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
PUENTE Charter School	Jerome Greening, CEO	jerome@puente.org; 323-780-0076

Plan Summary 2021-2022

General Information

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

PUENTE Charter School serves inner city elementary school students in grades TK-5 in our vibrant Boyle Heights / East Los Angeles community, located east of downtown Los Angeles. Our target area includes zip code 90033, 90023 and 90063. 98% the PUENTE Charter School students are Latino and 72% are English Language Learners. 89% of our families qualify for Free or Reduced Price Lunch, and we have averaged 8% of students in need of support with Special Education services (based on internal data). With the standards-based, Common Core-aligned curriculum focusing on the core skills and content area knowledge, and the building of critical-thinking skills that students need to excel in their transition to the next grade and beyond. PUENTE Charter School personalizes the learning for each student and family in recognition of their existing strengths, and is the full expression of our belief that every child can succeed regardless of perceived obstacles.

PUENTE Charter School i s part of our larger nonprofit organization, PUENTE Learning Center (PLC). An established nonprofit presence in the Los Angeles community for over 35 years, PUENTE is recognized for its commitment to its mission: People United to Enrich the Neighborhood Through Education. Beginning in Boyle Heights as a tutoring program for elementary school students who needed remedial support to succeed at grade level, PUENTE's rapid expansion occurred when parents requested English as a Second Language classes to better empower themselves as their child's first teacher. This dialogue with the community continued and has resulted in the offering of comprehensive educational support services for children, youth and adults, all offered in our wholly-owned and intentionally-designed 42,000 square foot facility. The state-of-the art design incorporates the research-based evidence of the components of effective, dignified learning spaces for a highly-engaged student experience and desired academic outcomes, and is intended to respectfully welcome and inspire our vibrant, culturally-rich community in a manner in which educational pursuit deserves. To date, over 100,000 individuals have made use of the tuition-free adult and youth educational resources at PUENTE on the path to self-sufficiency for themselves and their families, as captured on the PUENTE enrollment and attendance database.

Reflections: Successes

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

PUENTE stakeholders have reviewed our CA Dashboard and local data making changes that will build will support students toward achieving at higher levels in academic achievement and strong skills in social and emotional learning and wellness. However, due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

* Our inaugural Reclassification Rate was 35% for our expanding elementary school. We have set goals to increase this +5%; the COVID issue suspended the 2020 summative ELPAC. We know our EL students will need more intentional support.

* Our NWEA MAP data indicates achievement gains during the pandemic instructional year:

Academic Gains during the 2020-21 school year

NWEA MAP in ELA : Grades TK-3

School-wide 56% met or exceeded grade level standards

NWEA MAP Data in Mathematics: Grades TK-3

School-wide 57% met or exceeded grade level standards

Technology:

PUENTE ensured families had access to all school services by providing a laptop to each student and wifi access for those in need.

Parent Engagement: At PUENTE, we ensure the schooling environment is welcoming to all parents in an effort of building and investing in authentic relationships with them. All towards the success of their children in school. We continued with our engagement oppportunites during COVD including: Parent orientation sessions; Monthly Family Engagement Nights facilitated by the PUENTE administrative and instructional team and include grade-level interactive literacy-based activities for the entire family; All parent meetings in August to begin the school year Distribution of a Parent Handbook; Weekly grade-level bi-lingual newsletters; Parent-teacher conferences offered at minimum two times in the academic year Student Success Team meetings with parents of diverse learners; Update and guidance regarding student EL status and the necessary steps towards reclassification (ELAC Committee); Coffee with the Principal every other month for school operation updates and LCAP development; Parent workshops on topics including parenting, child safety, immigration, financial literacy and health matters; Quarterly parent meetings on LCAP-specific development; School community family art projects

Data-Informed Professional Development:

All teachers continued to receive training from the school Principal and additional stakeholders in support of implementing a rigorous, standards-based core subject curriculum. Our teachers focused on the development of Writing Workshop; Readers Workshop and NGSS themes. Running Records assessments was also utilized to support EL development for our EL students.

