

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory School	Shelle Peterson, Superintendent/Principal	speterson@suhsd.net

Plan Summary [2021-2022]

General Information

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

University Preparatory School is in its seventeenth year (2020-2021) as a thriving public charter school. It is recognized as a high achieving school focused on immersing students in rigorous academics and meaningful extracurricular activities. This endeavor is supported by a collaborative and close-knit community of staff, students, and parents. Practices are based on educational research and professional experience. The faculty and staff work together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century. A rich and varied extracurricular program provides ample opportunity for students to develop holistically. This vision is supported by offering a seven-period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, visual art, and music.

Reflections: Successes

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

U-Prep was recently acknowledged by the Western Association of Schools and Colleges for earning the highest accreditation possible, a 6-year clear. All 20 areas of examination conducted by the WASC Visiting Team were awarded the highest individual score possible. The embedded continuous improvement model is serving our students and community very well as represented trend data from state achievement tests, College Board AP exams (participation and scores), PSAT data (administered at no-cost to all 8th, 10th, and 11th grade students), SAT/ACT data, enrollment and pass rates on six dual enrolled courses, and UC/CSU A-G admission rates. All Dashboard Indicators are Green or Blue except the Suspension Indicator.

Reflections: Identified Need

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

The 2019 Dashboard Suspension Indicator is Yellow; two student groups (Socioeconomically Disadvantaged, Hispanic) are in the Orange performance level; two student groups (White, Two or More Races) are in the Yellow performance level. The 2018 Dashboard Suspension Indicator was Blue; all student groups were in the Blue or Green performance levels. A closer analysis of the 2019 data indicated that the increase in suspensions occurred as a result of an incident involving multiple students. Documentation of the incident indicated additional supports which resulted in discontinuance of the behavior. The local data analysis was completed regarding overall rates of suspension and expulsion. The data revealed that the rate of U-Prep suspensions has been consistently low. The expulsion rate is zero.

LCAP Highlights

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

As a function of a school accreditation robust self-study process, stakeholders were actively engaged in a thorough continuous improvement model during the 2020-2021 and fall of 2021. Stakeholder engagement was ongoing and collaborative with all staff, the school’s Leadership Team (Department Chairs, Grade-level team leaders, administration), parents (Parent Venture group), students (Challenge Success Executive Board), the U-Prep School Board, WASC Focus Groups (staff, students, parents, Board member), and the WASC Leadership Team. A Schoolwide Action Plan was developed and finalized in December of 2021. This plan correlates the LCAP priorities, broad school goals, WASC Student Learning Outcomes, and the specific action steps moving forward. Overarching broad goals align to the Charter school’s mission, the school accreditation self-study process, and robust stakeholder engagement; SMART goals within these broad areas represent specific areas of emphasis. The overarching goals are as follows:

- 1) To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.
- 2) To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip them to sustain the effort in the postsecondary setting of their choice.
- 3) To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.
- 4) To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors and school staff. To offer high quality, effective social emotional support services for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

As a function of a school accreditation robust self-study process, stakeholders were actively engaged in a thorough continuous improvement model during the 2020-2021 and fall of 2021. Stakeholder engagement was ongoing and collaborative with all staff, the school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents (Parent Venture group), students (Challenge Success Executive Board), the U-Prep School Board, WASC Focus Groups (staff, students, parents, Board member), and the WASC Leadership Team. A schoolwide action plan was developed and finalized in December of 2021. This plan correlates the LCAP priorities, broad school goals, WASC Student Learning Outcomes, and the specific action steps moving forward.

In spring of 2021, an additional Parent LCAP Meeting was held. No additional feedback was received from this meeting.

A summary of the feedback provided by specific stakeholder groups.

