

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
Maria Montessori Charter Academy	Brent Boothby, Executive Director	brent@mmcharter.org , 916-630-1510x203

Plan Summary [LCAP Year 2021-2023]

General Information

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

Our Program

Maria Montessori Charter Academy (“MMCA”) is a tuition-free, non-profit Kindergarten – 8th grade public elementary school emphasizing the Montessori philosophy within the accountability and framework of the CA state standards. The school was founded in 2000 by a group of parents who wanted to have Montessori education available for all children, not just those who could afford a private school. With our program, we combine what we believe are the best aspects of the Montessori philosophy with traditional “public school” materials.

Our school emphasizes all of the traditional standards-based subjects – reading, spelling, language, math, etc., while also emphasizing a broader curriculum, including geography, botany, zoology, art, practical life, etc. In addition, we use standard-based report cards to give parents a more accurate reflection of their child’s comparative knowledge base. To meet our students’ needs, we put nearly all of our resources into our classrooms. Some of the more unique features of our school include:

- Two CA credentialed teachers (with Montessori training) per classroom
- We have multi-aged classrooms with student to teacher ratios of 17:1 or less
- Interactive, manipulative-based hands on learning environment
- Lessons are given in small, ability-based groups

- Individualized learning plans are developed for every student, backed by continuous assessment of student performance
- Embracing technology, including a 1:1 student to laptop ratio 5th – 8th grade

Our Philosophy

Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. While there are many interpretations as to what exactly a “Montessori education” is, the relatively universal goals of a Montessori education would be to:

- Stimulate the child’s innate love of learning
- Provide a nurturing, cooperative learning environment
- Incorporate all the senses in the learning experience
- Consider the whole child
- Encourage respect for self, others, the environment, and all life

Our Mission Statement

The mission of MMCA is to provide a Montessori-based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world. This is achieved through a heavy commitment from parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.

The attributes we strive to develop within our students include:

- Academic Excellence
- Artistic Expression
- Moral Character
- Practical Accomplishments
- Conflict Resolution Skills

- Compassion and Service to Others
- Visionary Leadership
- Exceptional Courtesy and Manners

Reflections: Successes

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

*Dashboard data was suspended for 2020 due to COVID-19. California School Dashboard specifically, for the 2017, 2018, 2019 Dashboard years, MMCA was “blue” or “green” in the following Dashboard categories: Suspension rate, English Language Arts performance, and Math performance. Dashboard scores were not given for English Language Learners due to small sample size. Additionally, MMCA was ‘standard met’ for the local metrics of “teachers, instructional materials and facilities,” “Implementation of Academic Standards,” “Parent and Family Engagement”, “Local Climate Survey”, and “Access to a Broad Course of Study.”

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.

*Dashboard data was suspended for 2020 due to COVID-19. For Dashboard years 2017, 2018 and 2019, no equity groups were ‘red’, ‘orange’ or ‘yellow’ for any of the performance metrics. “Chronic Absenteeism” was a new CA Dashboard metric added in 2018. For 2018, MMCA was ‘green’ in chronic absenteeism; in 2019, MMCA was ‘orange’.

LCAP Highlights

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

The purpose of our LCAP is to clearly demonstrate we are meeting the (8) state priorities. Our LCAP goals will always focus on 1) improving student performance, 2) providing a safe and inviting school climate and 3) enhancing the student

experience. For the 2021-2024 LCAP, we will also be incorporating elements influenced by the unprecedented COVID-19 Pandemic, as we look to get mitigate learning loss caused by the pandemic and address the social/emotional/mental health needs of our students most impacted by the pandemic.

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.

MMCA is not a school identified as needing “comprehensive support and improvement.”

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Stakeholder Engagement

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

Parents are an integral part of the learning experience at M.M.C.A., and they are engaged in several ways.

First, M.M.C.A. has a Volunteer Commitment Policy whereby each M.M.C.A. family commits to forty hours of service to the M.M.C.A. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or paraprofessional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extracurricular committees, and working on school-related projects in the evenings or on the weekends, driving on field trips, serving as art, garden or Spanish docents, leading clubs or athletic teams, etc.

Second, as a 501(c)(3) based charter school, M.M.C.A. is the only charter school that we are aware of whose Board is:

- 1) Comprised of a super majority of the charter school's parents, and
- 2) These parent positions are democratically elected directly by the school's families, giving them direct supervisorial oversight of the entire program, including the LCAP.