Teacher Professional Development:

*Additional professional development was in support of our distance learning and ensuring sound practices for remote learning. Grade-level lesson planning among teachers was critical to keep pacing plans consistent and to share strategies and approaches

Teacher & Administrator Retention:

***PUENTE** has retained our instructional team members year over year, as well as our lead administrative team.

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.

Support for English Learners:

PUENTE continues to strengthen the supports for our English Learners, with Designated ELD and Integrated ELD instruction, for the goals of high reclassification rates. With over 30% of our student population identifying as English Learners, our lead teachers and paraprofessionals are supported with targeted robust and relevant professional development, including data analysis. Our ELAC committee, facilitated by our Vice Principal, is contributing to the school culture of success for English learner achievement with stakeholder engagement.

*Our MTSS (Multi-Tier System of Support) continues to be a priority for our growing school. Our Principal will provide the leadership and coordination needed in creating a strong system of instructional support and programming for students at the different tiers of RTI. The Principal will provide professional development and training for teachers and paraprofessionals to implement a stronger intervention system, based on intervention cycles, data including benchmark data and progress monitoring. Our instructional team will conduct dives to determine areas of need and will work with grade levels to target instructional strategies to support students school-wide, including subgroups ELs and students receiving SPED services.

We are implementing CGI math this coming year in support of developing our students critical thinking and problem-solving skills, while promoting a growth mindset.

Continue expanding our instructional extensions for our GATE students to customize their learning experience and keep them engaged and motivated through curriculum resources, professional development and data analysis.

*Health and wellness support is amplified during this period of post-COVID. Our initial data reflects the need for strong recovery for the students, both learning loss and emotional well-being. Our integrated services for student and family success will be a priority to address the important pillars that keep students connected to their learning - food security; housing security; family immigration support; and emotional and mental health. Scaling up our partnerships with support organizations will keep resources accessible and available to our community, along with our positive school culture and on-going professional development as school practitioners.

LCAP Highlights

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

- Increase MTSS for targeted intervention in literacy and mathematics development through professional development
- Implement CGI math in support of a rigorous, standards-based mathematics program, along with professional development a grade-level lesson planning
- Drive higher academic achievement by engaging in data reviews, including formative and summative (including NWEA MAP; Running Records, benchmarks and performance tasks); SBAC interim & summative, reviewing sub-group data, especially English Learners and SPED English Learners; engage parents in their child's academic development
- Grow resources for the GATE students and define the extensions of support
- Integrate parent involvement more fully for the growing school
- Learn from best practices at other schools in support of effective school operations and instructional successes
- Expand partnerships and collaborations in support of student and family well-being and access to key resources

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

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

PUENTE Charter School seeks and provides access for stakeholder feedback in many ways.

ELAC - English Learner Advisory Committee: The ELAC met on a monthly basis throughout the school year. The agendas for the meetings include items issues related to academic achievement for our EL students, opportunities for parental involvement, monitoring of services provided based on parental recommendations and compliance matters. The desired outcomes of strong reclassification rates and ongoing support for ELs, underscore the collective work of the Committee.

Advisory & Wellness Committee: The quarterly meetings focus on issues related to student academic achievement and progress towards the goals of the school. Specifically feedback was provided around the implementation of programs and the impact these programs were having on student progress.

In addition, goals were presented to staff members in order to make sure that goals were reflecting the feedback received.The SSC and ELAC were well positioned to inform our LCAP and approve goals for the 2021-24 school years. All of these sources of parent feedback and data have helped to inform our LCAP for the 2021-2024.

Additionally, throughout the 2020-21 school year, PUENTE Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in March 2020 as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition back to a return to school and ensure high levels of student participation and engagement. PUENTE Charter School was highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, was ongoing and impactful. Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls, emails and surveys. As highlighted above, our engagement with our community of students, families, internal and external stakeholders was an essential component in the design and development of the school's LCAP. In addition to our scheduled English Learner Advisory Committee meetings and Advisory & Wellness Committee meetings, Coffee with the Principal & Deans, and Governing Board meetings all continued to provide input for our LCAP. Our weekly family newsletters and other communication modes continue, including text messages, emails, phone calls and website notices are all a priority for our Dean of Engagement, our Principal and CEO to ensures our stakeholder engagement remains high.

