Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Having recently celebrated our 100-year anniversary, at San Pasqual Union School, we are reminded to honor our rich past while embracing a future of limitless opportunity. Originating from a two-room schoolhouse in the heart of Escondido's San Pasqual Valley and growing into our current 27-acre campus, San Pasqual Union School provides a quaint and inviting backdrop for inspired teaching and learning. The modern facilities include 29 classrooms with a dedicated art room, two science laboratories, an 18,000-book library, and a towering red "Barn" which serves as a gymnasium, theater, and multipurpose room. The District's boardroom, affectionately known as Trussell Hall, is a

replica of the original schoolhouse and bears the name of Jane Trussell, one of our founding educators. The grounds of San Pasqual Union, including 18 acres of athletic fields, playgrounds, and gardens, are impeccably maintained to provide ample opportunities for outdoor learning and play.

The District employs 65 team members to support the academic and social/emotional growth of our preschool through 8th-grade children. The demographics of our 501 students reflect our community's diversity with approximately 56.5% White, 30.7% Hispanic, and 12.8% of students of other or mixed races. Additionally, 9.2% of our students are English Learners while 8.3% of our students are served through our Special Education program. 24.6% of our students are designated Socioeconomically Disadvantaged and receive supports through our free and reduced lunch program. Foster Youth comprise 2% of our student population.

Teachers at San Pasqual Union School work collaboratively to prepare engaging lessons and utilize student data to drive instruction. San Pasqual Union maintains a rigorous academic program in which students consistently perform above state and county averages. As reflected on the current California Dashboard, San Pasqual Union School is one of only 5 districts in San Diego County to maintain the top green and blue rankings in all major dashboard categories.

Student experiences at San Pasqual Union are enhanced through strong partnerships with our families and the community. Volunteer groups such as the Parent Teacher Organization (PTO), SP School Foundation, Red Barn Arts, SAGE Garden, School Site Council (SSC), and our District English Language Advisory Committee (DELAC) volunteer time, raise funds, and help guide programmatic improvements that enrich the learning experiences for all our children. Our community partnerships, including those with the San Diego Zoo Safari Park, the Nature Conservancy, the Escondido Community Foundation, and California State University-San Marcos, provide unique opportunities for applied and authentic learning experiences for our children.

All of our San Pasqual "Saints" are encouraged to S.O.A.R., demonstrating that they are Safe, On-task, Accepting, and Respectful/Responsible in words and deeds. To that end, we promote students of character through the six core pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These pillars promote our overarching mission to ensure all children receive an education that builds the character, confidence, knowledge, and skills to prepare them to be lifelong learners who demonstrate excellence.

Reflections: Successes

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

The most recent English Language Arts CAASPP scores reflect a 19.3 point schoolwide improvement, resulting in a change from "green" to "blue" on the California Dashboard.   Further, while White students increased 12.9 points in English Language Arts, subgroups increased as follows:
English Learners +19.2 points
Reclassified English Learners +24.4 points
Students with Disabilities +19.6 points

Hispanic students +30.7 points
Socioeconomically Disadvantaged students +34.9 points.

Further, as per the California Dashboard, 64% of English Learners are making progress toward English language proficiency. It should be noted that progress between 55%-65% is designated as "High" progress.

Most recent Mathematics CAASPP scores also showed dramatic improvements. Overall, students improved 10.5 points, resulting in a change from "yellow" to "green" on the Dashboard. Further, White students increased by 3 points in mathematics while subgroups increased as follows:
English Learners +21.4 points
Reclassified English Learners +32 points
Students with Disabilities +26.9 points
Hispanic students +22.8 points
Socioeconomically Disadvantaged students +28.6 points.

As reflected on the CA Dashboard, Chronic Absenteeism (the percentage of students missing 10% or more of school days) remained low at 1.2%, down 1.5% from the previous year and earning a "blue" designation on the Dashboard. Similarly, suspension rates (the number of students suspended at least once during the school year) were also low (1.5%), down 0.5% from the previous year and earning a "green" Dashboard indicator. With the exception of Homeless students who scored in the "yellow" on the Dashboard, all other subgroups scored in the "green" or "blue" range.

The District also met standards for all local indicators, including Teachers, Instructional Materials Facilities; Parent and Family Engagement; and Local Climate.

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.

While significant progress was made toward closing performance gaps, achievement gaps within subgroups still remain.

As reflected on the most recent English Language Arts CAASPP, the District-wide average was 31.3 points above standard. White, Two or More Races, and Hispanic students scored above standard, with scores of +47.6, +36.5, and +2.9, respectively. Other statistically significant subgroups performed below standard as indicated: Homeless (-9.1); English Learners (-19.1); Students with Disabilities (-60.4); and Socioeconomically Disadvantaged students (-4.4). Per LCAP Goal 1, the District intends to increase reading specialist services to address early literacy disparities.

