

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 [LCAP Year]

General Information

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

LbD opened its doors in August 2018 with approximately 35-40 students in grades TK/K - 5. Currently LbD has 132 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 COVID there is not enough data to determine levels of academic success or progress.

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.

LbD has improved attendance rates (ADA).

LbD has almost 100% participation in ELPAC testing for 2020-21.

LbD has improved ELL reclassification rates for 2020-21. We have redefined our reclassification requirements and reviewed past data in order to improve reclassification rates.

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 data.

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 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 (N/A)

Support for Identified Schools

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

Learning by Design works with all of its stakeholders including the Board of Directors, Leadership Team, Teachers and Families to examine and develop strategies and plans for improvements. These meetings include regular review and examination of student achievement data, discussion of the professional development needs for teachers and school leaders, review and examination of the school's fiscal position, satisfaction of the students and families and overall adjustments to the plans as needed.

Monitoring and Evaluating Effectiveness

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

The LbD teachers, Leadership Team, Board of Directors and School Site Council regularly review and examine student achievement data, provide professional development for teachers and school leaders, and review and examine the fiscal position of the school. Strategic planning includes adjustments to the plans as needed based on the review of all data reviewed. LbD requests feedback from families and students in the form of surveys as well. Data from NWEA (academic scores), grades, attendance and suspension data,

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 share their feedback with the leadership team in the form of best practices developed during the school year.

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 developed the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Board of Directors - Building in more accountability with stakeholders and improving overall school communication

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

Teachers/Staff - Providing more curricular options and opportunities (i.e. Dreambox, TPS Math, Projects)

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

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

Clubs for the students, Cap Stone projects, Adjustments in math curriculums utilized (i.e. Dreambox, TPS Publishing), more volunteering opportunities for families.

Goals and Actions

Goal

Goal #	Description
[Goal 1]	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.

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
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
Teacher Credentials	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers are properly certified
Student Access to Curriculum	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students will have 100% access to curriculum
Curriculum Aligned to CCSS	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of curriculum is aligned to CCSS
Well maintained and clean facilities	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Facilities will be compliant and in good working order during 100% of inspections

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	LbD will hire highly qualified credentialed teachers and Administrators	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 (LCFF+S&C \$601,725, EPA \$28,500, Unrestricted Lottery \$21,375, SPED AB602 \$65,083, ESSER 2 \$30,000)	\$746,683	N
1.2	All students will have access to CCSS curriculum digitally and hands-on/ in person. LbD will only utilize and provide students will CCSS aligned curriculum	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.	\$21,652	N
1.3	LbD will operate leased, insured, and maintained facility	LbD will operate a leased, insured, maintained facility to accommodate the enrollment of the TK-5 instructional program. (LCFF+S&C \$81,886; SB740 \$123,291)	\$205,177	N
1.4	Facilities will be thoroughly cleaned and monitored regularly	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 (LCFF+S&C \$60,147)	\$60,147	N
1.5	Teachers will receive Professional Development every year and throughout the school year to ensure their understanding and effective implementation of the LbD learning program.	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) (LCFF+S&C \$10,591; Title II \$6409, ESSER 2 \$2500)	\$19,500	Y
1.6	Provide technology for students to access curriculum and learning	All students will have access to their own chrome book and headsets to ensure accessibility to online curriculum and overall technology literacy (LCFF+S&C \$34,500; Title IV \$3000)	\$37,500	Y

Action #	Title	Description	Total Funds	Contributing
1.7	Special Education	Provide students with IEPs and 504 plans with appropriate contracted services. (SPED AB602 \$63,074; LCFF+S&C \$38,970; SPED IDEA \$29,030)	\$131,074	Y

Goal Analysis [LCAP Year]

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

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

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

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

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 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 and 3, 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.

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.

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 has been achieved.

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

Goals and Actions

Goal

Goal #	Description
[Goal 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.

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
CAASSP Results	N/A	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% of all students including significant subgroups will score at Meets/Exceeds on CASSPP Math and ELA
ELPAC Scores	N/A	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of all students progress at least one level
EL Reclassification Rates	N/A	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% 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	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% of all students including significant subgroups will score at Meets/Exceeds on NWEA Math and ELA
Olsat	N/A	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	N/A

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tutoring and Intervention	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) (Title I \$12,000; ESSER 2 \$21,000)	\$33,000	Y
2.2	Benchmark Testing	NWEA benchmark assessment will be given three times throughout the school year to assess students' progress and Olsat for identified students (LCFF+S&C \$4,300)	\$4,300	N
2.3	Annual High Stakes Testing	Data from Annual High Stakes assessments (CAASSP, ELPAC) will be shared with and analyzed by all school stakeholders	N/A	
2.4	Personalized Learning Format	Purchasing online adaptable curriculum that supports individualized learning and intervention (Lexia, Raz Kids, Dreambox) Costs included in 1.2	N/A	
2.5	Experiential Learning Format	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) (Title IV \$2,000 + LCFF+S&C \$1,000)	\$3,000	N
2.6	Additional Classroom paraprofessional Support	Paraprofessionals will provide support to small groups of students during the day and after school salary and benefits for 6 associate teachers (ELO \$96,944; ESSER 2 \$48,861, Title I \$40,200)	\$186,055	Y

Goal Analysis [LCAP Year]

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
[Goal 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 in to 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
Parent Engagement Rates (i.e. Volunteering)	2-5% of overall student enrollment/families volunteer monthly	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	5-10% of overall student enrollment/families volunteer monthly
School Site Council Engagement/ Attendance Rates	2-5% of overall student enrollment/families attend SSC meeting monthly	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	5-10% of overall student enrollment/families attend SSC meeting monthly
Student Attendance Rates	93% ADA	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% ADA
Pupil Suspension Rates	Suspensions rate is be < 4.5%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Suspensions rate will be < 1%
Pupil Expulsion Rates	Expulsion rate is < 1%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Expulsion rate will be < 0.5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Volunteering and Engagement	Parents will be invited to participate in classroom activities, enrichment activities and	N/A	
3.2	School Site Council Engagement/Attendance	Families will engage with the school monthly to share and discuss school ideas, budgets, programs and progress.	N/A	
3.3	Workshops for parents	Parents/Families will be invited to attend Math workshops, STEAM-design challenges, Mental Health awareness workshops/best practices, Financial Literacy classes.	N/A	
3.4	Parent Square for school-wide communication and outreach	School-wide communication to keep all families engaged and involved in all aspects of the school and its continued development (LCFF+S&C \$3,500)	\$3,500	N
3.5	Positive School Climate	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. Costs included in 1.6	N/A	
3.6	Student safety/ wellness/ mental health supports	Kasey Phillips, MSW (Title IV \$5,000)	\$5,000	Y

Goal Analysis [LCAP Year]

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

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

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

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

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 Volunteer day, consistently 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 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
33.41%	\$413,915

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.

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

School Districts must identify in the description those actions being funded and provided on a school-wide basis, and include the required description supporting the use of the funds on a school-wide 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 school-wide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charter-wide), school-wide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is school-wide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.