
Email and Phone

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

Local Control Accountability Plan

School District

Liberty
A description of success and progress based on a review of the California School Dashboard (dashboard) and local data.

Reflections: Successes

The high level of parent involvement adds the essential finishing touch to our successful program at Liberty, as the whole community joins district efforts these students through a variety of educational programs.

The demographics of the district consists of 76% California students, 21% Hispanic students, and 3% from other backgrounds. The district student population includes approximately 16% English Learners and 16% Economically Disadvantaged.

Weekly Wednesday bulletins, and a newsletter, district school newsletters, and parent involvement through weekly "go-home" folders, phone calls, notes home, conferences, report cards.

Parent-teacher conferences, parent-teacher conferences are scheduled through the week.

The board of trustees, parent involvement, community involvement, and student achievement, and school-wide goals.

The vision of Liberty School is clearly expressed in our mission statement, which is revised annually through a collaborative process involving the board of trustees, parents, and community members.

These special events provide important landmarks in the development of each student, lifting the bell above the heads and schedules.
LEA will continue to provide a full range of high-quality academic experiences for all students.

Goal: Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc. to all students.

For these goals:

LEA will maintain and work to continuously improve our physical structures and recreational areas by appropriating the necessary resources.

Goal 1: Maintain School Facilities through Regular Inspection.

Goal 3: Maintain School Facilities through Regular Inspection.

Goal 1: Improve School Culture. Both socially and emotionally while engaging students and parents.

Goal 2: Achieve academic proficiency by 100% of students.

Achievement will be measured by state and local benchmarks assessments.

LEAD will continue to have high academic standards for all students by focusing on college and career readiness. Student academic success in college and career college.

Goal 1: Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future three-year LCAAP graduates.

Goal: Improve LCAAP by working with LEA stakeholders.

The 2021 LCAAP continues on the success from our previous LCAAP goals. The LEA identified the following four goals within the next three years over the LEA LCAAP, including any key features that should be emphasized:

LCAAP Highlights:

Students and community.

This year’s increasing financial burden will make it impossible to continue our current programs and successfully meet the needs of our students.

Reflective: Identified Need:

Since our school and local indicators are all showing met, our greatest need is around equity for all students.
Provided increased support for SEL due to issues related to shelter-in-place and lockdowns
Need for additional office hours for students that needed extra small group support
Need for more one-on-one and small group pull outs for certain students
Need for hot spots for some students
Input provided included:
There was no feedback regarding the LCAP. However, input was provided by staff through regular staff meetings and weekly. Some of the

A summary of the feedback provided by specific stakeholder groups:

Student Survey of 4th-6th Grade students in May
SELPA Consultation Document
The approval of the budget and LCAP - June 17
The public hearing for the budget and LCAP - June 14
LCAP & LCAP was provided through our weekly notes to parents
Parent Advisory/LCAP Presentation of data and LCAP - January
District Staff (Association) Meeting in November
Board Meetings in January, February, March and April
District Parent Meetings October, February and March
Development of Program, Attendance, Suspensions, Expulsions, and Student/District Demographic data.
At all meetings, LCAP budget and assessment data was presented. This included multiple measures, budget updates, professional

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

Stakeholder Engagement
### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th># Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achieve high English Language Arts and Math proficiency scores</td>
<td>1</td>
</tr>
</tbody>
</table>

**Goal:**

- High school students graduate college- and career-ready.