Most recent Mathematics CAASPP scores follow a similar pattern. When considering all students, the district scored 7.9 points above standard. White and Two or More Races scored above standard, with scores of +18.4 and +34, respectively. Other statistically significant

subgroups performed below standard as indicated: Hispanic (-15.8); Homeless (-16); English Learners (-27.6); Students with Disabilities (-66.8); and Socioeconomically Disadvantaged (-22). Per LCAP Goal 1, the District intends to adopt additional curriculum and materials to address mathematics disparities.

Disparities were also observed in Suspension Rates as follows: English Learners and Homeless ("blue"); Hispanic and White ("green"); Socioeconomically Disadvantaged ("yellow"); Two or More Races ("orange"); and Foster Youth and Students with Disabilities ("red"). Per LCAP Goal 2, the District will continue efforts to support all students by implementing a program focused on building Multi-Tiered Systems of Support (MTSS).

LCAP Highlights

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

As evidenced by the most recent CAASPP assessments, the District made strong academic gains in all areas and subgroups. However, disparities between subgroups remain and are expected to be exacerbated due to school closures that disproportionately affect English Learners, socioeconomically disadvantaged students, and foster youth. To support the transition to and from distance learning, the District delayed teacher professional development and curricular adoptions, both designed to improve learning opportunities and outcomes for students. The District's LCAP Goal #1 is to further "Increase Academic Achievement for All Students." To achieve this goal, action items include summer programs for at-risk students, additional intervention teachers and support staff to promote literacy at the primary grades, targeted professional development for staff, and curricular adoptions/supplements in the areas of writing, science, mathematics, and history/social science.

The pandemic has also exacerbated concerns for the social-emotional wellness of students. LCAP Goal #2 is designed to "Build Students of Character and Confidence." Specifically, action items are designed to create a Multi-Tiered System of Support (MTSS) that provides a structure to proactively support the social and emotional needs of San Pasqual Union students. An Arts/Social Emotional Learning (SEL) teacher position will be created to promote student wellness through the arts. Additionally, action steps will seek to investigate and improve existing character education and digital citizenship initiatives.

In light of pandemic-related considerations, LCAP Goal #3, "Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School," takes on new meaning. As reflected in the SPUSD COVID-19 School Safety Plan, the District has undertaken extensive steps to ensure student and staff safety at school. While the District's short term priorities had focused on building the capacity for outdoor learning and improving air quality via portable air filtration units, long term goals seek to improve classroom safety by upgrading ventilation systems. Simultaneously, the District will keep the focus on non-pandemic safety measures to mitigate risks from fire, earthquake, and other active threats.

Finally, learning opportunities and outcomes for students are enhanced via our parent and community partnerships. Due to pandemic restrictions, parent volunteer rates at San Pasqual Union dropped 71%. Goal #4, "Promote Family and Community Partnerships that Enhance Student Outcomes and Opportunities," seeks to reengage parents and build upon established relationships with organizations like

the San Diego Zoo Safari Park and Cal State University-San Marcos. Action steps will include "parent engagement" and "education" events coupled with activities designed to tap into the expertise, staffing, and funding within our community organizations.

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.

During the 2021-22 school year, the District engaged in extensive efforts to engage all stakeholders.

Engagement meetings were conducted as follows:
- Staff (certificated, classified, administrative, San Pasqual Elementary Teachers' Association, Principal, Assistant Principal): 8/5/20, 8/14/20, 8/17/20, 8/25/20, 9/2/20, 9/8/20, 9/23/20, 9/30/20, 10/7/20, 10/14/20, 10/21/20, 10/28/20, 10/29/20, 11/4/20, 11/18/20, 12/2/20, 12/9/20, 12/16/20, 12/14/20, 1/6/21, 1/13/21, 1/20/21, 1/27/21, 2/2/21, 2/10/21, 2/17/21, 2/24/21, 3/3/21, 3/10/21
- School Improvement Committee: 7/20/20, 8/6/20, 9/10/20, 9/28/20, 10/27/20, 11/9/20, 1/11/21, 2/8/21, 4/12/21
- School Site Council (SSC)/Parent Advisory Committee (PAC): 10/6/20, 12/8/20, 2/2/21, 4/7/21
- School Board: 8/11/20, 9/8/20, 10/13/2, 11/10/20, 12/15/20, 1/12/21, 2/9/21, 3/9/21, 4/13/21
- Community Input Meetings (DELAC, Coffee with the Principal, PTO, School Foundation): 7/24/20, 8/7/20, 8/25/20, 8/30/20, 9/2/20, 9/8/20, 10/13/20, 11/17/20, 12/15/20, 1/15/21, 1/19/21, 2/9/21, 2/19/21
- Parents of SWD students were engaged via the above opportunities in addition to their IEP participation.
- The District regularly consults with the North Inland Special Education Region (NISER) Special Education Local Plan Area (SELPA) for guidance and to facilitate training for staff.
- Guardians of Foster Youth were engaged via the above opportunities, as well as guardian/teacher conferences, Student Study Teams, and IEPs, as appropriate.

