

# 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
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## Plan Summary 2022-23

### General Information

**A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.**

LbD opened its doors in August 2018 with approximately 35-40 students in grades TK/K - 5. Currently LbD has 118 students enrolled. LbD is located in the Hyde Park neighborhood of South Los Angeles, 90047. The neighborhood is a predominantly African American community (67%); Hispanic/Latino residents make up 30% of the population. The community is largely educationally disadvantaged: less than the one-third of the adult residents have earned a college degree; 20% did not complete high school and another 49% completed high school but did not attend any college. The community is low-income, as evidenced by the average 88% of students who qualify for the Free and Reduced Price Lunch Program (FRPL) in the Hyde Park community’s existing elementary schools. Approximately 10% of our students qualify for special education services and approximately 15% are English language learners.

Learning by Design Charter School (LbD) focuses on Personalized and Experiential Learning which involves constructivist -based activities via project-based and maker-centered learning formats. Personalized Learning uses personalized and adaptable online curriculum, one-to one check-ins (conferencing) with teacher and students and small group learning groups to provide real-time support and interventions to ensure student Mastery which will ultimately ensure proficiency in all academic areas. Experiential Learning which includes both project-based and design-centered learning within a constructivist format, engages students in solving “real world” problems through hands-on, engaging activities that are standards aligned. Through the Maker Center component, students apply their learning in authentic situations that will encourage them to create engineer, design, and prototype their ideas and concepts. They will do this through the use of technology, raw materials and hand tools. All of these concepts are driven by and grounded in the Common Core state standards. These instructional concepts are supported within a Democratic Learning environment that encourages and embraces the students’ autonomy, personal experiences, and voice and choice in their own learning experience. To ensure success, LbD has more adult supports in the classroom to provide more one-to-one, small group, real time support and intervention as needed.

# Reflections: Successes

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

As a new school and due to adjustments made to educational program due to COVID, currently there is not enough data to determine levels of academic success or progress at this time.

However, local data shows that, overall, students show consistent improvement in achievement towards grade level proficiency via the NWEA and other internal and informal data collection methods.

Dashboard Data: N/A

# 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.**

Due to impacts of COVID and families needing to quarantine and other unexpected impacts to students and families lives, LbD continues to explore ways to support families in improving attendance rates. Currently attendance rates fall between 92-93%.

LbD had 100% participation in ELPAC testing for 2021-22.

Due to impacts of COVID and families needing to quarantine and other unexpected impacts to students and families lives, LbD ELL reclassification rates for 2021-22 were approximately 16%. We have redefined our reclassification requirements and reviewed past data in order to improve reclassification rates moving forward.

First year CASSPP scores show LbD achievement lower than comparable schools in the neighborhood. However, the students that were tested were from those neighborhood schools and had struggled prior to coming to LbD. Given less than a year's time to improve scores, and while students were not testing at grade level, they did show improvements toward performing at grade levels. However, we can build in more opportunities to prepare students for testing and test taking strategies particularly now that technology is being used to support these efforts. As well, first year data (2018-19, the only CASSPP data we have) is based on too small of a group to determine baseline date. Also, Due to impacts of COVID and families needing to quarantine and other unexpected impacts to students and families lives learning loss continues to be a concern of which we continue to offer students additional supports. Dashboard Data: N/A

## LCAP Highlights

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

LbD has been successful at fully implementing its education program as well as its key features. The Personalized Learning program has proven to be impactful for all learners as we are intentionally and successfully meeting each student where they are and providing them the support they need. Students and their families respond positively to the personalized attention each student receives. As well, students have been engaged in authentic hands-on and experiential learning projects within the classroom as well as daily in the Innovation Lab designed specifically for student collaboration, innovation, engineering, and design. Students and families generally speak highly of our learning model and the learning experience their children are having.

## 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.**

Learning by Design was not selected for comprehensive support and improvement.

### ***Support for Identified Schools***

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

Not applicable.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable.

# Engaging Educational Partners

## A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

**Board of Directors** - Board of Directors meet monthly to review all data points of all areas of the school. At this time, they offer feedback and guidance for growth and improvement based on the data received. They were invited to attend the Public Hearing of the community to gain a better understanding of what the school community wants and needs.

**School Community** - The school community was (and always is) invited to attend a monthly school-wide meeting (School Site Council) to provide their feedback of what they want to see and experience in the school with regards to academics, enrichment, socio-emotional wellness, and more. The school community was invited to a Public Hearing to share feedback and review LCAP.

**Teachers/Staff** - Teachers and staff meet weekly to review academic data and behavioral/socio-emotional documentation. They shared their feedback with the leadership team via one-on-one meetings, team meetings and completed surveys.