**Baseline:**

- 83% Math proficiency
- 70% ELA proficiency

**Goal 1:**

- Increase student engagement in CAFP.
- Increase student engagement in ELPA.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CASPP Goal</td>
<td>LEA CASPP Goal</td>
<td>LEA CASPP Goal</td>
<td>LEA CASPP Goal</td>
</tr>
</tbody>
</table>

**Performance Measures:**

- LEA Multiplier
- LEA Progress

**Students Participating in District:**

- 84% of students meet or exceed District Multiplier

**Students Participating in LEA:**

- 78% of students meet or exceed LEA Multiplier

**ELA Progress:**

- 70% proficient

**Math Progress:**

- 83% proficient

**CAFS Progress:**

- 90% proficient

**CAFS Participation:**

- 80% proficient
<table>
<thead>
<tr>
<th>No</th>
<th>$0.00</th>
<th>Assessments May Include: Assess student progress using formative, interim, and summative.</th>
<th>Assessment</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>$0.00</td>
<td>Continue EL Intervention Support Services</td>
<td>Institutional Support</td>
<td>3</td>
</tr>
<tr>
<td>Yes</td>
<td>$140,000.00</td>
<td>Classrooms will maintain instructional assistants</td>
<td>Institutional Support</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>$750,000.00</td>
<td>Maintain highly qualified teachers</td>
<td>Instruction</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Funds Contributing**

**Actions**

- Materials 100% of classrooms have standards-aligned instructional materials.
- Training: Classroom Core materials All staff participated in training.
- Classroom Core materials: 0% of classrooms have standards-aligned materials. 0% of teachers participated in training.
- Teacher-Assigned Teacher Measures:
  - ELPA 2-Core teacher Measured: 0% of students scored proficient or above.
  - ELPA 2-Core teacher Measured: 0% of students scored proficient or above.
  - Multiple Measures.

**Baseline**

- 2023-24 Desired Outcome
- Year 1 Outcome
- Year 2 Outcome
- Year 3 Outcome
<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Amount</th>
<th>Title</th>
<th>Action #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>$0.00</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>No</td>
<td>$75,000.00</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

- **Goal Analysis [2021-22]**

- Analyze the 2021-22 goals that occur during the 2022-23 update cycle.
- Analyze the 2021-22 goals that occur during the 2022-23 update cycle.
- Analyze the 2021-22 goals that occur during the 2022-23 update cycle.

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

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

**Educational Standards**
- Standards Aligned Materials
- High-Quality Instructional Support
- Instructional Materials
- Implementation of High-Quality Instructional Procedures Utilizing Common Core

**Instructional Support**
- State Standards
  - ELA & Math Common Core Professional Development
  - Segment Meetings
  - Highly Qualified Teachers
  - Standards Aligned Materials
  - High-Quality Instructional Support

**Contributing** Funds
- Title
- Description

- Call It! Fluencies
- Sound Units
- STAR Literacy & Math
- El Paso
- DIBELS
- DIBELS
A report of the estimated actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

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

Analyzing 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.
<table>
<thead>
<tr>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Baseline</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-24</td>
<td>Desired Outcome for High School Dropout Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Measuring and Reporting Results**

**Challenges:**
- The LEA has developed this goal to meet the requirements of the LSCP and to address student engagement, staff engagement, and school climate.
- An explanation of why the LEA has developed this goal:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Improve School Culture Both Socially and Emotionally While Engaging Students and Parents</td>
<td></td>
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</tbody>
</table>
## Goal Analyses (2021-22)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Action Description</th>
<th>Action Title</th>
<th>Action #</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>Unduplicated population parent conferences with teachers</td>
<td>Community Engagement</td>
<td>5</td>
</tr>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>Section of the Report Card on Conferences</td>
<td>Community Engagement</td>
<td>4</td>
</tr>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>School climate survey</td>
<td>Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>Parent and community outreach and education through the use of a newsletter</td>
<td>Community Engagement</td>
<td>2</td>
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<tr>
<td>$16,000.00</td>
<td>$0.00</td>
<td>Place all committee and board meeting on District website</td>
<td>SEL Support</td>
<td>1</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Desired Outcome for 2023-24</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Metric</th>
<th>Graduation does not apply</th>
<th>High School Graduation does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A report of the estimated actual expenditures for last year's actions may be found in the annual update expenditures table.

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

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

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

Reflections on prior practice.