The schoolwide action plan represents input received from stakeholder groups. Topics include fully systemizing data analysis to continue to improve teaching and learning (collaboration calendar, professional development, Leadership Team planning time), addressing Dashboard suspension rate, refreshing formative/summative weighted academic grading system (ensure coherency across the grade-level and vertically), reset schoolwide academic Key Practices to align to digital era, fully implement Discipline Specific NGSS in junior high, expand Dual Enrollment opportunities for students/offer more Shasta College courses on-campus, implement revised Student Learning Outcomes, implement a formalized system of support to more effectively serve English Learner students, continue with social-emotional program development through Stanford's Challenge Success program, increase real-world college and career applications (community internships, field trips to industry-specific organizations, continue to access and utilize research-based best instructional practices, offer a 9th grade parent program "Transition Into High School", update junior high advisory lessons to align to current student needs (social-emotional), restart Big Brother/Big Sister program to strengthen student well-being, and continue offering professional development to all staff in any area related to school goals.

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

As previously noted, stakeholder engagement was collaborative and ongoing due to WASC. Input was received from and processed among all stakeholders through the continuous improvement process. No additional, specific input was received at the Parent LCAP Meeting.

Goals and Actions

Goal

Goal #	Description
Goal #1	To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.

An explanation of why the LEA has developed this goal.

This goal is developed to ensure ongoing monitoring of student academic progress of all students relative to teaching and learning; through progress monitoring, students are preemptively identified for academic support services; early intervention is triggered and monitored through U-Prep's Multi-tiered System of Support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark Assessment Data	75% Academic Departments utilize aligned benchmark assessments when progress monitoring all students	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% Academic Departments utilize aligned benchmark assessments when progress monitoring students
PSAT for 8, 10, 11	70% of all students will meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11				80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Grade Reports, state test, ELPAC, PSAT	70% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress towards being career and college ready	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress

Actions

Action #	Title	Description	Total Funds	Contributing
1	Benchmark Assessments	Reevaluate alignment of current assessments with core standards and update accordingly. Aligned, updated, and user-friendly assessments will improve instructional services and learning.	\$ 5,000.00	Y
2	Leadership Team Collaboration	Host a summer leadership team meeting to identify action steps and plans for the upcoming school year to include; data analysis, collaboration calendar, and staff development. Through providing a collaborative continuous improvement model involving key stakeholders, curriculum, instruction, assessment, and academic & social-emotional supports will continue to improve services for students.	\$ 20,000.00	Y
3	Professional Development	Professional Development focused on the analysis of performance data and academic supports for all students. A thorough data analysis will inform focus areas for professional development which improves services for student learning.	\$ 15,000.00	Y
4	Student Support Services (EL)	Provide resources and training for staff on ELPAC administration, interpretation, and program administration. Due to the increasing number of EL students, program services requires a formalized approach to ensure EL students are receiving appropriate support.	\$ 1,500.00	Y

Action #	Title	Description	Total Funds	Contributing
5	Literacy/Academic Skills (BRIDGE) and Math Lab	Allocate sections in the Master Schedule to address literacy/academic skills and math intervention needs. Services may increase depending upon assessment data; program services continually improve based on student outcomes from services provided (guided by MTSS).	\$ 85,000.00	Y
6	Study Hall	Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students. Survey data indicates that students desire independent time during the day to engage in schoolwork; the schoolwide action plan will address improved services regarding how time may be utilized during these course sections.	\$180,000.00	Y
7	Homeless Student Resources	Provide resources for homeless students including instructional, supplies, fuel cards, etc. By designating key personnel, coordination of services will be consistent and monitored more closely.	\$ 1,000.00	Y
8	Academic Saturday School	Offer Academic Saturday School to middle school students to address learning loss. By providing additional instructional time for students, services are increased based on individual student needs.	\$ 1,500.00	Y
9	PSAT for 8 th , 10 th , and 11 th Grade Students	Purchase and administer the PSAT for all students in grades 8, 10, and 11.	\$ 6,000.00	N
10	National Latin Exams	Purchase and administer the National Latin Exams at the following levels; Intro to Latin, Latin I, Latin II, Latin III Prose, and Latin III Poetry	\$ 1,500.00	N

Goals and Actions

Goal

Goal #	Description
Goal #2	To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip to sustain the effort in the postsecondary setting of their choice.