**Admin/Leadership Team** - The leadership team meets weekly to discuss school needs and to plan strategically. Using feedback from the Board of Directors, the School Community, and Teachers/Staff, the Leadership Team helped support the development of the LCAP.

**Students** - Student leadership teams meet weekly to share student feedback and discuss their academic and enrichment needs and desires. Leadership gathers this information from students weekly.

**Surveys** - Surveys were given to all stakeholders and the feedback was reviewed and discussed and included in the plan and action steps for moving forward.

## A summary of the feedback provided by specific educational partners.

**Board of Directors** - Building in more accountability with stakeholders and improving overall school communication and engagement opportunities with families and the community.

**School Community** - More volunteering opportunities, opportunities for students to participate in enrichment clubs, field trips, and Capstone projects

**Teachers/Staff** - Providing more curricular and professional development options and opportunities (i.e. ST Math, IXL.com, New Perspective Math, Readers/Writers Workshops, PBL)

**Leadership Team** - More opportunities for parent engagement and Board involvement. Incentivizing attendance and academic progress.

**Students** - More opportunities for student leadership and student driven projects and activities.

**A description of the aspects of the LCAP that were influenced by specific input from educational partners.**

**Educational partners requested more opportunities for students to engage in enrichment and interactive activities as well as more opportunities for intervention support. . Therefore, Learning by Design increased its offerings of Clubs for the students (Genius Hour and after school clubs), Performance and Showcasing opportunities (Plays, Exhibitions, etc.), Cap Stone projects and field trips, made adjustments in math curriculum and supports being utilized (i.e. ST Math, New Perspectives Math, and Arithmetic Solutions), and more volunteering opportunities for families.**

# Goals and Actions

## Goal

Goal #	Description
1	<b>LbD will ensure optimal conditions for learning by only hiring highly-qualified and appropriately credentialed teachers and school leaders, ensuring full implementation of state standards and providing a safe, clean and welcoming school facilities for all learners.</b>

**An explanation of why the LEA has developed this goal.**

To ensure optimal achievement in the form of academic and socio-emotional growth, hiring only highly qualified teachers to work within a safe and welcoming environment is a priority. Highly qualified teachers have the foundational skills needed to ensure the knowledge and skill acquisition needed to ensure academic gains for all students. Each teacher is provided a large, clean, bright, well maintained and functional classroom, with flexible seating options and updated furniture. This allows the teachers flexibility and a variety of options in how they design their learning environment to ensure the students are/feel safe and welcomed and to accommodate varied learning styles and needs. All highly qualified teachers have direct access to high quality Common Core State Standards-focused curriculum to ensure the desired and planned academic gains throughout the school year. School Leadership has the experience and qualification needed to support teacher success.

**State Priorities:** 1 Basic Services, 2 Implementation of State Standards, 7 Course Access

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Teacher Credentials</b>	100%	100%			100% of teachers are properly certified
<b>Student Access to Curriculum</b>	100%	100%			All students will have 100% access to curriculum
<b>Curriculum Aligned to CCSS</b>	100%	100%			100% of curriculum is aligned to CCSS
<b>Well maintained and clean facilities</b>	100%	100%			Facilities will be compliant and in good working order during 100% of inspections

# Actions

Action #	Title	Description	Total Funds	Contributing
1.01	<b>Highly-qualified credentialed teachers and administrators</b>	LbD will ensure DOJ clearance prior to employment; will review, evaluate, and verify proper credentials of all teachers and administrators prior to employment; and will actively recruit and retain only highly qualified teachers. Salaries and benefits for 6 teachers; .7 Innovation & Curriculum Specialist; 1 RSP Case Manager; 1 Executive Director; 1 Principal	\$725,466	Yes
1.02	<b>Access to CCSS curriculum digitally and hands-on/ in person</b>	All students including ELD, SpED and GATE, will have direct access to appropriately maintained and thoroughly reviewed digital and hands-on CCSS-aligned curriculum, learning materials and supplies and learning experiences. All online and hands-on curriculum will be CCSS aligned.	\$21,500	Yes
1.03	<b>Facility Lease &amp; Maintenance</b>	LbD will operate a leased, insured, maintained facility to accommodate the enrollment of the TK-5 instructional program.	\$196,329	Yes
1.04	<b>School Cleaning</b>	Facilities will be walked through and examined for cleanliness, safety, comfort and functionality via a weekly and monthly schedule. LbD will purchase cleaning supplies and employ staff to maintain clean and safe facilities	\$62,729	No
1.05	<b>Professional Development</b>	Teachers will receive Professional Development every year to ensure their understanding and effective implementation of the LbD learning program. PD will include Readers/Writers workshops, CGI Math, PBL Training, Trauma-informed training, Circle, Design-based Learning. Professional Development also occurs regularly throughout the school year as needed (i.e. SpED, NWEA Testing and other Assessments)	\$12,000	No