A description of any changes made to the planned goal metric, desired outcomes or actions for the coming year that resulted from

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

An explanation of material differences between budgeted expenditures and estimated actual expenditures.
<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60,000.00</td>
<td>Provide custodial and maintenance services</td>
<td>$0.00</td>
<td>School Facilities</td>
</tr>
<tr>
<td>2</td>
<td>Maintenance staff monthly inspections form by both administration and custodial</td>
<td>1</td>
<td>Review and rank all areas of facilities needs on the annual and</td>
</tr>
<tr>
<td>Contributing</td>
<td>Total Funds</td>
<td>School Facilities</td>
<td>Action #</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Tool – Good Repair Tool – Good Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Inspection</td>
</tr>
<tr>
<td>2023-24</td>
</tr>
<tr>
<td>Year 2 Outcome</td>
</tr>
<tr>
<td>Baseline School</td>
</tr>
</tbody>
</table>

**Measuring and Reporting Results**

The LEA has developed this goal to meet the requirements of the LCPD and to address conditions of learning. An explanation of why the LEA has developed this goal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Maintain school facilities through regular inspection</td>
</tr>
</tbody>
</table>

**Goals and Actions**
A report of the estimated actual expenditures for last year's actions may be found in the Annual Update Expenditures Table:

- Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
- Reflections on prior practice.
- A description of any changes made to the planned goal, methods, desired outcomes, or actions for the coming year that resulted from
- 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.
- 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.
- A description of any substantive difference in planned actions and actual implementation of these actions.
- Analysis of how this goal was carried out in the previous year.
<table>
<thead>
<tr>
<th>2023-24 Desired Outcome</th>
<th>Year 3 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 1 Outcome</th>
<th>Baseline</th>
<th>Metric</th>
</tr>
</thead>
</table>

### Measuring and Reporting Results

The LEA has developed this goal to meet the requirements of the LCPF and to address course access and other pupil outcomes.

An explanation of why the LEA has developed this goal:

Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc. to all students.

<table>
<thead>
<tr>
<th>Description</th>
<th>Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Goals and Actions**
## Goal Analysis [2021-22]

<table>
<thead>
<tr>
<th>No</th>
<th>0.00</th>
<th>Contributing Funds</th>
<th>Total Funds</th>
<th>Review of Report Cards to Verify Access to Full Range of Class to Action</th>
<th>Title</th>
<th>Action #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

### Actions

<table>
<thead>
<tr>
<th>Program at 100%</th>
<th>100%</th>
<th>Program at 100%</th>
<th>100%</th>
<th>Program at 100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Needs</td>
<td></td>
<td>Maintenance Needs</td>
<td></td>
<td>Maintenance Needs</td>
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</tr>
<tr>
<td>Developed and Access to Programs</td>
<td></td>
<td>Developed and Access to Programs</td>
<td></td>
<td>Developed and Access to Programs</td>
<td></td>
</tr>
<tr>
<td>All Students Have</td>
<td></td>
<td>All Students Have</td>
<td></td>
<td>All Students Have</td>
<td></td>
</tr>
<tr>
<td>Needs</td>
<td></td>
<td>Needs</td>
<td></td>
<td>Needs</td>
<td></td>
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<tr>
<td>Provided to Students</td>
<td></td>
<td>Provided to Students</td>
<td></td>
<td>Provided to Students</td>
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<tr>
<td>All Students Have</td>
<td></td>
<td>All Students Have</td>
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<td>All Students Have</td>
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</table>

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Year 3 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 1 Outcome</th>
<th>Baseline</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>An explanation of how effective the specific actions were in making progress toward the goal.</td>
</tr>
<tr>
<td>An explanation of material differences between budgeted expenditures and estimated actual expenditures.</td>
</tr>
</tbody>
</table>
Supplemental funds allow the LEA to maintain services over the base allocations for all pupils by providing English Learners and low-income students are being increased or improved by the percentage required.

A description of how services for Foster Youth, English Learners, and low-income students are being increased or improved by the percentage required.

The Supplemental Funds derived from the unduplicated count were used LFIA-wide and are providing support to EL and low-income students.