Additionally, surveys were distributed to parents, guardians, community members, staff, and students as follows:
- LCAP Parent/Guardian/Community surveys distributed in English and Spanish via email, school website, and paper copies (95 responses)
- LCAP DELAC Parent Survey (6 responses)
- CA Healthy Kids Parent Survey distributed via email and school website (162 total responses, including 82 in-school, 25 remote only, and 54 hybrid)

- LCAP Teacher Survey distributed via email and staff bulletin (17 responses)
- LCAP Classified Survey distributed via email and staff bulletin (10 responses)
- CA Healthy Kids Staff Survey distributed via email, and staff bulletin (40 responses)

- LCAP Student Survey distributed to 4th (40 responses), 6th (46 responses), and 8th-grade (37 responses) students via Google GSuite
- CA Healthy Kids Student Survey administered in the classroom to 5th grade (53 responses) and 7th grade (52 responses) students.

In light of the pandemic, the District engaged in frequent outreach efforts since March 2020. Input from stakeholders was essential in guiding the distance learning instructional model and the plans to return students to campus. While the District continues to engage stakeholders for

this purpose, the focus has shifted to multi-year planning. As set forth below, stakeholder input was key in identifying both goals and related action steps.

A summary of the feedback provided by specific stakeholder groups.

Per LCAP surveys of Teachers, Classified Staff, Parents, and Students, "SATISFACTION" LEVELS were reported as follows:

TEACHERS
High: Quality of Teaching (100%), Pandemic Response (100%), Safety of School (100%), Quality of Education (94%), Technology Support (94%), and Appearance/Maintenance of School (94%)
Low: Instructional Resources (47%), Academic Supports for Students (59%), Character Development (59%), Professional Development for Staff (59%)

CLASSIFIED STAFF
High: Academic Support for all Students (100%), Pandemic Response (100%), Safety of School (100%)
Low: N/A - Nothing rated below 80%

ELEMENTARY PARENTS
High: Appearance/Maintenance of School (100%), Quality of Teaching (97%), Professionalism of Staff (97%), Safety of School (97%), Communication from School (96%), Communication from Teachers (96%), Pandemic Response (94%)
Low: N/A - Nothing rated below 80%

MIDDLE SCHOOL PARENTS
High: Appearance/Maintenance of School (100%), Pandemic Response (93%), Quality of Leadership (93%), Safety of School (93%)
Low: Parent Engagement (57%), Academic Supports for Students (64%), Character Development (68%), Communication from Teachers (68%), Social-Emotional Supports for Students (68%)

4TH GRADE STUDENTS
High: Technology (95%), Safety at School (93%)
Low: Trusted Adult at School (70%)

6TH GRADE STUDENTS
High: Technology (100%), Caring Teachers (89%), Safety at School (89%)
Low: Trusted Adult at School (54%), Teachers give me what I need to learn (70%)

8TH GRADE STUDENTS
High: Technology (100%), Quality Education (92%)
Low: Trusted Adult at School (59%), Teachers give me what I need to learn (70%)

When reporting on curricular areas, TEACHERS reported satisfaction rates of academic programs as follows:
Reading/Literature (94%), Science (76%), Mathematics (47%), Visual & Performing Arts (41%), Physical Education (35%), History/Social Science (24%), Writing (18%) - OVERALL TEACHER = 48%

ELEMENTARY PARENTS reported satisfaction rates of academic programs as follows:
Mathematics (94%), Reading/Literature (88%), History/Social Science (84%), Writing (78%), Science (63%), Visual & Performing Arts (52%), Physical Education (42%) - OVERALL ELEMENTARY PARENTS = 72%

MIDDLE SCHOOL PARENTS reported satisfaction rates of academic programs as follows:
Science (75%), Reading/Literature (71%), History/Social Science (68%), Mathematics (68%), Writing (68%), Visual & Performing Arts (64%), Physical Education (46%) - OVERALL MIDDLE SCHOOL PARENTS = 66%

As noted, while Reading/Literature tends to rank high and Physical Education low for all polled groups, satisfaction levels in other curricular areas vary between teachers, elementary parents, and middle school parents.

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

All 4 LCAP goals and actions have been directly influenced by stakeholder input and the needs identified:

Goal #1 - Increase Academic Achievement for All Students
Identified ACADEMIC areas of need include Instructional Resources for both staff and students and Academic Supports for Students. Areas of improvement in school curriculum was noted across stakeholder groups. Addressing most of the identified needs will requires additional curricular adoptions/purchases and professional development for staff, both of which are included in Goal #1 action items.

