Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartwood Charter School
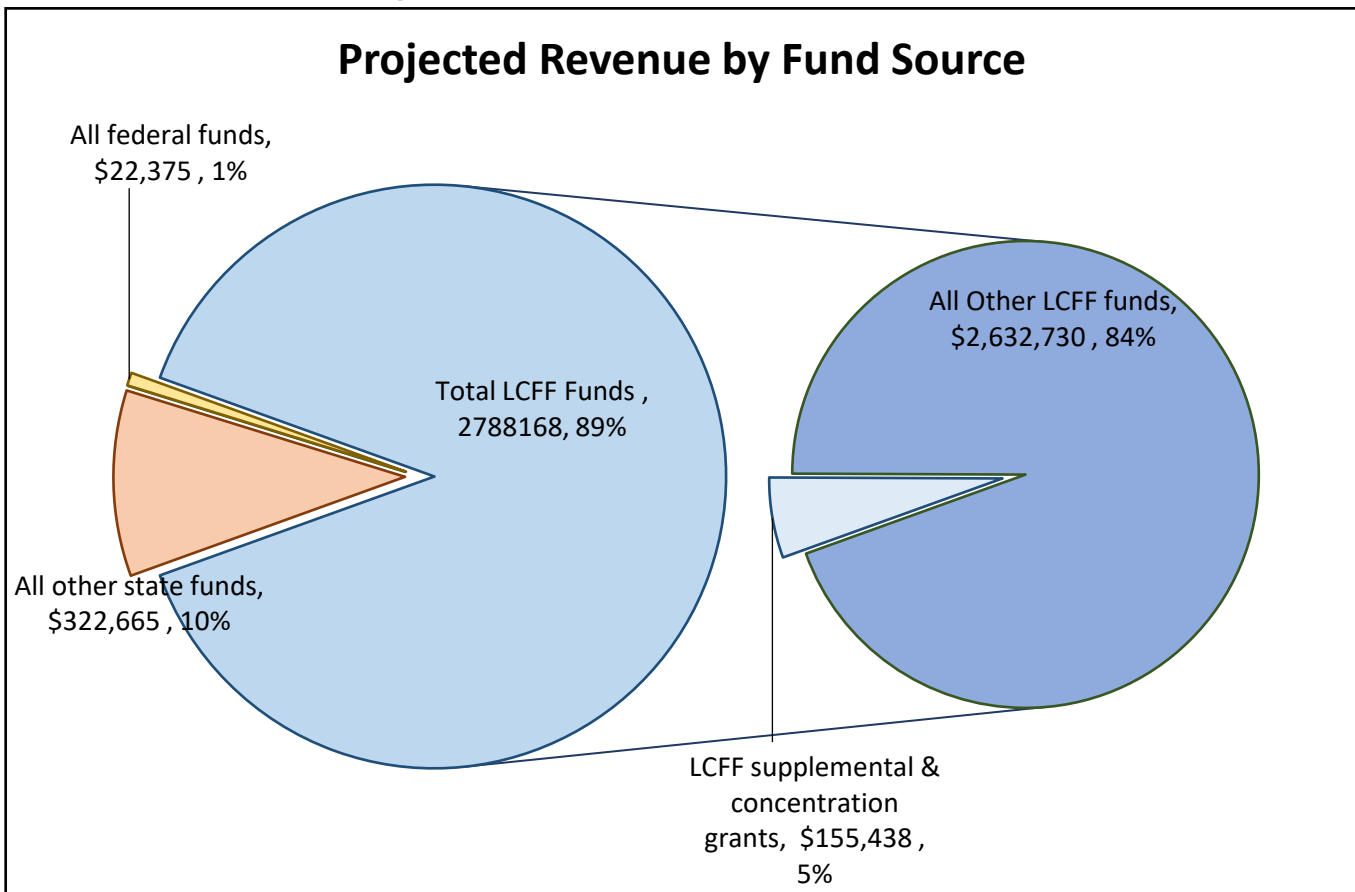
CDS Code: 49 70797 0139568