Meeting the goals of these students.

(1) how the LEA is providing support to EL and low-income students, (2) how these actions are effective in increasing or improving services and expenditures.

For each action being provided in an entire school, or across the entire school district or county office of education (COE), an explanation of how these actions are effective in increasing or improving services and expenditures.

Table 1:

<table>
<thead>
<tr>
<th>District 15.476 &amp; Charter</th>
<th>District 3.12 &amp; Charter</th>
<th>4.28%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Students</td>
<td>Increased Enrollment of Foster Youth, English Learners, and low-</td>
<td>Percentage to increase or improve services</td>
</tr>
<tr>
<td>Needs</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Access to Full Range of Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
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<tr>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEL Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathmatics</td>
<td></td>
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<tr>
<td>Standards aligned Instructional</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Instructional Support</td>
<td></td>
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<tr>
<td>Instruction</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Expenditures Table</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$14,000,000</td>
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<tr>
<td>$31,410,000</td>
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</tr>
<tr>
<td>Total Non-Personnel</td>
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</tr>
<tr>
<td>Total Personal</td>
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<tr>
<td>Total Funds</td>
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<tr>
<td>Other State Funds</td>
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<td>Local Funds</td>
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<td>Federal Funds</td>
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<td>Other Funds</td>
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<tr>
<td>LCF Funds</td>
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</tr>
<tr>
<td>Title</td>
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</tr>
<tr>
<td>Goal</td>
<td>Action Title</td>
<td>Action #</td>
<td>Scope</td>
<td>LFA Wide</td>
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**2022-22 Local Control Accountability Plan for Liberty Elementary School District 8 Charter**

Continuing Expenditures Tables
<table>
<thead>
<tr>
<th>Total</th>
<th>Estimated Actual</th>
<th>Total</th>
<th>Planned Expenditure</th>
<th>Total</th>
<th>Totsal</th>
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</thead>
<tbody>
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Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.
Introduction and Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local CDE. Please send any completed LCAP templates in the annual planning process to evaluate their progress within eight school priority areas embracing all stakeholders (COE).

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

Goals and Actions

Stakeholder Engagement

Plan Summary
Purpose that each section serves.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when research; and experience, will have the biggest impact on behalf of its students.

LEAs are encouraged to focus on a set of metrics or a set of actions that the LCAP delivers, based on input gathered from stakeholders.

Given present performance across the state profile, and on indicators in the California School Dashboard, how is the LCAP using its strategic planning and stakeholder engagement functions?

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following3 overarching frame at the forefront of their broader public.

Language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the language and whose strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use 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.

The revised LCAP template for the 201-22, 2022-23, and 2023-24 school years reflects statutory changes made through Assembly Bill 2194 (Committee on Budget, Chapter 243, Statutes of 2018). These statutory changes enhance transparency regarding expenditures on budgeted and social expenditures are included.

The LCAP template includes (a) measures local requirements, as required in the final adopted LCAP. The sections included within the LCAP template.

The LCAP template also includes (b) measures local requirements, as required in the final adopted LCAP. The LCAP template includes the following statutory planning (c) measures local requirements, as required in the final adopted LCAP. The LCAP template includes the following statutory planning elements include:

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(p)(7)).
The CSL plan will support student and school improvement.

**Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSL plan.

Through the implementation of the CSL plan, schools will address the school-level needs through evidence-based interventions and the identification of any resource needs.

**Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSL plans that include:

- Schools identified: Identify the schools within the LEA that have been identified for CSL.
- Under every student: Succes must respond to the following programs:
  - Comprehensive Support and Improvement (CSI)

**LCAF Highlights**
- Identity and briefly summarize the key features of this year’s LCAF.

**Reflections:** Identified Need – Referring to the Dashboard, identify:
(a) any state indicator for which overall performance was in the “Red” or “Yellow” range;
(b) school-specific indicators of any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating.
(c) performance category of any local indicator where the LEA received a “Not Met” rating for any student group.
(d) any needs identified for students.

**Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAF. This section provides information about the purpose of the LCAF and how LEA’s participation and involvement can enable a reader to more fully understand the LCAF.
With Education Code section 52062(e)(2) or 52066(e)(2), as applicable.

If applicable, prepare the Local Control and Accountability plan to the English Learner Parent Advisory Committee, in accordance with Education Code section 52062(e)(1) or 52066(e)(1), as applicable.

Prepare the Local Control and Accountability plan to the Parent Advisory Committee, in accordance with Education Code section 52062(e)(1) or 52066(e)(1), as applicable.

For County offices of Education and local districts only, verify the LEA:

**Local Control and Accountability Plan:**

Provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Below is an excerpt from the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, which is

**Requirments and Instructions:**

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/ap.

Information and resources that support effective stakeholder engagement should be shared with, and LAs should request input from, school-level advisory groups, advisory councils, English Learner Advisory Councils, school advisory councils, local educational agencies, and other stakeholders in developing the LCAP. The LCAP should also be shared with, and input from, school advisory councils, local educational agencies, and other stakeholders in developing the LCAP. Stakeholders who are not involved in the development of the LCAP should be consulted as to how the LCAP will impact their school.

The LCAP must be written in a manner that is accessible to all stakeholders, including those with disabilities.

**Purpose**

Stakeholder engagement is ongoing, annual process.

The impact of stakeholder engagement is encouraged to keep this goal in the forefront when constructing and implementing the LCAP.

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student populations, is crucial in the development of the LCAP.

This section is designed to review how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders and LEAs to track progress and ensure that the LCAP is meeting the needs of all students.
Prompt 1: A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

Prompt 3: A description of the feedback provided to the LCAP that were influenced by specific stakeholder groups.

Prompt 4: This response will include a description of how the LCAP was developed.

Prompt 5: A sufficient response to this prompt will include ideas, trends, or insights that emerge from an analysis of the feedback received from stakeholders.

Prompt 6: A description of the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas.

Prompt 7: For the LCAP, the responses 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 LCAP was developed.

To: A sufficient response to this prompt will provide a focus goal (as described below)

(As described below)
The goal(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal(s) must address all LF requirements and associated measures.

At a minimum, the LCAP must address all LF requirements and associated measures.

- LEA to track performance on any measures not addressed in the other goals of the LCAP.
- Maintenance of Progress Goal: A maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an improvement in scope and may focus on improving performance across a wide range of metrics.
- Board Goal: A Board Goal is relatively less concentrated in scope and may focus on improving performance across a wide range of metrics.
- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement.

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

- Requirements and Indicators
- Student groups when developing goals and the related actions to achieve such goals.
- What constitutes a well-developed goal can be focused on the performance relative to a specific student group(s), narrowing outcomes, actions, and expenditures.
- Performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes are clearly communicable to stakeholders and the public, why the various strategies and areas of improvement highlighted by LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP, and how the LEA will prioritize the goals, specific actions, and related expenditures included within the LCAP.

**Goals and Actions**

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process.
The baselining data will remain unchanged throughout the three-year LCAP.

The most recent data available (69) high school graduation rate) is included in the baseline column. The metric is associated with this goal, which now includes performance gaps for specific student groups, as appropriate. Including expected outcomes for each LCAP year is essential. The LEA will use the LEA's performance results to identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to prioritize the related goals.

Goal Description: Describe the LEA's efforts to maintain the progress made in the LCFF State Priorities not addressed by the other goals.

Explanation of how the LEA has developed this goal: Explain how the actions will sustain the progress expected by the related goals.

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals.

Explanation of why the LEA has developed this goal: Explain why the LEA has developed this goal, mentioning actions and monitor progress toward the identified goals.

Goal Description: Describe what the LEA plans to achieve through the actions included in 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 provided, focusing on how the LEA plans to achieve this goal.
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.

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.

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 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.

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.