Goal #2 - Build Students of Character and Confidence
Identified SOCIAL-EMOTIONAL areas of need include Character Development and building connections with trusted adults for students at school. Action items for Goal #2 include MTSS implementation and the hiring of an Arts/SEL teacher.

Goal #3 - Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School
Multiple stakeholder groups consistently ranked SAFETY of School and Pandemic Response high on satisfaction scales. However, ongoing communication with staff, parents, and health professionals stress the important of improving air quality in crowded indoor spaces like school classrooms. Goal #3 will focus on upgrades to the HVAC system and preventative planning for both the pandemic and other potential threats. Additionally, as suggested during staff input sessions, on-campus safety could be improved by adding more security features (i.e., motion-activated lighting and security cameras).

Goal #4 - Promote Family and Community Partnerships that Enhance Student Outcomes and Opportunities
Identified PARENT/COMMUNITY ENGAGEMENT areas of need include parent engagement, especially as it relates to communication from middle school teachers to parents. Action steps will seek to reengage parent and community partners.

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement for all students

An explanation of why the LEA has developed this goal.

Students at San Pasqual Union School consistently perform above state and county averages on statewide assessments. However, an achievement gap exists between overall performance and the performance of specific subgroups. The purpose of this goal is to improve upon instructional strategies, resources, and outcomes for all students, inclusive of those performing below, at, and above standard. Progress toward this goal will be measured by state and local assessments. To support the academic success of all students, the reading specialist and English Learner specialist positions will both be extended to full-time. Additional measures of success include curricular implementation and professional development to improve teacher effectiveness. This goal aligns to State Priorities 1, 2, 4, 7, & 8. and SPUSD Board Goals 3, 4, & 5.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	2019 CAASPP Key: +/- = points above or below standard VH = Very High H = High M = Medium L = Low DISTRICTWIDE +31.3 (H) White +47.6 (VH) Hispanic +2.9 (M)				DISTRICTWIDE +37.3 (H) (2 points/year increase) White +45 or more (VH) Maintain Hispanic +5.9 (H) (3 points/year increase) Socioeconomically Disadvantaged +4.6 (M)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged -4.4 (M) English Learners -19.1 (L) Students with Disabilities -60.4 (L)				(3 points/year increase) English Learners -10.1 (L) (3 points/year increase) Students with Disabilities -51.4 (L) (3 points/year increase)
Math CAASPP	2019 CAASPP DISTRICTWIDE +7.9 (H) White +18.4 (H) Hispanic -15.8 (M) Socioeconomically Disadvantaged -22.0 (M) English Learners -27.6 (L) Students with Disabilities -66.8 (L)				DISTRICTWIDE +16.9 (H) (3 points/year increase) White +24.4 (H) (2 points/year increase) Hispanic -3.8 (M) (4 points/year increase) Socioeconomically Disadvantaged -10 (M) (4 points/year increase) English Learners -15.6 (M) (4 points/year increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Students with Disabilities -54.8 (L) (4 points/year increase)
Science CAST	2019 CAST State Average: 29.93% 5th Grade: 36.36% 8th Grade: 16.44%				5th Grade 42% or higher (2%/year increase) 8th Grade 31% or higher 5%/year (increase)
Measure of Academic Progress (MAP) ELA - Achievement vs Growth	Student MAP results can be disaggregated into 4 quadrants by comparing achievement (level of academic proficiency) with growth (level of academic progress). When comparing any 2 testing sessions, each students falls within one of 4 categories including: High Achievement/High Growth High Achievement/Low Growth				17% Low Achievement/Low Growth (2%/year decrease)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Achievement/High Growth Low Achievement/Low Growth The baseline of this metric measures the students in the Low Achievement/Low Growth quadrant as measured by comparing the Winter 2020 ELA MAP score with the Winter 2021 ELA MAP score. Winter 2020 to Winter 2021 MAP - ELA 23% Low Achievement/Low Growth				
Measure of Academic Progress (MAP) Math - Achievement vs Growth	2020 to 2021 MAP - Math 35% Low Achievement/Low Growth				26% (3%/year decrease)
English Learner Progress	English Learner progress ELPAC % Early Advanced or Advanced				15% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018 2019 2020 English Learner classification rate 2019 - 11% (7 students) 2020 - 14% (9 students) 2021 - 4% (2 students)				
3rd Grade Reading Proficiency	2020 3rd Grade Winter MAP % at or above 50th percentile 2020 - 41% 2021 - 29%				50% (7%/year increase)
Curricular Adoptions	Instructional Materials Aligned to Academic Standards ELA - Full Implementation & Sustainability (5) Mathematics - Full Implementation (4) Science - Initial Implementation (3) History/Social Science - Initial Implementation (3)				Science - Initial Implementation and Sustainability (5) History/Social Science - Full Implementation (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services	96% (27 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas 100% of students have sufficient access to standards-aligned instructional materials				Maintain or increase