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicates that U-Prep students will Demonstrate Leadership, Apply a Growth Mindset, and Contribute to Their Community. Through addressing student social-emotional needs (e.g. mindset, goal attainment) and opportunities for

leadership, student engagement and success will continue to be positive and productive. Ongoing training for staff is essential to support students in this endeavor.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey	70% of students report knowledge and application of a growth mindset when responding to challenging work	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% of students report knowledge and application of a growth mindset when responding to challenging work
Parent Survey	70% of parent participants report increased engagement and support as a result of programs	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% of parent participants report increased engagement and support as a result of programs
Student Survey	70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness
UC a-g Data	75% of graduates meet UC a-g admissions requirements				80% of graduates meet UC a-g admissions requirements

Actions

Action #	Title	Description	Total Funds	Contributing
1	Challenge Success Action Plan	Student activities, resources, workshops, and trainings related to the Challenge Success program.	\$ 7,500.00	N

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	Professional Development focused in the areas of Challenge Success and Growth Mindset.	\$ 15,000.00	N
3	College and Career Activity/Event	Select and contribute funding to a real world experience to enhance career/college readiness at U-Prep	\$ 5,000.00	N
4	Parent Engagement	Provide opportunities for parent engagement and seek input through Parent Venture and surveys. Provide a "Transition Into High School" parent program focused on homebased support for student success in high school; this is a new effort written in to the schoolwide action plan. The goal is to provide parents and their students with frontloaded support as they navigate into an all AP/Honors high school program. Parent Venture is growing; there is an increase in the number of parents involved in this program.	\$ 2,500.00	Y
5	College and Career Exploration	Utilize Naviance or other similar software tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions. Support school-sponsored college campus visits through the semi-annual (interest based) College Trip field trips	\$ 10,000.00	N

Goals and Actions

Goal

Goal #	Description
Goal #3	To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicate that U-Prep students will: Engage in Critical Thinking. This is an essential element of providing an authentically rigorous academic program within a college-going learning environment and in concert with adolescent-appropriate developmental experiences. Critical thinking is fostered through instruction, curriculum, and extra/co-curricular programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Dual Enrolled Courses	6 DE courses at 100% pass rate	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	7 DE courses at 100% pass rate
AP scores	51% Participation rate among grades 9-12 students; 69% Pass Rate	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	65% Participation rate among grades 9-12; Pass Rate 73%
State Test Scores (ELA, math, science)	Varies at each grade level and content area	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	5% increase from baseline score

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional Development focused on academic content area, technology, teaching, and learning. To ensure current research-based best practices are utilized, this service is considered as ongoing improvement.	\$ 15,000.00	N
2	AP Program	Provide resources for students to prepare for the AP Test through test prep materials, software, and the AP Retreat.	\$ 20,000.00	N
3	Pre-AP Program	Provide resources including textbooks and supplemental materials for the Pre-AP (Biology) program.	\$ 5,000.00	N
4	Dual Enrollment	Continue to expand partnership with Shasta College to provide dual enrollment offerings. Support the dual enrollment program through materials, section allocation, and stipends.	\$250,000.00	N
5	Summer School for Advance Math	Provide a summer school program that offers an advanced math course	\$ 3,500.00	N
6	Technology	Enhance learning opportunities through new and replacement technology.	\$150,000.00	N

Action #	Title	Description	Total Funds	Contributing
7	Instructional Resources	Provide all students with sufficient instructional materials including textbooks, support materials, lab materials, equipment, instruments, software, and other program specific needs.	\$200,000.00	N

Goals and Actions

Goal

Goal #	Description
Goal #4	To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors, and school staff. To offer high quality, effective social emotional support services for all students.

An explanation of why the LEA has developed this goal.