Metric: Indicate how progress is being measured using a metric.
**Goal Analytics:**

**Actions for Foster Youth: School Districts, COEs, and charter schools that serve 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.

**Actions for English Learners: School Districts, COEs, and charter schools that serve a numerically significant English Learner student**

Section 209 of the Code of Regulations, Title 5, requires School Districts, COEs, and charter schools that serve a numerically significant English Learner student to include specific actions in the LCAP designed to meet needs specific to English Learners.

**LCAPs:**

The requirements in the California Code of Regulations, Title 5, Section 15466(d) (in the increased or improved services section of the LCAP) require that LEAs provide specific actions in the LCAP designed to meet needs specific to English Learners. LEAs must identify a metric to specifically determine the effectiveness of these actions. LEAs must also provide specific actions to promote English Learner student achievement.

**Actions:**

Enter the action number, provide a short title for the action. This title will also appear in the expediency table. Provide a description of the action to ensure clarity.

**Goal:**

Enter the goal number. Provide a short title for the goal. This title will also appear in the expediency table. Provide a description of the goal.

<table>
<thead>
<tr>
<th>Desired Outcome (2032-23) for Year 3</th>
<th>Year 1 Outcome</th>
<th>Baseline</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline for completing the “Measuring and Reporting Results” part of the goal.</td>
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</table>
Years within the LCAP:
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.

When developing the LCAP in Year 3, copy “Increased or Improved Services” section and enter the applicable LCAP Year.

This section must be completed for each LCAP year.

Requirements and Instructions

Section must align with the actions included in the Goals and Actions section as contributing.

Supporting actions should include a broader understanding of stakeholders to reevaluate 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.

A well-written increased or improved services section provides stakeholders with a comprehensive description, within a single dedicated section of how LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or section-specific actions will be used to increase or improve services.

Purpose

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

Analyze the data provided in the dashboard or other local data, as applicable.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and

- Associate.

For stakeholders, LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not clearly associated. The LEA is using the strategy the LEA is using to impact a specific set of metrics is working and increase transparency. More robust analysis of whether the strategy the LEA is using to impact a specific set of metrics is working and increase transparency must result in metrics of specific actions within the goal that are applicable to the actions. Grouping actions with metrics will allow for single analysis of specific actions. Although a single section of group actions within the goal in the context of performance on a group of metrics may assess the effectiveness of a single action or group of actions within the goal, the LEA will need to address all of the metrics associated with the goal. Within describing this, actions in a goal will be compared to improve performance on all of the metrics associated with the goal. Within describing this, actions in a goal will be compared to improve performance on all of the metrics associated with the goal.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions need to be addressed, and a dollar-for-dollar accounting is not required.

- Explain measurable differences between budgeted expenditures and estimated actual expenditures. Where variances in expenditures do

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and
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 environment that is not conducive to learning.

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 assessment, circumstances, and attendance rates of low-income students have a significantly lower attendance rate than the attendance rate for all students. It might justify LEA-wide or school-wide actions to address this area of need in the following ways:

- The action is intended to help achieve an expected measurable outcome of the associated goal.
- The action or aspect(s) of the action (including, for example, its design, context, methods, or location) is based on these considerations.
- It considers the needs, conditions, or circumstances of its unduplicated pupils.

Ineffective and effective LEAs explain how:

- LEAs explain how goals for unduplicated students were considered.
- How the LEA was or was not effective.

For each action being provided to an entire school or across the entire school district or county office of education (COE), and explanation of (1) how the needs of Foster Youth, English Learners, and low-income students were considered first, and (2) how increased appointment based on the enrollment of Foster Youth, English Learners, and low-income students has been increased.

Required Descriptions:

- Increased appointment based on the enrollment of Foster Youth, English Learners, and low-income students.
- Identify the percentage of services for unduplicated pupils that must be increased or improved.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the

For school districts expanding funds on a school-wide basis, a school with less than 40% enrollment of unduplicated pupils:

- describes how these actions are principally directed to and effective in.