Through data dives and through formative assessment protocols, teachers also identified areas needing improvement. Teachers brought their perspective and approval of the LCAP goals.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder meetings were made available through virtual platforms and messaged via our communication channels. Parent meetings were scheduled for 5:30 pm in support of parent's availability. PUENTE Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the LCAP. - Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public. Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone.

[A summary of the feedback provided by specific stakeholder groups.]

The summary of stakeholder feedback centered around a few key points that teachers and parents emphasized in order to build the capacity of our students. Stakeholders requested additional learning opportunities to help students grow academically. There was also feedback on the need for an increase in social-emotional support for students, which would help support students as they transition back from distance learning to in-person instruction. Lastly there was feedback to continue strengthening the family engagement to reflect the growing school status.

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

The feedback that we received for the LCAP played a significant role in the redesigning our priorities for the next three years. This influenced our focus on broadening our intervention support for students in the upcoming years as well as further integrating our SEL supports for students and bringing in resources to help students. In addition this feedback helped to ensure that we focus on integration of stakeholders and how to support them within the overall LCAP.

Goals and Actions

Goal

Goal #	Description
Goal #1	Increase academic achievement through the use of data analysis for decision-making, including summative assessment, benchmark data, formative assessment, and SBAC interim and summative data, sub-group data, demographic information, with parent involvement (LCAP Priorities #s 1, 4, 5, 7, and 8)

An explanation of why the LEA has developed this goal.

PUENTE will collect, monitor, disaggregate and analyze data (formative, summative, interim and demographic) to better inform all instructional decisions and calibrate instruction to meet each student's needs. Through systemic protocols in the analysis of data school-wide, by grade level, and by student, we will create stronger intervention programs as part of our MTSS to address the needs of all subgroups; measure program efficacy; ensure allocation of staffiing and financial resources to support the school's mission and organizational goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Customized profiles of student performance for MTSS	58% Met/ Exceeded NWEA MAP performance schoolwide (ELA)				Establish and monitor customized profiles supporting increases in grade level mastery measured by SBAC
Engage Parents in the for strong home-to-school connection and student success	Although 100% parent participation; increase at-home supports				Establish and monitor student performance with 100% parent involvement
Increase the number of meetings for data analysis	3 meetings per year				Calendar and create an on-going system of data collections and analysis,

					including progress monitoring with multiple points across the year
Provide continued professional development in formative assessment.	State-aligned assessments (SBAC; NWEA Map; ELPAC) and internal assessments				Operationalized in the school

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Staffing	**Principal** - will lead in the creation of a robust MTSS program in reading; provide professional development to stakeholders on the practices; ensure that targeted groups of students are working on skills to reach grade-level proficiency in both English Language Arts and provide coaching for teachers on best practices to improve student performance. **Paraprofessional**- provide full-time paraprofessionals per grade level to provide small group intensive support for students whose performance falls below grade level in reading.	$100,000	
Action #	Data Analysis	Calendar and conduct regular data informed professional development for teachers with a focus on error analysis, next steps: precursor skills to ensure foundational skills are strengthened, differentiated teaching, within an accelerated learning approach. The detailed, data analysis will focus on root causes and how to support on our subgroups, especially EL and SPED	[$ 0.00]	[Y/N]