School Year: 2021 – 22

LEA contact information: Stephanie Felton-Priestner

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $22,375 , 1%

All Other LCFF funds, $2,632,730 , 84%

Total LCFF Funds , 2788168, 89%

All other state funds, $322,665 , 10%

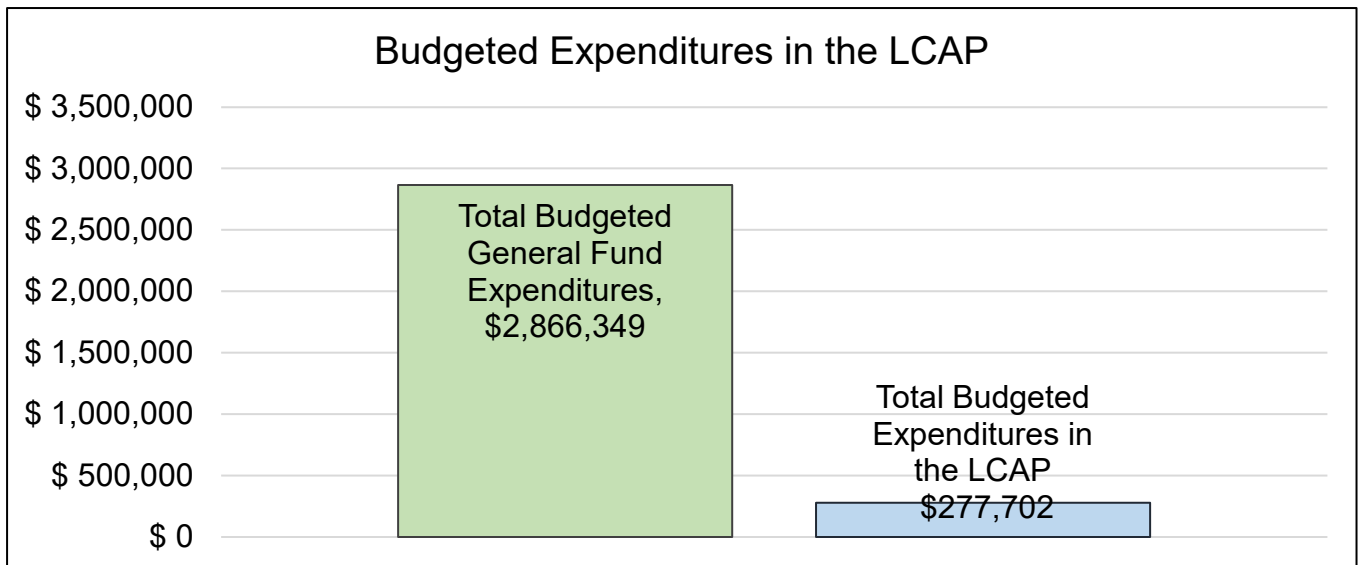LCFF supplemental & concentration grants, $155,438 , 5%

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

The total revenue projected for Heartwood Charter School is $3,133,208.00, of which $2,788,168.00 is Local Control Funding Formula (LCFF), $322,665.00 is other state funds, $0.00 is local funds, and $22,375.00 is federal funds. Of the $2,788,168.00 in LCFF Funds, $155,438.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 3,500,000	
$ 3,000,000	
$ 2,500,000	Total Budgeted General Fund Expenditures, $2,866,349
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	Total Budgeted Expenditures in the LCAP $277,702
$ 500,000	
$ 0	