Action #	Title	Description	Total Funds	Contributing
1.06	Technology for Students	All students will have access to their own chrome book and headsets to ensure accessibility to online curriculum and overall technology literacy	\$5,000	Yes
1.07	Special Education	Provide students with IEPs and 504 plans with appropriate contracted services.	\$129,182	Yes

## Goal Analysis for 2021-22

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

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

There have been no substantive differences in planned actions vs. actual implementation

### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All Actions and Services were implemented as planned. However, the costs associated with these Actions/Services were different than originally planned due to the following reasons:

**New school** – As a new and growing school, we were opened much smaller than originally planned. Therefore the costs associated with actions/services were significantly less than originally planned because we did not need as much as originally planned.

**COVID** – Due to COVID during Year 2, 3 and continuing COVID impacts in our 4th year of operation, we had to cut back/adjust on implementing programs (actions/services) which impacted the costs associated with implementing programs.

**Absorbed equipment/curriculum (cost savings)** - Year 2 of operation, our school moved locations and subsequently inherited and thus absorbed large amounts of material, supplies, equipment and technology (i.e. Chromebooks) therefore LbD did not have to purchase these items. However, in year 3 and 4, we made significant purchases but were also awarded reimbursement funds via E-Rates to offset some costs resulting in savings.

**Right-sized for staff after COVID** - Due to COVID, LbD was able to “right-size” our staffing to provide distance learning and therefore saved money in not needing to pay for other campus-based staffing positions. However, we hired support staff this past year as students and staff were back on campus this school year, 2021-22.

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

All actions were effective in making progress towards the goal as the goal however impacts of COVID are still being experienced in some ways resulting in slowed progress towards.

**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.**

N/A

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
2	LbD will provide a personalized and experiential education to each student while supporting student mastery of grade level content standards and the school's learning objectives.

## An explanation of why the LEA has developed this goal.

[Respond here] Research has shown that different students learn through different modes and methods and often times at different rates and paces. Study of best practices shows that personalizing the learning for each student can ensure that each students meets their academic achievement goals by helping them learn at their own pace and rate and using a method or mode that works best for them. Research also shows that students learn best by doing. Therefore, allowing students to learn by doing is a critical component of the LbD learning program. This will be in the form of school-based projects aligned with CCSS, Innovation and Design-based projects that will take place in the school Innovation Lab, clubs that focus on STEAM and engineering, as well as opportunities provided for students outside of school to experience and apply their newly acquired skills and knowledge in alternative community settings via grade based Cornerstone programs and projects.

**State Priorities:** 4 Pupil Achievement, 8 Other Pupil Outcomes

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results	N/A	Pending			At least 35% of all students including significant subgroups will meet defined growth goals, 20% gains in ELA and Math towards Meets/ Exceed)
ELPAC Scores	N/A	Pending			75% of all students progress at least one level
EL Reclassification Rates	N/A	16% students progressed at least one level			75% of all students progress at least one level
NWEA Scores	40% of all students including significant subgroups scored at Meets/Exceeds on NWEA Math and ELA	Pending			40% of all students including significant subgroups will meet defined growth goals, 25% gains in ELA and Math towards Meets/ Exceeds
Olsat	N/A	N/A			N/A

# Actions

Action #	Title	Description	Total Funds	Contributing
2.01	<b>Tutoring and Intervention</b>	Ongoing tutoring and intervention (Fountas and Pinnell) that will support individual students' needs and provide small group learning support will be provided to students throughout the school year to support academic growth and gains on all benchmark and High Stakes tests. Tutoring is provided by an outside provider and Intervention will be provided by an identified intervention staff person (RsP/Intervention)	\$50,856	Yes
2.02	<b>Benchmark Testing</b>	NWEA benchmark assessment will be given three times throughout the school year to assess students' progress and Olsat for identified students	\$1,500	No
2.03	<b>Annual High Stakes Testing</b>	Data from Annual High Stakes assessments (CAASSP, ELPAC) will be shared with and analyzed by all school stakeholders	0	No
2.04	<b>Personalized Learning Format</b>	Purchasing online adaptable curriculum that supports individualized learning and intervention (Lexia, ST Math)	0	No
2.05	<b>Experiential Learning Format</b>	Student will be immersed in Project-based Learning, Innovation and Design-based curriculum, Capstone Projects, and Clubs to provide a well-rounded educational experience (Innovation Teacher included in 1.1 above)	\$3,000	No
2.06	<b>Classroom Paraprofessional Support</b>	Paraprofessionals will provide support to small groups of students during the day and after school salary and benefits for 6 associate teachers	\$72,785	Yes

# Goal Analysis for 2021-22

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

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

There have been no substantive differences in planned actions vs. actual implementation

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

There are no significant differences between Budgets Expenditures and Estimated Actual Expenditures. The differences found are due solely to costs differences found in the quantity of purchases/expenditures due to differences in enrollments. However, the items purchased to implement the plans has not changed.