			[$ 0.00]	[Y/N]
Action #2	Implement school-wide MTSS in Reading/Math	Strengthen MTSS and ensure benchmark data analysis and progress monitoring. Instructional materials for the targeted support in foundational skills development. Schedule reviews to monitor subgroups.		
Action #3	Customized Student Profiles with Parent Support	Create the customized student profiles and include parent Involvement and data sharing for a strong home-to-school connection for student achievement.	[$ 0.00]	[Y/N]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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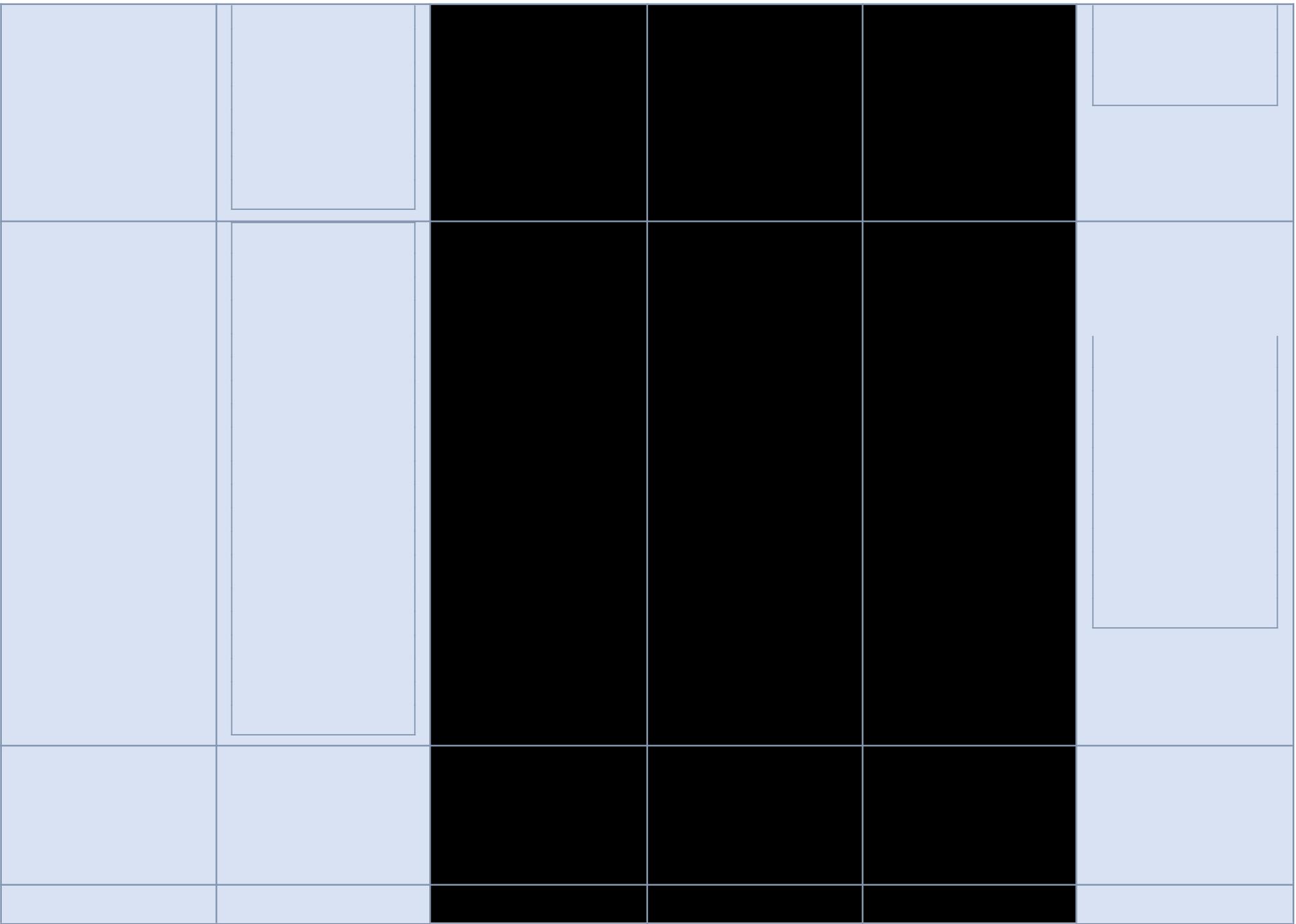
Goal

Goal #2	Description
Goal #2	Increase the number of students who are meeting and exceeding grade-level standards in multiple key content areas and ensure the implementation of academic content and performance standards adopted by the state board for all students including English learners

An explanation of why the LEA has developed this goal.