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

Heartwood Charter School plans to spend $2,866,349.00 for the 2021 – 22 school year. Of that amount, $277,702.00 is tied to actions/services in the LCAP and $2,588,647.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
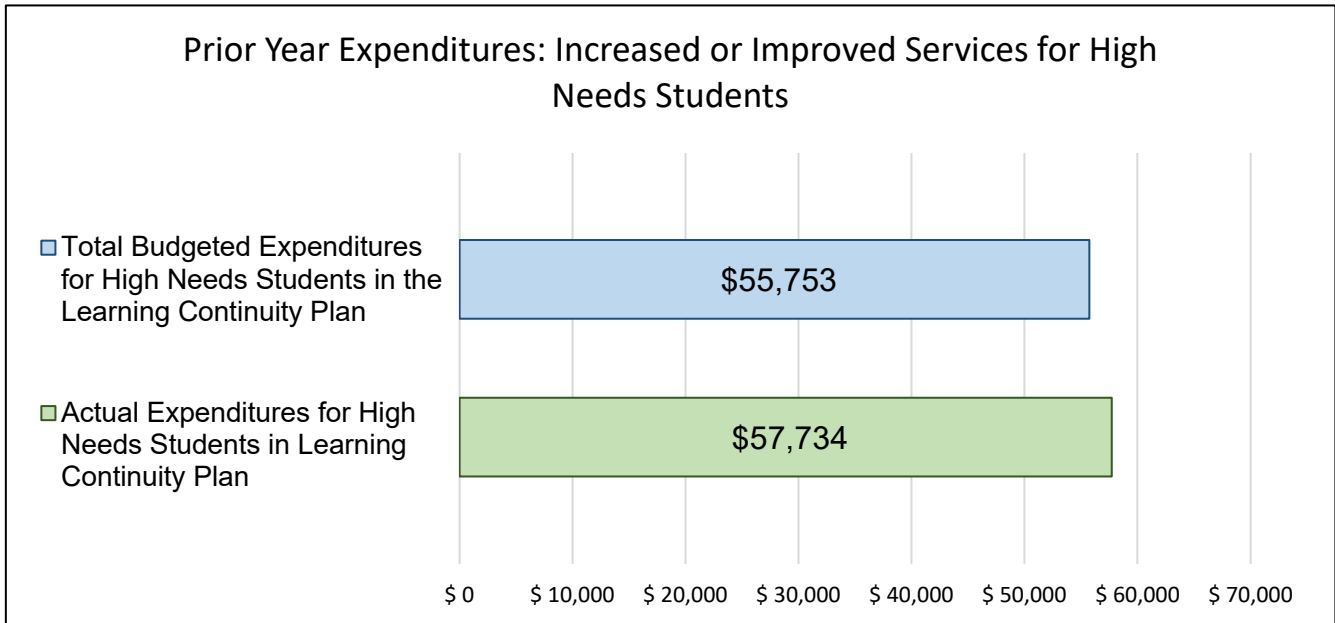
General Fund budget expenditures cover a broad spectrum of school costs, including a majority of faculty and staff salaries, books and supplies, Operating costs such as insurance, and Professional Services such as legal, accounting and audit. These are core expenditures and are not included in the Local

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

In 2021 – 22, Heartwood Charter School is projecting it will receive $155,438.00 based on the enrollment of foster youth, English learner, and low-income students. Heartwood Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heartwood Charter School plans to spend $177,006.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High
Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$55,753
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$57,734

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000 $ 70,000

This chart compares what Heartwood Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Heartwood Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Heartwood Charter School's Learning Continuity Plan budgeted $55,753.00 for planned actions to increase or improve services for high needs students. Heartwood Charter School actually spent $57,734.00 for actions to increase or improve services for high needs students in 2020 – 21.

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
Heartwood Charter School	Stephanie Felton-Priestner	stephanie@heartwoodcharterschool.org 415-488-9572

Plan Summary 2021-22

General Information

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

The mission of Heartwood Charter School is to provide a supportive independent study learning environment in which students may choose a number of paths inspired by the whole child approach of public Waldorf education, including home study options. Our focus is to ensure both the humanity and future potential of our students through an instructional model that respects their gradually developing capacities and embraces a full integration of body, heart and mind. We seek to provide students with an unshakable sense of their connection to and relationship with the natural world and with each other, and by extension, the community of humanity. Our goal is to graduate students who are proficient in all core subjects, well-prepared to pursue further academic and personal goals, and motivated to make positive, ethical and creative contributions to their world.