- describes the use of the funds on a school-wide basis.

School Districts must identify in the description these actions being funded and provided on a school-wide basis, and include the Required:

Actions Provided on a School-Wide Basis:

- including any alternatives considered, supporting research, experience or educational theory.

- actions are the most effective use of the funds to meet these goals for its unduplicated pupils, provide the basis for this determination.

- actions are the most effective use of the funds to meet these goals for its unduplicated pupils, describe how the actions are principally directed to and effective in meeting these goals for unduplicated pupils in the state and any local priorities, and include the unduplicated percentage of 55% or more, describe how these actions are.

- actions are the most effective use of the funds to meet these goals for its unduplicated pupils, provide the basis for this determination.

For School Districts Only:

- describe how the actions included contribute to meeting the increased or improved services requirement on non-

(COEs and Charter Schools: Describe how actions included contribute to meeting the increased or improved services requirement on non-

Non-COEs and LEA-wide basis (i.e., LEA-wide basis for COEs and charter schools, school-wide and LEA-wide are considered to be synonymous. In the case of COEs and charter schools, school-wide and LEA-wide are considered to be synonymous.

Measurable Outcomes (Effective in)

(actions are being provided on a LEA-wide basis, and we expect/average that all students will achieve a 100% attendance rate for attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

These actions are being provided on a LEA-wide basis, and we expect/average that all students will achieve a 100% attendance rate for attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

Non-COEs and LEA-wide basis (i.e., LEA-wide basis for COEs and charter schools, school-wide and LEA-wide are considered to be synonymous. In the case of COEs and charter schools, school-wide and LEA-wide are considered to be synonymous.)

Non-COEs and LEA-wide basis (i.e., LEA-wide basis for COEs and charter schools, school-wide and LEA-wide are considered to be synonymous. In the case of COEs and charter schools, school-wide and LEA-wide are considered to be synonymous.)
If "Yes" is entered into the Contributing column, then complete the following columns:

- **If "Yes" is entered as Contributing to meeting the increased or improved services.**
- **"No" if the action is not included as Contributing to meeting the increased or improved services. OR, if type please enter a specific student group or groups.**
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by
- **Action Title:** Provide a title of the action.
- **Action #:** Enter the action's number as indicated in the LCAP.
- **Goal #:** Enter the LCAP Goal number for the action.

In the data entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

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

The following expenditures tables are required to be included in the LCAP as adopted by the local governing board or governing body. The data entered into the data entry table will automatically populate the other tables. All information is entered into the data entry table. Do not enter data into the other tables.

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other tables.

The following expenditures tables are required to be included in the LCAP as adopted by the local governing board or governing body.
Total Funds: This amount is automatically calculated based on amounts entered in the previous four columns.

Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.

Local Funds: Enter the total amount of Local Funds utilized to implement this action, if any.

Other State Funds: Enter the total amount of Other State Funds utilized to implement this action, if any.

Improvement Block Grant, and Home-To-School Transportation: LCF Funds: Enter the total amount of LCF Funds utilized to implement this action, if any. LCF Funds include all funds that make up an LEA’s local LCF targets (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, targeted instructional grant, and personalized instructional grant).

Total Non-Personal: This amount will be automatically calculated.

Total Personal: Enter the total amount of personnel expenditures utilized to implement this action.

Personnel Expense: This column will be automatically calculated based on information provided in the following columns:

Time Span: Enter "0" for the span of time for which the action will be implemented. For example, an LEA might enter "1 year", "2 years", or "6 months".

Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must include "All Schools". If the action is limited to specific schools, the LEA must identify the specific schools.

High Schools or Grades K-5, as applicable: Enter "High Schools" or "Grades K-5".

Students Served: Indicate the number of students served by the action.

Unuplicated Student Group(s): Regardless of scope, contributing actions serve one or more unuplicated student groups.

Scope: The scope of an action may be LEA-Wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is limited in scope is an action that serves only one or more schools.