Third, the M.M.C.A. Teaching staff is also allotted two voting member positions on the Board, giving them direct input into school leadership as well.

Fourth, students were consulted as well about the LCAP via discussions with our Student Council, a group of twelve upper elementary aged students who were elected by their peers and provide good insight regarding the thoughts of the larger student body.

A summary of the feedback provided by specific stakeholder groups.

During the past several years the Board of Directors has held Strategic Planning meetings to develop both Board Goals and review the existing LCAP goals, and worked to revise both for the upcoming years. By far, the Board's primary focus for

2020 – 2021 has been navigating school operations during COVID-19. As we transition from the COVID-impacted 2020-2021 school year, our focus will be on COVID-related learning loss recovery, minimizing educational barriers for all students and developing the right balance of social / emotional supports for the students as we return school to some sense of normalcy post-COVID.

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

Adding breakfast to our hot lunch program, doing multiple years of Summer School for COVID learning loss recovery and adding more School Counseling services are all tactics added to our LCAP influenced by input from our stakeholders.

Goals and Actions

Goals

Goal #	Description
1	<p>MMCA Goal 1: The percentage of students who demonstrate grade-level proficiency in ELA will increase annually for our 'whole school group' and all statistically significant sub-groups, including socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness.</p>

An explanation of why the LEA has developed this goal.

This goal addresses state priorities 1,2,4,7 and 8. As the state's common core standards continue to evolve and get implemented, we want all of our students, including any statistically significant sub-groups, to improve their ELA proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Data related to CA CAASPP	2018-2019 CAASPP testing data (no CAASPPs in 2020 or 2021 due to COVID-19)	Student performance on the ELA sections of the CAASPP will improve over the prior testing year. Actual:	Student performance on the ELA sections of the CAASPP will improve over the prior testing year. Actual:	Student performance on the ELA sections of the CAASPP will improve over the prior testing year. Actual:	Given COVID, 2023/24 will be our Year 3 Outcome.
Internal assessment data	2020-2021 internal assessment data of	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

for decoding, fluency, comprehension and writing	existing students (new students to school not included in benchmarking)	Actual:	Actual:	Actual:	

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Increase access to digital curriculum	Via laptop and desktop purchases, increase the number of student devices that can access digital curriculum on campus, with a goal of being 1:1 4 th grade and up by the end of this LCAP period.	\$15000	Y
[Action #2]	Increase digital curriculum options for all students.	Expand and evolve our digital curriculum offerings, most likely by replacing our student Scootpad subscriptions with IXL subscriptions for K-8 and e-Spark for K-5	\$5000	Y
[Action #3]	Provide General Education Intervention Teacher for students struggling with reading.	Using an ES Credentialed teacher, provide pullout small group and individual instruction for students significantly behind in reading.	\$40000	Y

Goal Analysis [LCAP Year 2021]

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.

This is a new 3 year LCAP for 2021-2024. During the 2020-2021 school year, our LCAP was suspended due to the COVID-19 pandemic, and the “Learning Continuity and Attendance Plan” was initiated and followed.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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.

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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 #	Description
2	<p>MMCA Goal 2: The percentage of students who demonstrate grade-level proficiency in MATH will increase annually for our 'whole school group' and all statistically significant sub-groups, including socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness.</p>

An explanation of why the LEA has developed this goal.

This goal addresses state priorities 1,2,4,7 and 8. As the state's common core standards continue to evolve and get implemented, we want all of our students, including any statistically significant sub-groups, to improve their MATH proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Data related to CA CAASPP	2018-2019 CAASPP testing data (no CAASPPs in 2020 or 2021 due to COVID-19)	Student performance on the MATH sections of the CAASPP will improve over the prior testing year.	Student performance on the MATH sections of the CAASPP will improve over the prior testing year.	Student performance on the MATH sections of the CAASPP will improve over the prior testing year.	Given COVID, 2023/24 will be our Year 3 Outcome.