The community is comprised of families that are committed to fostering a unique learning environment for their children. Some families are seeking an alternative to what they would term traditional public education, while others are parents of children who, for a variety of reasons, have not thrived in a classroom setting and are looking for another way to find public support for the education of their child.

The school is comprised of two independent study learning streams. One stream is traditional homeschool independent study, with an enrollment of 105 students centered in Sonoma County. This stream is comprised of wide variety of learning strategies, all of which are supported by credentialed teachers who approve the curriculum and content. Another stream is a Waldorf-inspired program of group instruction

A vast majority of our families are passionate about community and excited to have found a local school that supports alternative education while continuing to support community education and development.

Reflections: Successes

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

During the pandemic months of March 2020 through May 2021, the school focused on maintaining contact with students in order to preserve educational continuity. Though an independent study school, the preclusion of in-person instruction nevertheless created disruptions in many instructional services,

such as in-person tutoring and other in-person curricula. Our extensive experience with independent learning allowed us to meet these challenges in creative ways, allowing us to keep students' learning plans relatively intact. At the same time, a reopening task force was created with the goal of welcoming all students back to our closed resource centers in the fall. The result was that one resource center began in person instruction in October, and by November over half of the center students were attending in person learning.

This larger component of in-person contact assisted in the identification of potential learning gaps. As these deficiencies were addressed, it in turn identified the need for greater resources to both identify and implement learning interventions. The result was earlier identification and servicing of learning deficiencies, as well as accelerated resource planning for the coming school year.

Reflections: Identified Need

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

Heartwood opened in September 2019, so that CAASP and other dashboard data was not available for the 2019-20 school year. Since the 2020 CAASP testing was cancelled amid the pandemic, Heartwood has no data available for the 2020-21 school year. CAASP testing was carried out at the end of the 2020-21 school year, so that data will be available for next year's LCAP.

However, parent and faculty feedback identified a need for increased efforts to discover and address learning gaps. The school's own work with the students similarly showed a greater need for resources for servicing learning gaps and disabilities.

LCAP Highlights

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

In response to observed and identified needs, the school intends to take several actions to improve our resources and processes for identifying and responding to learning deficiencies and disabilities.

- Development of a formalized, schoolwide Multi-Tiered System of Support and Response to Intervention (RTI) process to achieve a higher level of care for learning gaps and disabilities.
- Training for faculty and staff on MTSS and learning gap recognition.
- Increasing resources for capturing classroom and teacher feedback, organizing assessments and assigning and managing mitigation actions.
- Adding dedicated specialists for both learning streams to oversee and monitor learning improvement action plans.
- Adding classroom assistants to create a greater level of care and support for learning difficulties, while allowing integrated learning.

- Increased teacher observation of students with needs, with prioritized small group instruction or tutoring.
- Technology: Chromebooks, software, hotspots

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.

Heartwood Charter has not been eligible for comprehensive support and improvement as defined by the State of California.

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.

A number of parent-oriented meetings and Q&A sessions were conducted throughout the year, including every other week in the second semester, which offered the opportunity to a wide **parent** and **student** population to offer feedback. Weekly meetings with **faculty** and **administration** reviewed the status of learning and the student body.

A summary of the feedback provided by specific stakeholder groups.

Parents and students related several common themes of learning shortcomings:

- Inconsistent student engagement with classes and assignments, whether in person or online
- Specific students' potential learning difficulties or gaps
- Inability of students to integrate within classes or group instruction settings, whether in person or online

Faculty and administration discussions centered around similar subjects

- Increased requests for formal learning disability or special education assessments
- Increasing difficulty for some students to integrate with classes or gaps in adapting to the distance learning components of their Master Agreements

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

The preponderance of feedback around learning gaps possibly extending into learning disabilities drove the school to develop a schoolwide MTSS program to identify and manage learning gaps. Difficulty in class integration led to a focus on social-emotional learning.