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

These actions are proving to be effective in making progress towards the goal but COVID impacts have slowed progress

**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.**

N/A

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

## Goal

Goal #	Description
3	LbD will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

**An explanation of why the LEA has developed this goal.**

Knowing that the best way to serve others is to understand their needs, it is imperative that we invite parents and other community stakeholders into our school community to provide them a forum to express and advocate for their needs. Families and other community stakeholders are invited to monthly Board meetings, School Site Council Meetings, and to share their feedback via surveys regularly throughout the school year.

**State Priorities:** 3 Parent Involvement, 5 Pupil Engagement, 6 School Climate

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Parent Engagement Rates (i.e. Volunteering)</b>	2-5% of overall student enrollment/ families volunteer monthly	5% of overall student enrollment/ families volunteer monthly			5-10% of overall student enrollment/ families volunteer monthly
<b>School Site Council Engagement/ Attendance Rates</b>	2-5% of overall student enrollment/ families attend SSC meeting monthly	5% of overall student enrollment/ families volunteer monthly			5-10% of overall student enrollment/ families attend SSC meeting monthly
<b>Student Attendance Rates</b>	93% ADA	92.5%			95% ADA
<b>Pupil Suspension Rates</b>	Suspensions rate is be < 4.5%	1.7%			Suspensions rate will be < 1%
<b>Pupil Expulsion Rates</b>	Expulsion rate is < 1%	0%			Expulsion rate will be < 0.5%



# Actions

Action #	Title	Description	Total Funds	Contributing
3.01	<b>Parent Volunteering and Engagement</b>	Parents will be invited to participate in classroom activities, enrichment activities, workshops, school events and field trips	0	No
3.02	<b>School Site Council Engagement/Attendance</b>	Families will engage with the school monthly to share and discuss school ideas, budgets, programs and progress.	0	No
3.03	<b>Workshops for parents</b>	Parents/Families will be invited to attend Math workshops, STEAM-design challenges, Mental Health awareness workshops/best practices, Financial Literacy classes.	0	No
3.04	<b>Parent Square for school-wide communication and outreach</b>	School-wide communication to keep all families engaged and involved in all aspects of the school and its continued development	\$3,000	No
3.05	<b>Positive School Climate</b>	Training for personnel and parents and full implementation of Ojai Way of Council/Connection Circle, Trauma-informed practices, Restorative practices, Calm Classrooms, and PBIS to foster positive relationships and help create an atmosphere of trust, respect, self-advocacy, conflict resolution, and high expectations.	0	No
3.06	<b>Student safety/ wellness/ mental health supports</b>	Kasey Phillips, MSW	\$5,000	Yes

## Goal Analysis for 2021-22

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

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

No Substantive difference in planned actions and actual implementation of these actions.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

There are no material differences between budgeted expenditures and estimated actual expenditures. Fluctuations in cost may be due to amount and frequency but all actions/services remain the same

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

Due to COVID, there were few opportunities for in-person volunteering. However, families showed up for the field trips, garden support, support with valet, helping making costumes for plays, donated water, attended exhibitions, showcases and performances, showed up for SSC meetings, completed family surveys, and suspension rates were down and there were no expulsions. Families attended workshops provided for the school and accessed Mental Health and Case Management support as needed

**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.**

Adding in more Socio-Emotional and Mental Health Support (due to COVID)

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$465,145	\$57,515

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.15%	0%	\$0	37.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Once Foster Youth, English Learners, and Low Income students are identified and verified, we provide the added instructional support via additional academic intervention during school time and after school to address or mitigate any further learning loss, as well as offer mental health services and case management to support socio-emotional concerns or possible housing disparities and challenges. Three free meals are offered daily for all students as well.

These actions help mitigate any further academic loss and address any mental and/or emotional trauma or challenges these students might be facing.