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading Support	A full-time Reading Specialist will serve 1st-8th grade students with a focus unduplicated students with reading deficiencies in 1st-3rd grade. The Reading Specialist will be trained to utilize a Universal Early Reading Inventory (screener) and will provide a systematic, structured literacy program (i.e. Lindamood Bell -Seeing Stars, Visualizing and Verbalizing; Orton Gillingham) as needed for students reading at least 6 months below grade level. The specialist and instructional aide will provide direct services to students and coordinate with the classroom teacher and other specialists for appropriate in-class reading supports. Additionally, two highly qualified teachers will lead a summer school program targeted students going into 1st-4th grades demonstrating reading or pre-reading deficits at least 6 months below grade level. EXPENDITURES Non-Personnel Structured Literacy Curriculum (i.e., Orton-Gillingham, Lindamood Bell) - $5,000 (ELO)	$173,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development for Structured Literacy Program - $2,000 (ELO) Dyslexia Screener $200 (ELO) Personnel Reading Specialist $131,000 (LCFF Supplemental) Instructional Aide $26,500 (ELO) Summer School $8,500 (ELO)		
2	Grade-Level Subject Leads	For each grade level and subject area (Language Arts/Writing, Math, Science, History-Social Studies), designate and train a grade-level lead. Training to occur during summer 2021 and within the school year (PLC and additional release time). EXPENDITURES Professional Development (release time) - $5,000 (LCFF Base)	$5,000.00	No
3	Curriculum and Technology	Subject to staff input and Board approval, curriculum is scheduled to be adopted/approved on the following schedule: 2021/22 K-5 Science - Pilot and adopt K-5 science program - $50,000 (LCFF Base) K-8 ELA/Writing - Identify and purchase supplemental writing program - $15,000 (ELO) K-5 Math - Purchase, implement and evaluate Engage NY supplemental materials - $15,000 (ELO) 6-8 Math - Pilot curricular options (no cost) Technology Refresh - $40,000 (REAP) 2022/23 6-8 Math - Adopt selected curriculum - $40,000 (LCFF Base)	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Technology Refresh - $40,000 (REAP) 2023/24 K-8 History/Social Science - Pilot and adopt K-8 history/social science program - $75,000 (LCFF Base) Technology Refresh - $40,000 (REAP)		
4	English Language Support	A full-time English Language Support/Intervention teacher will directly support English Learners (ELs), students Reclassified Fluent English Proficient (RFEP), and other students failing to made adequate academic progress. This teacher serves on the District level Data Team, working with administrators, teachers, and support staff to utilize data to improve student outcomes. The English Language Support/Intervention teacher will also serve as EL Coordinator and DELAC Advisor, providing direct services to students and overseeing parent outreach efforts. EL students will be invited to participate in afterschool tutorials twice weekly. To support English speaking families, the DELAC Advisor will facilitate evening workshops, including Mano-a-Mano and the Latino Family Literacy Project. Additionally, two (2) instructional assistants will provide direct EL services to students and to support students in and out of the classroom, as needed. Both instructional aides will be trained to effectively provide these services. Through the aforementioned supports, English learners will access CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency. EXPENDITURES EL/Intervention Teacher - $87,000 ($81,200 LCFF Supplemental; $5,800 Title III)	$166,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL Aide (x2) - $64,000 (Title I) After School Tutorial - $5,800 (LCFF Supplemental) Childcare for DELAC Events - $500 (LCFF Supplemental) Mano-a-Mano - $2,000 (LCFF Supplemental) Latino Family Literacy Project - $1,000 (LCFF Supplemental) 2022/23 Summer School for ELs - $5,000 (LCFF Supplemental)		
5	Teacher Development for District Learning Initiatives	Additional staff training will be provided prior to the start of the 2021/22 school year. While some of this training will focus on the curricular objectives and adoptions listed above, before and within school year training will focus on: A. Teacher Clarity - Learning intentions/outcomes, instructional strategies B. Grading for Equity - Competency-based grading practices C - Kagen - Cooperative Learning D. E3 Project - Teacher Effectiveness & Evaluation E. Forecast 5 & Multiple Measures- Data Teaming F. Integrated English Language Development (ELD) The School Improvement Committee will provide input to guide professional learning for staff. EXPENDITURES	$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional Development (before school year) - $35,000 (ELO)		
		School Improvement Team - $6,000 (LCFF Base)		
		Data Visualization (Multiple Measures) - $2,000 (LCFF Base)		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Build Students of Character and Confidence

An explanation of why the LEA has developed this goal.