Goals and Actions

Goal

Goal #	Description
1	Create a highly trained and professional faculty and staff.

An explanation of why the LEA has developed this goal.

As a growing school, faculty and staff are comprised of various degrees of skill and experience. Some faculty are developing their credentials, and some may have gaps in their training backgrounds. A consistent and systematic program of training promises to create a team working together to sustain a strong curriculum and learning community.

State priorities 1 and 2

Measuring and Reporting Results

Metric	2021-22	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers with clear credentials	75%	80%	82%	87.5%	100%
Attendance at faculty meetings and mentoring sessions	90% attendance at weekly faculty or mentoring sessions	90% of teachers will attend a minimum of 30 hours of mentoring on annual basis	95% of teachers will attend a minimum of 30 hours of mentoring on annual basis	100% of teachers will attend a minimum of 30 hours of mentoring on annual basis	100% of teachers will attend a minimum of 30 hours of mentoring on annual basis
Completion of SpEd training, mandatory training, and other programmatic training	100% mandatory, 90% SPED, 60% programmatic	100% mandatory, 95% SPED, 85% programmatic	100% mandatory, 100% SPED, 90% programmatic	100% mandatory, 100% SPED, 95% programmatic	100% mandatory, 100% SPED, 100% programmatic

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training in MTSS and RTI	Train faculty and staff in principles and methods of MTSS and RTI, as well as developing school program.	$6,000	N
1	Training in MTSS and RTI	Train faculty and staff in principles and methods of MTSS and RTI, as well as developing school program.	$1,770	Y
2	Assign in-house mentor for all faculty.	Assignment of a mentor colleague will provide support for newer staff or for closing skill gaps.	$5,000	N
2	Assign in-house mentor for all faculty.	Assignment of a mentor colleague will provide support for newer staff or for closing skill gaps.	$1,475	Y
3	Participate in programmatic training	Participation in specific academic and skills training will enhance staff competency and improve learning outcomes.	$2,000	N
3	Participate in programmatic training	Participation in specific academic and skills training will enhance staff competency and improve learning outcomes.	$590	Y

Goal Analysis 2020-21

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.

State budget decisions for the 2020-21 year significantly reduced funding to the point where professional development had to be eliminated from the budget. Planned trainings were reduced significantly and planned around free or low-cost sources, which severely limited quantity and specificity of training. Last year's Learning Continuity Plan contained goals more focused on delivering basic curriculum in a limiting environment and was not as focused on our core longer term goals.

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

Actual professional development expenditures actually exceeded the vastly reduced budget. Actual training completed included mandatory training, office technology skill development and teaching methods.

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

The specific training completed was chosen to further the development of a highly skilled staff. The restrictions on budget limited the choices of training types and available courses. Good progress was made on basic skills and enhancing teaching methods.

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.

This year's changes from prior year goals include a greater emphasis on identifying and responding to learning difficulties. The development of a MTSS training program will result in earlier and more effective capture and salvaging of learning deficiencies.

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	Create a healthy, positive, and safe school environment for both students and families. State priorities 3, 5 and 6

An explanation of why the LEA has developed this goal.

To effectively educate the population we hope to serve, we need to pay active attention to student engagement, parent involvement and the overall school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	94% or greater	96% or greater	96% or greater	96% or greater	96% or greater
Suspensions	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%
Parent Conferences	90% attendance at parent conferences	90% or greater attendance at parent conferences	92% or greater attendance at parent conferences	97% or greater attendance at parent conferences	97% or greater attendance at parent conferences

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive behavior program to improve social, emotional and academic outcomes	Develop and integrate enrichment activities to address social and emotional aspects of academic process and integrate into a schoolwide process.	$12,000	[Y/N]
1	Positive behavior program to improve social, emotional and academic outcomes	Develop and integrate enrichment activities to address social and emotional aspects of academic process and integrate into a schoolwide process.	$4,000	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Parent conference schedule	Create a school calendar that provides an extended window during which parent teacher conferences can take place in order to maximize parent participation.	$ 0.00	N/A

Goal Analysis 2020-21

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.