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

- Increased Mental health Services and Case Management Services and support for students and families
- Increased intervention support for ELs
- Increased intervention support for Low-income

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

- Stipend for teachers to provide additional support/intervention support
- Paying for ongoing tutoring for all students as needed
- Paying for academic Acceleration opportunities as needed

<b>Staff-to-student ratios by type of school and concentration of unduplicated</b>	<b>Schools with a student concentration of 55 percent or less</b>	<b>Schools with a student concentration of greater than 55 percent</b>
<b>Staff-to-student ratio of classified staff providing direct services to students</b>	N/A	35 to 1
<b>Staff-to-student ratio of certificated staff providing direct services to students</b>	N/A	17.5 to 1

**2022-23 LbD**

**Local Control and  
Accountability Plan (LCAP)  
Action Tables Template**

Developed by the California Department of Education, March 2022









**2022-23 LbD  
Local Control Funding  
Formula (LCFF)  
Budget Overview for  
Parents Template**

Developed by the California Department of Education, November 2021

## LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

**\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

### Data Input Tab Instructions

#### LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

**Coming LCAP Year (row 5):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

**Current LCAP Year (row 6):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

#### Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*, pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

### **Total Budgeted Expenditures for the Coming School Year**

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

### **Expenditures for High Needs Students in the Current School Year**

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

### **Narrative Responses Tab Instructions**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

**Note:** If no prompt appears, the LEA is not required to supply a description.

**Note:** It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

**Note:** If no prompt appears, the LEA is not required to supply a description.

**Note:** It may be necessary to adjust the row height to display the entire prompt.

## LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) name:</b>	Learning by Design
<b>CDS code:</b>	19647330137513
<b>LEA contact information:</b>	Charla Austin-Harris, Executive Director
<b>Coming School Year:</b>	2022 – 23
<b>Current School Year:</b>	2021 – 22

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2022 – 23 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	1,717,385
LCFF supplemental & concentration grants	\$	465,145
All other state funds	\$	369,100
All local funds	\$	67,500
All federal funds	\$	203,835
<b>Total Projected Revenue</b>	<b>\$</b>	<b>2,357,819</b>
<b>Total Budgeted Expenditures for the 2022 – 23 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	2,135,578
Total Budgeted Expenditures in the LCAP	\$	1,266,827
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	879,315
Expenditures not in the LCAP	\$	868,751
<b>Expenditures for High Needs Students in the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	855,748
Actual Expenditures for High Needs Students in LCAP	\$	886,344

## LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>There are costs incurred to the school that were not put into the LCAP, but do come out of the General Fund Budget Expenditure. These costs include the following: District Oversight, legal fees, back office expenses, insurance costs, depreciation and other administrative costs. We also did not include regular curriculum purchases or classroom materials and supplies that would have been made outside of the LCAP.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Learning by Design