		Actual:	Actual:	Actual:	
Internal assessment data for math fluency and comprehension	2020-2021 internal assessment data of existing students (new students to school not included in benchmarking)	[Insert outcome here] Actual:	[Insert outcome here] Actual:	[Insert outcome here] Actual:	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Increase access to digital curriculum	Via laptop and desktop purchases, increase the number of student devices that can access digital curriculum on campus, with a goal of being 1:1 4 th grade and up by the end of this LCAP period.	\$15000	Y
[Action #2]	Increase digital curriculum options for all students.	Expand and evolve our digital curriculum offerings, most likely by replacing our student Scootpad subscriptions with IXL subscriptions for K-8 and e-Spark for K-5	\$5000	Y
[Action #3]	Provide General Education Intervention Teacher for students struggling with math.	Using an ES Credentialed teacher, provide pullout small group and individual instruction for students significantly behind in math.	\$40000	Y

Goal Analysis [LCAP Year]

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

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

This is a new 3 year LCAP for 2021-2024. During the 2020-2021 school year, our LCAP was suspended due to the COVID-19 pandemic, and the “Learning Continuity and Attendance Plan” was initiated and followed.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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.

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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 #	Description
3	MMCA will provide its students with a clean, healthy, physically and emotionally safe learning environment.

An explanation of why the LEA has developed this goal.

This goal addresses state priorities 3, 5 and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Increasing School Psychologist time on campus post COVID-19 for	Post COVID-19, we will be increasing our School Psychologist time on campus to provide counseling services for students needing additional supports with their social /	\$10000	Y

	counseling services.	emotional learning needs.		
[Action 2]	[Post-COVID, parent volunteerism opportunities will be reintroduced and emphasized on campus.	Programs like our Watch DOGS dads, After School Clubs, docent programs like Garden, Spanish and 4-8 th electives, field trip chaperones, etc., will be reinstated posted COVID-19.	\$3000	Y
[Action 3]	Continuing Character Education	Through programs like Safe and Caring Schools and character education-related Assemblies, M.M.C.A. will emphasize character education as a core subject within its program	\$2000	Y
[Action 4]	MMCA custodial, maintenance and grounds staff, as well as relevant sub-contractors, will provide all M.G.O. services for the campus to maintain a clean and physically safe environment.	M.G.O. staff will follow the M.G.O. short and intermediate term plan for M.G.O. services and needs on the M.M.C.A. campus.	\$95000	Y

Goal Analysis [LCAP Year]

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

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

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the "Learning Continuity and Attendance Plan" was in place last year due to the COVID-19 Pandemic.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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.

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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 #	Description
4	M.M.C.A will increase student nutritional programs and outside services to improve the student experience and attendance.

An explanation of why the LEA has developed this goal.

In the past ten years of state accountability reporting, this has been the only topic area that has ‘popped’ as a potential concern. Post COVID-19 pandemic, we are emphasizing a return to ‘normalcy’ with our programs and will be expanding some in an effort to improve our overall program and improve attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic attendance reporting	2019 CA Dashboard	The Chronic absenteeism rate within this metric will decrease by 2% over the prior year.	The Chronic absenteeism rate within this metric will decrease by 2% over the prior year.	The Chronic absenteeism rate within this metric will decrease by 2% over the prior year.	Same as Year 3 Outcome.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst “at risk” student populations.	The number of athletic teams and after school enrichment clubs increased over the prior year.	\$6000	Y
[Action #2]	M.M.C.A will expand our hot lunch program by adding breakfast.	We are going to add breakfast to our hot lunch program to ensure that students have adequate nutrition at school.	\$15000	Y
[Action #3]	M.M.C.A. will expand Summer programming by offering either a Summer School or Summer Camp (possibly both) to its students.	Post COVID-19, we are adding Summer programs to help mitigate pandemic related learning loss and to help keep them engaged in school during an extended break period.	\$25000	Y

Goal Analysis [LCAP Year]

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

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

This is a new 3 year LCAP for 2021-2024. During the 2020-2021 school year, our LCAP was suspended due to the COVID-19 pandemic, and the “Learning Continuity and Attendance Plan” was initiated and followed.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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.

Not Applicable, 2021/2022 will be the first year of this LCAP with this LCAP goal, and the “Learning Continuity and Attendance Plan” was in place last year due to the COVID-19 Pandemic.

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
4.13%	\$96977

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.

With all of our LCAP goals and sub-actions, the needs of our foster youth, English learners and low-income students were considered first. Summarized, most of the actions of our new LCAP are centered on access to technology, access to hot meals for breakfast and lunch, access to extra learning supports, access to after school and summer programming. Each of these areas are clearly targeted need areas applicable for these student populations.

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

Our proposed LCAP expenditures far exceed our minimum of expenditure level of \$97k. Technology access, breakfast and lunch access and access to extra learning supports are clearly targeted need areas applicable for these student populations.

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.