State budget decisions for the 2020-21 year significantly reduced funding. School climate efforts returned to a remedial level, where our goals became salvaging the basic levels of school climate. No action was contemplated in the areas of school climate, but instead emphasized providing academic balance in a severely weakened learning environment. Many students had returned to limited in-person learning where allowable, which aided attendance. Social events and festivals were conducted via video conference. Parent conferences were attended via video conference, but were attended in-person, distanced and masked, when and where allowable.

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

No expenditures were budgeted for this goal for 2020-21.

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

The in-person learning, where allowable, was an improvement over distance learning. Similarly, in person conferences and events, where health rules could be accommodated were an improvement according to most feedback we received. Otherwise, we accept that school climate suffered under the health and budget constraints of 2020-21.

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.

A greater emphasis on social and emotional development will be integrated into the program in subsequent years.

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	Develop targeted intervention based on multiple measures to address any observed gaps in student learning for all applicable student subgroups including unduplicated students and students with exceptional needs, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless or foster youth. State priorities 4, 7, 8.

An explanation of why the LEA has developed this goal.

Significant feedback from all stakeholder groups indicated a need for more observation to identify learning gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	This first year will establish a baseline of test scores	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.
Teacher observations of student progress	Students will demonstrate progress in at least one area of concern. Progress will be documented through multiple assessments.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New IEP Assessment requests for continuing students	4.4% of enrollment	4% of enrollment	2% of enrollment	1.5% of enrollment	<1% of enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop MTSS and RTI program	Enhance and formalize RTI activities into a systematic schoolwide process.	$21,000	N
1	Develop RTI program	Enhance and formalize RTI activities into a systematic schoolwide process.	$6,200	Y
2	Staff augmentation	Addition of instructional assistants to assist with identification of learning gaps and to support an inclusive learning environment	$14,000	N
2	Staff augmentation	Addition of instructional assistants to assist with identification of learning gaps and to support an inclusive learning environment	$4,130	Y
3	Increased observation	Increased teacher observation, review and oversight for special needs and disadvantaged students	$42,294	Y
4	Small group instruction	Small group instruction and tutoring for students for special needs and disadvantages students	$90,250	Y
5	Technology	Furnish Chromebooks, software and hotspots as needed for completion of academic activities	$8,000	N
5	Technology	Furnish Chromebooks, software and hotspots as needed for completion of academic activities	$4,000	Y

Goal Analysis 2020-21

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.

The planned actions for 2020-21 were focused on adequately delivering educational content in a distance learning environment. Distance learning and disallowance of in-person instruction and tutoring likely suppressed opportunities to identify and address learning gaps.

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

Funds were budgeted for reopening, as well as additional cleaning and health measures for in-person learning environments. To accommodate distance learning, funds for technology, enhance faculty engagement and small group instruction were budgeted.

Actual expenditures were more weighted towards technology, small group instruction and enhanced faculty engagement.

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

Our overall goals were, again, put aside to accommodate a difficult learning environment. However, a great deal of progress was made in identifying the additional resources needed to successfully identify learning difficulties in the coming years.

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.

Our experience this year with the discovery of many students with learning difficulties informed our actions to develop a schoolwide MTSS program as well as to augment staff to address special learning needs.

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
29.52%	$155,438

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.

For many of the above actions, the highest priority will be to focus on the needs of English learners and low-income students, who will also have priority for resources and scheduling.

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

We believe that for foster youth, English learners and low-income students who are experiencing learning difficulties, the actions described above could improve learning results by at least the Percentage to Increase or Improve Services.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **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.