This goal has been developed to support the emotional, social, and physical growth and wellness of each child.   Progress toward this goal will be measured through establishment of a Multi-Tiered System of Support (MTSS) with specific programs for character education, digital citizenship, and Social Emotional Learning (SEL) through the arts. Additional measures of success include improved attendance and physical fitness, along with reduced rates of suspensions and chronic absenteeism. This goal aligns to State Priorities 5 & 6. and SPUSD Board Goals 2 & 5.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Implementation	MTSS Site Team Beginning Development (2) Site Team (7 staff members with SDCOE lead) formed and trained				Full Implementation (4) All staff trained and structures implemented
Social Emotional Learning (SEL) Program	SEL Program Exploration and Research Phase (1) Teacher hired, no current program				Full SEL Implementation (4) integrated with visual and performing arts
Conditions and Climate Local Indicator - Suspension Rate	2019/20 School Year All 1.71% Foster Youth 42.11%				All 0.5% or less (lowest performance level in Dashboard) Foster Youth <2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 6.9% Socioeconomically Disadvantaged 4.88%				Students with Disabilities <2% Socioeconomically Disadvantaged <2%
Chronic Absenteeism	2020/21 School Year (as of 2/26/21) 6.14%				3.14% or lower (decrease 1%/year)
CHKS - Anti-Bullying Climate	2021 CHKS 81% 5th Grade Students "Agree" or "Strongly Agree" 60% 7th Grade Students "Agree" or "Strongly Agree"				>80% 7th grade (increase 7%/year)
CA Physical Fitness Testing (PFT)	87.8% (scoring 5 or 6 on 6-point scale)				93% or higher (increase 2%/year)
Digital Citizenship Program	Digital Citizenship Program Beginning Development (2) Program identified, not currently implemented				Full Digital Citizenship Program Implementation (4)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered Systems of Support (MTSS)	In connection with the School Climate Transformation Grant (SCTG), in partnership with the San Diego County Office of Education, and as	$66,876.00	No

Action #	Title	Description	Total Funds	Contributing
		led by an onsite school psychologist and behavioral specialist, implement Multi-Tiered Systems of Support (MTSS) to support the academic growth and social-emotional wellness of all students. The program will include specific supports for foster youth, students with disabilities, and socioeconomically disadvantaged students to reduce the rates of suspension and chronic absenteeism. MTSS will seek to improve school's Anti-Bullying climate while providing students with resources to seek and obtain support when needed. For situations requiring support beyond the MTSS Framework, Care Solace, a program that ensures that communities can access reliable, ethical, and high-quality mental heath care services, will be available to all to all students, families, and staff. EXPENDITURES School Psychologist - $64,625 (Special Education - $6,341 federal, $58,285 state) Teacher release time for MTSS - $1,000 (LCFF Base) Care Solace - $1,250 (ELO)		
2	Social Emotional Learning through the Arts	SEL/Arts Teacher to lead program of social emotional learning through the arts to help improve both the mental wellness and artistic appreciation & competency of all students. Through performing and visual arts and in conjunction with the school psychologist, the teacher will use the arts as a medium to address and explore the four SEL competencies of self awareness: 1. Recognize one's feelings and thoughts. 2. Recognize the impact of one's feelings and thoughts on one's own behavior. 3. Recognize one's personal traits, strengths, and limitations. 4. Recognize the importance of self-confidence in handling daily tasks and challenges.	$131,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The SEL/Arts Teacher will facilitate and coordinator parent volunteers via the Red Barn Arts program. EXPENDITURES Arts Teacher - $124,000 (ELO) Training and release for Arts Teacher - $2,000 (ELO) Supplies - $5,000 (ELO)		
3	Physical Fitness	Improve the physical and mental well-being of all students by providing physical education classes led by a credential Physical Education students to all TK-8th grade students. EXPENDITURES Physical Education Teacher - $53,000 (LCFF Base) Physical Education Aide - $10,000 (LCFF Base) Equipment - $5,000 (LCFF Base)	$68,000.00	No
4	Digital Citizenship	Create a TK-8th grade articulated Digital Citizenship program via Common Sense Media. Provide professional development to staff and create a tracking system to monitor and document progress. As Common Sense Media is offered free of charge, there is no associated expenses.	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School

An explanation of why the LEA has developed this goal.