This goal was in response to data which showed that students needed to improve in several academic outcome areas. This included NWEA Map scores, CAASPP scores, ELPAC progress and scores, and internal assessments. In addition, this goal was in response to stakeholder engagement for continued improved student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase of student performance on the ELA CAASPP	SBAC data coming in July 2021				70% meeting and exceeding standards
Increase of student performance on the Math CAASPP	SBAC data coming in July 2021				70% meeting and exceeding standards
Increase Reclassification Rate for EL students	35% for 18-19				40% reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Develop an academic intervention program,Specific staff member that will oversee intervention.	This action is in response to a greater desire for opportunities to have students close persistent gaps in their education. By providing broader academic and intervention opportunities throughout the year, staff can work with students on closing these academic gaps.	$100,000	[Y/N]
Action #2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	In order to ensure we broaden access for students we are additionally budgeting for additional staffing to help support both in-class and out of class intervention opportunities. These additional staff assigned to this action will help in a broader sense, to help reach our overall goal of students meeting grade-level standards.	$100,000	[Y/N]
Action #3	Provide PD on data analysis and targeted strategies to improve student outcomes	This action seeks to improve all teacher capacity through specific strategies aligned to distinct content areas of teachers as well as supporting teachers in their abilities to teach all students	$50,000	[Y/N]

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.

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

Goal

Goal #	Description
Goal #3	Create a safe, positive school culture through Social Emotional Wellness as a component of SEL curriculum, integrated services, and parent engagement (LCAP Priorities #s 3, 5, 6 and 8)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students do not just receive academic support, but also receive social emotional support to help them succeed. In addition to those supports being directly provided by staff on campus, parents would be brought in as equal stakeholders through which we could additionally build capacity so they can learn best practices to support their child at home as well. Through these wrap-around supports we can help to develop the whole child and help them progress more than just academically.PUENTE is strategically positioning ourselves to respond to the social and emotional needs of our students by prioritizing social and emotional learning in pursuit of wellness for all students, families, and staff through a relationship and evidenced based, personalized approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 0% suspension rate	0%				0%
Decrease chronic absenteeism	5%				0%
Decrease school tardies	15 per day				3 per day
Increase parent participation	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Social Emotional Professional Development	Professional development for designated SEL lessons and strategies for integrating Social Emotional Wellness during core day and promoting continuation into extended day learning	[$50,00	[Y/N]
Action #2	Expanded services for Social Emotional and Wellness	Integrated Services Coordinator -overseeing coordination of services for identified supports. In addition, the action of having access to a counselor will help to ensure that students that need additional support can receive them immediately Bringing together additional support in the form of parents will not only help to make sure that parents are better informed of the events of the school, but also that parents are having the necessary skills developed in order to be able to support their child in relationship with the school.	$100,00 $45,000	[Y/N]
Action #3	Create a systemic MTSS	Implementation of school-wide MTSS to positively impact strengthening students needed support. Continuing with our MTSS program will ensure that students receive targeted support for their needs.	[$75,000	[Y/N]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
50%	$75,000

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 2019-20 and 2020-21, our data indicates that our English Learners and our SPED English Learners are not been meeting our reclassification goals. The learning loss due the adjustment in instructional design (distance learning) demonstrates significant gaps in the basic skills building blocks for our English Learners in decoding and encoding skills, as well as gaps for our SPED students, and SPED/ELs. Our formative assessments administered throughout the 2020-21 school year yielded the awareness of the literacy gaps in student learning and the needs for instructional intensity for the coming years.

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

A focus on professional development in English Language Development will support our English Learners, and our students with special needs or students identified in both categories. A specific model and curriculum change is needed for the Designated ELD period. Further professional development and training is required for teachers and instructional assistants in Integrated ELD. Our data analysis will include formative assessment to identify the challenges that student demonstrate and determining the teacher's next steps in responding to the identified needs including developing comprehension, vocabulary skills, expressive & receptive language skills in English.

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)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

    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.