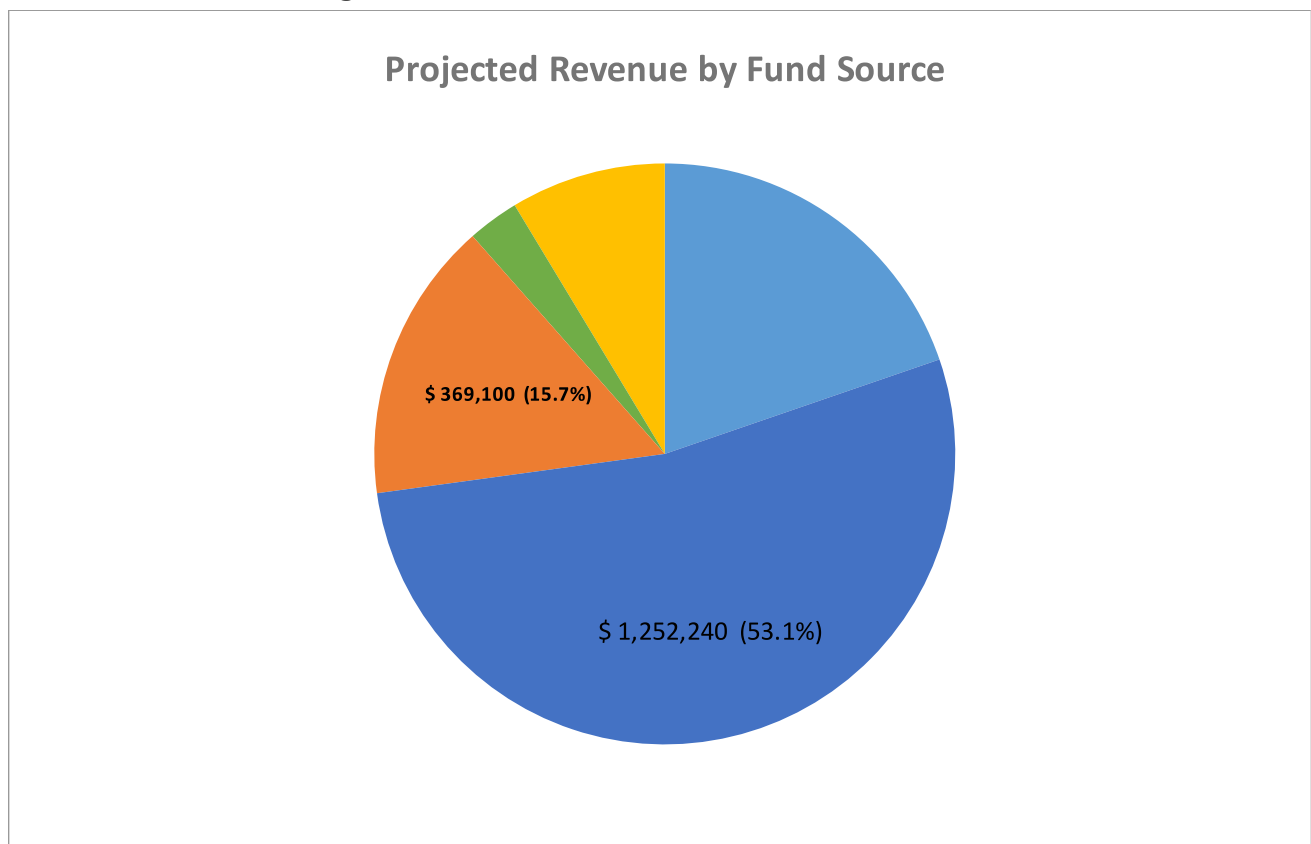
CDS Code: 19647330137513

School Year: 2022 – 23

LEA contact information: Charla Austin-Harris, Executive Director

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).

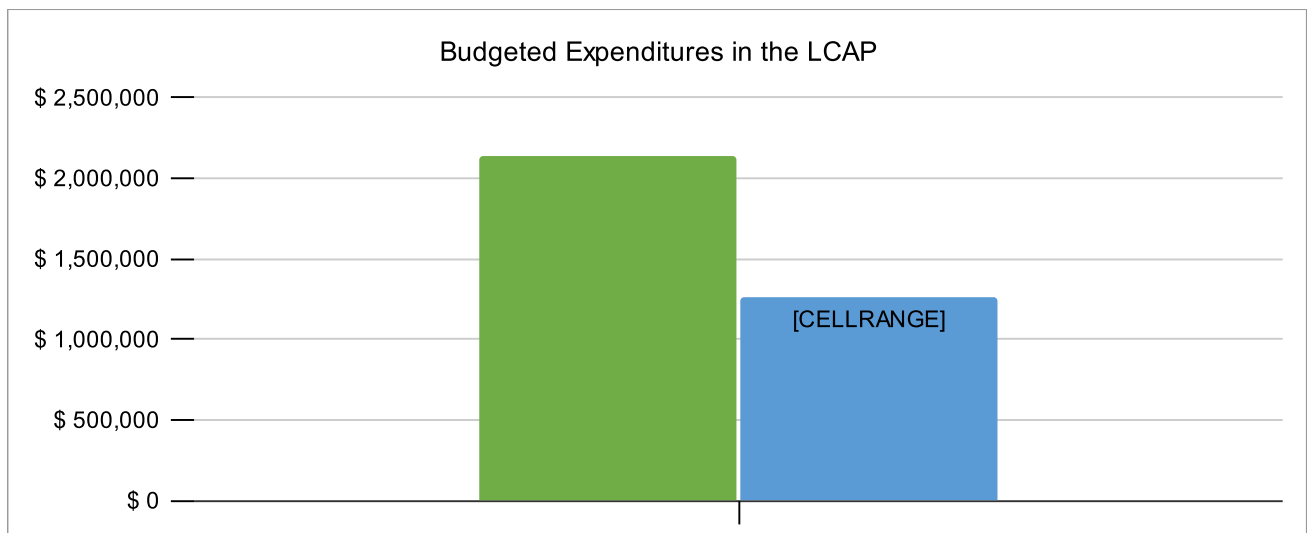
### Budget Overview for the 2022 – 23 School Year



This chart shows the total general purpose revenue Learning by Design expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning by Design is \$2,357,819.25, of which \$1,717,384.86 is Local Control Funding Formula (LCFF), \$369,099.66 is other state funds, \$67,500.00 is local funds, and \$203,834.73 is federal funds. Of the \$1,717,384.86 in LCFF Funds, \$465,145.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.