As reflected through recent surveys, parents, students and staff all agree that San Pasqual Union is a safe place for students. However, both formal (focus group) and informal input from parents and staff reflect that the safety of our students, staff, volunteers, and visitors is of paramount importance. This goal seeks to ensure the physical safety of students, staff, volunteers, and visitors while maintaining a functional and aesthetically pleasing environment that promotes and enhances effective teaching and accelerated learning. Progress toward this goal will be measured via state, student, and parent surveys coupled with facility inspections and ongoing contributions toward deferred maintenance efforts. Not only do these preventive and deferred maintenance efforts increase safety, they promote long-term fiscal solvency for the District. As such, completion of scheduled and unscheduled facilities projects will be additional measures of progress toward this goal. This goal aligns to State Priorities 1 & 2 and SPUSD Board Goals 1 & 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS - Safe Place for Students (% = "Agree" or "Strongly Agree")	Staff: 97% Elementary Students: 88% Middle School Students: 81% Parents: 98%				Middle School Students >90% (increase 3%/year)
CHKS - Facilities Upkeep	Staff: 100% Elementary Students: 96% Middle School Students: 98% Parents: 99%				Maintain >95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	Exemplary				Maintain "Exemplary"
Deferred Maintenance Contribution	2020-2021 Budget $150,000				Increase contribution by 5%/year 21/22 - $157,500 22/23 - $165,375 23/24 - $173,645

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe, Well-Maintained School and Facilities	Create preventive and deferred maintenance 5-year and 10-year plans to include plans and anticipated expenditures for plan for HVACs, roofing, security, fire, and public address (PA) systems. Continue preventive and deferred maintenance efforts to maintain a clean, safe, and well-functioning school. Prioritize urgent projects (i.e.., HVAC replacement) that address both safety and budgetary concerns. In addition to replacing the HVAC system, repair multipurpose room doors so they open to create adequate ventilation for learning and play during inclement weather. EXPENDITURES 2021/22 Maintenance and Grounds Salaries - $201,000 (LCFF Base) Maintenance and Grounds Operating Expenses - $75,000 (LCFF Base) HVAC Replacement - $600,000 ($145,000, In-Person Instructional, $230,000 ESSER II, $225,000 ESSER III) Deferred Maintenance Contributions - $157,500 (LCFF Base)	$1,043,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Multipurpose Room Door repair - $10,000 (In-Person Instructional) 2022/23 Security System Replacement - $200,000 (Deferred Maintenance) Deferred Maintenance Contributions - $163,375 (LCFF Base) 2023/24 Deferred Maintenance Contributions - $173,645 (LCFF Base)		
2	Campus Safety and Security	Administrators will continue with timely updates of Comprehensive School Safety Plans and (as necessary) COVID School Safety Plans. To proactively address other safety concerns (i..e, active threats, fire, etc.), school administrators will maintain an active role/partnership with Escondido School Leaders Safety Committee and Sandy Hook Promise. Administrators to work in coordinator with SDCOE and local law and fire officials to conduct a comprehensive campus and facilities safety assessment to determine areas of improvement, including safety hazards and potential vulnerabilities. As recommended by staff, consider the possible addition of motion-activated security lights and cameras ($10,000, LCFF Base).	$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Promote Family and Community Partnerships That Enhance Student Outcomes and Opportunities

An explanation of why the LEA has developed this goal.

Effective family engagement practices are directly correlated with positive outcomes for children, including increases in academic performance, attendance, motivation, and school connectedness. San Pasqual Union School welcomes parents, guardians, and other family members as active and engaged partners. Additionally, the District actively seeks community partnerships to offset financial costs, leverage industry expertise, and enhance the learning opportunities for all students. The District is also concerned with declining enrollment, having lost over 10% of students from the 2019-20 to the 2020-21 school year. By enhancing partnerships and programmatic offerings (including the arts, garden, preschool and Kids' Club), the District anticipates enrollment will increase and all students will be better served. Progress toward this goal will be measured by school surveys, establishing and maintaining community partners, and District enrollment trends. This goal aligns to State Priorities 3 and SPUSD Board Goals 1 & 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promotion of Parent Involvement	CHKS 2021 94% Parents "Agree" or "Strongly Agree" 96% Staff "Agree" or "Strongly Agree"				Maintain >95%
Teacher Communication	LCAP Survey 2021 95% TK-5 Parents "Satisfied" or "Very Satisfied" 68% of 6-8 Parents "Satisfied" or "Very Satisfied"				80% 6-8 "satisfied" or "very satisfied" (Increase 4%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Communication	LCAP Survey 2021 92% Parents "Satisfied" or "Very Satisfied"				Maintain 90% "satisfied" or "very satisfied"
Served as Volunteer	LCAP Survey 2021 Parent - 11%				71% or more (increase 20%/year)
Meaningful Student Participation	CHKS 2021 91% Staff ("Agree" or "Strongly Agree") 37% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 33% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time")				50% or more 5th & 7th Grade Students (increase 6%/year)
Student Enrollment	Projected School Enrollment for 2021/22 473				533 (Increase 20 students/year)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement	School staff and teachers will maintain open lines of communication to parents that invite parents and provide ample opportunities to be partners in their child's education. Tools will include Google Classroom, GSuite (including Gmail), current school and classroom website, and proactive mass media communications (i.e., phone, email, text) via BlackBoard and Synergy. District officials will promote a positive social media presence via Instagram, Twitter, YouTube, and PeachJar. A school FaceBook account will be added to currently available social media options. EXPENDITURES BlackBoard Mass Communications System - $3,000 (LCFF Base) Synergy Student Management System - $7,800 (LCFF Base) Translation Services - $1,000 (LCFF Supplemental)	$11,800.00	No
2	Academic & Career Exploration via Community Partnerships to Promote Meaningful Student Engagement	Students will explore educational opportunities, career choices, and areas of interest through community partners, including those with the San Diego Zoo Safari Park and California State San Marcos. Additionally, students will apply learning in Interactive Science Garden, a project jointly funded through the Escondido Community Foundation, Strong Workforce CTE Grants, and SP Foundation contribution. Middle school student will also explore career choices by participating in the Journeys Map program (https://journeysmap.com/ program). District officials will continue to seek additional community partners to enhance opportunities, outcomes, and relevance for students. Funding Summary: Escondido Community Foundation - $25,000 Strong Workforce Grant - $24,000	$49,000.00	No