A positive school climate and culture as reflected in healthy relational supports offered within a close-knit community significantly contribute to sense of safety and student success, personally and academically. Through the school's continuous improvement processes and stakeholder engagement, key resources and supports were identified as essential to this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey	84% 8 th grade students and 71% of 11 th grade students report feeling safe in all areas of campus; 89% of all students report feeling welcome at their school; 73% 8 th grade students cite ASAP/Tutorial as most helpful to their academic success; 11 th grade students cite the Resource Center and individual time with teacher as most helpful to their academic success (top two resources)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85% 8 th grade students and 80% of 11 th grade students report feeling safe in all areas of campus; 92% students report feeling welcome at their school; 78% of 8 th grade students cite ASAP/Tutorial as most helpful to their academic success; Maintain the Resource Center and individual time with teacher as a primary support for academic success in the high school.
Staff Survey	92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.
Parent Survey	94% of parents indicate they feel well informed regarding school activities/events				97% of parents report positively regarding home-school communications

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Big Sister/Brother Program	0 students are involved in Big Brother/Sister program	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% of students engaged with Big Brother/Sister report that it contributed to a positive school experience.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Advisory Program	Junior High Advisory lessons/curriculum related to academic, social emotional, and college/career. Compensation for assigned teachers.	\$ 70,000.00	Y
2	Big Brother/Big Sister Program	Provide an opportunity for students to participate in the Big Brother/Big Sister Program to strengthen school culture	\$ 3,000.00	N
3	School Counselor	Maintain additional counselor position added in 2015-2016 to address the social emotional well-being of all students and to provide support for those students who are struggling to achieve academic success and/or who are struggling with social-emotional challenges. This counselor is also designated to coordinate services for homeless, foster youth, low-income, EL, special education and 504 students.	\$110,000.00	Y
4	Resource Center	Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring, and technology access.	\$ 63,000.00	Y
5	School Safety Supervisor	Provide a full-time Student Safety Supervisor to assist campus security and implement the School Safety Plan.	\$ 55,000.00	N
6	School-wide Safety Program	Training and Support through ALICE program	\$ 2,500.00	N
7	Transportation	Provide after-school transportation to the YMCA for students enrolled in the YMCA after-school care program.	\$ 4,900.00	Y
8	School Communications	Maintain student and home-to-school communication methods through automated caller system, school app, and signage	\$ 7,500.00	N
9	Marketing	Promote school culture and history with students and community	\$ 3,500.00	N

Action #	Title	Description	Total Funds	Contributing
10	COVID-19 Mitigation Protocols and Practices	Maximize in-person learning by providing a safe and healthy environment for students and staff throughout the COVID-19 Pandemic including; masks, disinfectant, gloves, towels, hand sanitizer, plexi-glass, and other safety supplies.	\$ 35,000.00	N
		Maintain 3' spacing in all classrooms by increasing section allocation in the Master Schedule in 2021-2022. Maintain 1 FTE position added in 2020-2021	\$215,000.00	
		Support Distance Learning Students through the allocation of a Distance Learning Coordinator	\$ 30,000.00	

Goal Analysis [LCAP Year; end of Year 1; 2021-2022]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.49%	\$302,827

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

Required Descriptions

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

Actions taken support a continuous improvement model that allows for progress monitoring of foster youth, English learners, low-income and underachieving students; the school’s leadership team plays a key role in evaluating progress towards achievement of the school’s mission, which includes supports for foster youth, English learners, low-income, and underachieving students. Through additional counseling services, students receive frequent progress monitoring as articulated in the school’s MTSS model. Additional prioritized support services include the BRIDGE program, Academic Saturday School (extended learning time with instructional support), and Study Hall classes which embed additional study/prep time within the school day.

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

Improvement of services for foster youth, English learners, and low-income students includes allocating a designated coordinator in addition to a counselor to ensure program services are meeting individual students. Academic achievement of students is reviewed annually by the leadership team and school staff; student performance is contrasted with local and statewide results. Other measures used to review services for improvement include CELDT scores, academic grades, attendance, student surveys/interviews, AP scores, dual enrollment pass rates, PSAT scores, and state test scores.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.