This chart provides a quick summary of how much Learning by Design plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Learning by Design plans to spend \$2,135,578.00 for the 2022 – 23 school year. Of that amount, \$1,266,827.00 is tied to actions/services in the LCAP and \$868,751.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

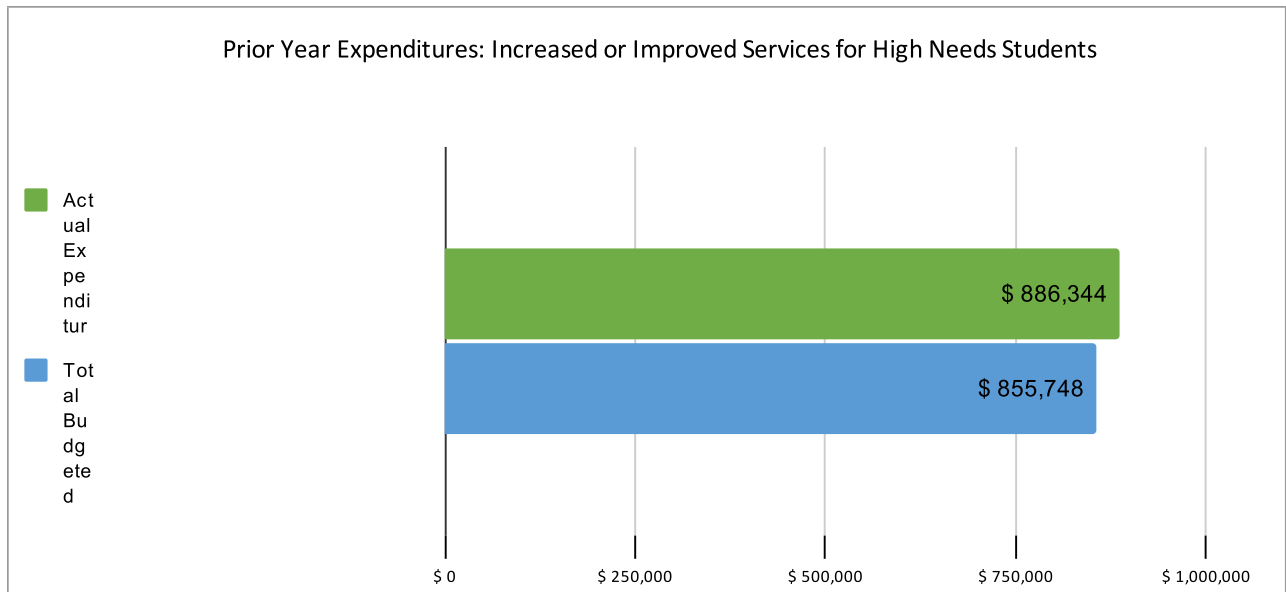
There are costs incurred to the school that were not put into the LCAP, but do come out of the General Fund Budget Expenditure. These costs include the following: District Oversight, legal fees, back office expenses, insurance costs, depreciation and other administrative costs. We also did not include regular curriculum purchases or classroom materials and supplies that would have been made outside of the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Learning by Design is projecting it will receive \$465,145.00 based on the enrollment of foster youth, English learner, and low-income students. Learning by Design must describe how it intends to increase or improve services for high needs students in the LCAP. Learning by Design plans to spend \$879,315.00 towards meeting this requirement, as described in the LCAP.



## Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Learning by Design budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning by Design estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Learning by Design's LCAP budgeted \$855,748.00 for planned actions to increase or improve services for high needs students. Learning by Design actually spent \$886,344.00 for actions to increase or improve services for high needs students in 2021 – 22.

## **Accessibility Information**

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

**2021-22 LbD**

**Local Control and  
Accountability Plan (LCAP)  
Action Tables Template**

Developed by the California Department of Education, March 2022

## 2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 1,453,787.55	\$ 1,311,748.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Highly qualified credentialed teachers and administrators (\$746,683)	Yes	\$ 746,683	\$ 689,899
1	2	Access to CCSS curriculum (\$21,652)	Yes	\$ 21,652	\$ 19,196
1	3	Operate leased, insured, and maintained facility (\$205,177)	Yes	\$ 205,177	\$ 211,614
1	4	Facilities will be thoroughly cleaned and monitored (\$60,147)	No	\$ 60,147	\$ 56,509
1	5	Professional Development (\$19,500)	No	\$ 19,500	\$ 22,548
1	6	Provide technology for students to access curriculum and learning (\$37,500)	Yes	\$ 37,500	\$ -
1	7	Special Education (\$131,074)	Yes	\$ 131,074	\$ 170,231
2	1	Tutoring and Intervention (\$33,000)	Yes	\$ 33,000	\$ 31,000
2	2	Benchmark Testing (\$4,300)	No	\$ 1,500	\$ 1,800
2	3	Annual High Stakes Testing (\$0)	No	\$ -	\$ -
2	4	Personalized Learning Format (\$0)	No	\$ -	\$ -
2	5	Experiential Learning Format (\$3,000)	No	\$ 3,000	\$ 3,000
2	6	Additional Classroom paraprofessional Support (\$186,055)	Yes	\$ 186,055	\$ 97,451
3	1	Parent Volunteering and Engagement (\$0)	No	\$ -	\$ -
3	2	School Site Council Engagement/Attendance (\$0)	No	\$ -	\$ -
3	3	Workshops for parents (\$0)	No	\$ -	\$ -
3	4	Parent Square for school-wide communication and outreach (\$3,500)	No	\$ 3,500	\$ 3,500
3	5	Positive School Climate (\$0)	No	\$ -	\$ -
3	6	Student safety/ wellness/ mental health supports (\$5,000)	Yes	\$ 5,000	\$ 5,000
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
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				\$ -	\$ -
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				\$ -	\$ -
				\$ -	\$ -



## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,238,895	\$ 413,915	0.00%	33.41%	\$ 886,344	0.00%	71.54%	\$0.00 - No Carryover	0.00% - No Carryover



Learning by Design Charter School  
**Board Meeting Agenda**

**Date and Time**

June 29, 2022

5:30pm

**Dial in information:**

Zoom Meeting Login: 505 661 0724

Passcode: board

Conference Line: (253) 215 8782

Meeting ID: 505 661 0724#

Participant ID: \*282404#

*The mission of Learning by Design Charter School is to create an ethically, culturally and economically diverse learning community of students, families, educators and community members who are committed to providing an equitable and exceptional learning experience for ALL of its students.*

Topic	Description		Notes and Actions Taken
<b>I. Opening Items</b>	<ul style="list-style-type: none"><li>• Roll Call</li><li>• Call to Order</li></ul>	2 min	- See attendance below - Meeting Called to order at 5:32pm PT
<b>II. Approval of Meeting Minutes</b>	<ul style="list-style-type: none"><li>• Board Finding (Virtual Meetings) - SB361</li><li>• <b>June 08, 2022</b> Minutes - <i>Vote to Approve</i></li></ul>	3 min	This meeting is covered by recitation of SB 361 at June 8th meeting. Will research what this means for the August meeting as the finding is valid for 30 days

Topic	Description		Notes and Actions Taken
<b>III. Budget, Finance, and Compliance Reporting</b>	<ul style="list-style-type: none"> <li>• Review of <b>May 2022</b> Financials - Balance Sheet, Income Statement, Cash Flow Statement - <i>Vote to Approve</i></li> <li>• CSMC Contract Renewal - <i>Vote to Approve</i></li> <li>• LCAP - <i>Vote to Approve</i></li> </ul>	10 min	- Will close June 2022 financials around mid-July due to the extended time needed for year-end accruals and closing
<b>IV. Executive Director Updates</b>	<ul style="list-style-type: none"> <li>• Board Retreat</li> <li>• Bank of California - Line of Credit and Banking Services</li> </ul>	10 min	<p>- John Helgeson from Bank of California spoke about our opportunity to establish a line of credit with them. The finance committee will meet to discuss and advise if we need to vote on this in a special board meeting</p> <p>- Board retreat topics: 3 year vision for LbD; Strategic levers (teachers, recruitment and admissions); governing documents; board structure; board/school calendar; data review; fundraising. Save the date: Saturday August 6th</p>
<b>V. School Instruction and Programs Updates</b>	<ul style="list-style-type: none"> <li>• Summer Camp</li> </ul>	5 min	- Summer Camp will last 4 weeks. It's going great and have a wait list of students that want to join



<b>Topic</b>	<b>Description</b>		<b>Notes and Actions Taken</b>
<b>VI. Board Business and Projects</b>	<b>Projects to Support Coming Soon...</b> <ul style="list-style-type: none"> <li>• Fiscal Policies and Procedures</li> <li>• Employee Handbook</li> <li>• Credit Card</li> <li>• Title IX</li> <li>• Suicide Prevention Policy</li> </ul>	15 min	
<b>VII. Board Member Comments</b>			
<b>VIII. Public Comments</b>			
<b>IX. Adjournment</b>			Meeting adjourned at 6:45 pm

<b>Board</b>	<b>Attendance</b>	<b>June 8, 2022 Minute</b>	<b>May 2022 Financials</b>	<b>CSMC Contract Renewal</b>	<b>LCAP</b>	
Angela Brown	x	Y	Y	Y	Y	
Ashlye Durrell						
Larry Jacobs	x	Y	Y	Y	Y	
Earl Turner	x	Y	Y	Y	Y	
Rasheeda Washington	x	Y	Y	Y	Y	

Charla Austin-Harris	x					
Tawny Laskar						

**All votes will be noted as follows: Y = Yes, N = No, A = Abstain**

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This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

**MEETING AGENDA & RELATED MATERIALS**

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body’s website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body’s website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**SPECIAL PRESENTATIONS MAY BE MADE**

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Learning by Design Charter School, 7019 South Van Ness Ave., Los Angeles, CA 90047; telephone: (323) 903-5712;

<https://www.learningbydesignschools.org/home>