Action #	Title	Description	Total Funds	Contributing
		San Pasqual Foundation - TBD		
4				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.44%	$252,477

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.

Goal 1: Actions 2, 3, and 5 - All of these actions are designed to improve effectiveness and efficiency of the overall instructional program. Specifically, Actions 2 & 5 provide professional development for teachers while Action 3 puts the proper curriculum and technology in the hands of all students and staff. It should be noted that the science program under consideration for adoption includes enhanced supports for English Learners.

Goal 2, Actions 1-4 - While MTSS implementation support the academic and social growth of all students, the program will include specific supports for foster youth, students with disabilities, and socioeconomically disadvantaged students to reduce the rates of suspension and chronic absenteeism.

Goal 3, Actions 1 & 2 - Maintaining a campus where students feel safe benefits all students, especially those students with a history of trauma.

Goal 4, Actions 1 & 2 - Parent/Guardian outreach efforts are designed to effectively engage all parents, including those of English Learners, foster youth, and the socioeconomically disadvantaged. Academic and career exploration will be particularly important for students seeking to be the first in their families to attend college.

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

The expenditure of LCFF Supplemental Funds were primarily used to fund a full-time Reading Specialist (Goal 1, Action 1) and full-time English Language Support/Intervention Teacher (Goal 1, Action 4). It should be noted that in 2020/21, both of these positions were part-time. The actions and services outlined are the most effective use of funds in the meeting the needs of unduplicated pupils based upon past

practice and evidence determined from internal assessments, teacher input, and SBAC/CAASPP results. Research has proven that additional time with a highly qualified teacher coupled with structured, research-based reading/literacy interventions provide the necessary scaffolds and supports for students to succeed. Additionally, research related to parent involvement and engagement highlights the importance of involving parents/guardians in their child's education through both site-based activities and parent education programs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$814,600.00	$907,735.00	$49,000.00	$116,141.00	$1,887,476.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$839,726.00	$1,047,750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Reading Support	$131,000.00	$42,200.00			$173,200.00
1	2	All	Grade-Level Subject Leads	$5,000.00				$5,000.00
1	3	All	Curriculum and Technology	$50,000.00	$30,000.00		$40,000.00	$120,000.00
1	4	English Learners	English Language Support	$96,300.00			$69,800.00	$166,100.00
1	5	All	Teacher Development for District Learning Initiatives	$8,000.00	$35,000.00			$43,000.00
2	1	All Students with Disabilities	Multi-Tiered Systems of Support (MTSS)	$1,000.00	$59,535.00		$6,341.00	$66,876.00
2	2	All Students with Disabilities	Social Emotional Learning through the Arts		$131,000.00			$131,000.00
2	3	All	Physical Fitness	$68,000.00				$68,000.00
2	4	All	Digital Citizenship					$0.00
3	1	All	Safe, Well-Maintained School and Facilities	$433,500.00	$610,000.00			$1,043,500.00
3	2	All	Campus Safety and Security	$10,000.00				$10,000.00
4	1	All	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement	$11,800.00				$11,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	All	Academic & Career Exploration via Community Partnerships to Promote Meaningful Student Engagement			$49,000.00		$49,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$227,300.00	$339,300.00
LEA-wide Total:	$227,300.00	$339,300.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Reading Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,000.00	$173,200.00
1	**3**	Curriculum and Technology			All Schools	$50,000.00	$120,000.00
1	**4**	English Language Support	LEA-wide	English Learners	All Schools	$96,300.00	$166,100.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   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.