

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
Lashon Academy	Sara Garcia-Director of Education	sgarcia@lashonacademy.org 818 514-4566

Plan Summary [LCAP Year]

General Information

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

The Lashon Academy Charter School administration and board of directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school has developed and community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs and a safe and supportive environment.

Lashon Academy Charter School serves as an independent elementary charter school, offering instruction in grades TK-8. Lashon Academy has successfully served all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. Lashon Academy is committed to ongoing and embedded professional development to ensure the delivery of quality instruction to its students. As a high-performing public school option for families and their children in Van Nuys and the greater Los Angeles community, the goal is to prepare students academically and personally to achieve their full potential in life.

Reflections: Successes

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

Overall, we are very proud of our performance based on the review of the California School Dashboard and local data. Our performance as reported on the dashboard (2019) was within the Blue and Green performance bands in a number of areas including low suspension rates, high academic performance among all students within both Math and English Language Arts. Our students were 25.3 points above standard in ELA and 16.7 points above standard in Math. Our English learner progress also showed significant growth with 58.5% of our English learners in the level 4-Well Developed band as measured by the ELPAC.

Additionally, we met and exceeded all local state indicator requirements with positive gains within parent engagement and through our Local Climate Survey. Despite the challenges this year during the pandemic, Lashon Academy was able to see increased positive results from all stakeholder on our feedback surveys, 92% of our students either “strongly agree” or “agree” that they feel they are able to get support from a school adult if needed, 98.5% of all parents surveyed are “very satisfied” or ‘satisfied” with the education their child is receiving at Lashon

Academy, 97.5% of staff sharing they “strongly agree” or “agree” that Lashon creates a strong sense of community among stakeholders. We also had 100% of staff “strongly agree” or “agree” that Lashon values socio-emotional well-being.

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.

To close the achievement gaps between subgroups of students who are underperforming on the California Assessment of Student Progress (CAASPP). The 2019 California School Dashboard reveals that Math and ELA are priority areas of need for our school within the subgroups of English Learners, Hispanic, and Low-income students. Lashon Academy will be taking steps to improve the academic progress of our English learner students by providing more opportunities for increased work with academic vocabulary, designated and embedded ELD standard materials, and increased opportunities for intervention programs.

LCAP Highlights

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

Working closely with stakeholders throughout the year, four goals have been identified, which address Lashon Academy’s main focus areas. These goals are in conjunction with the school’s charter and guide the overall direction of the school. These goals will allow stakeholders to understand and have the knowledge of how funding directly supports these goals. With the challenges posed by the pandemic, goal 4 will be emphasized with an increased focus on the social-emotional needs of all students. Tracking school wide positive school climate supports and student SEL needs will be a key focus.

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.

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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Lashon Academy is committed to involving its stakeholders in the input and development of the school's LCAP. We value all input from stakeholders and use this input to help prioritize needs, safety measures, instruction and growth goals. The planning and engagement process included several steps involving our School Site Council (SSC), staff, District English Language Advisory Council (DELAC), Parent Teacher Organization (PTO), and parent/student/staff feedback surveys. The stakeholder engagement process includes the following:

Lashon Academy administered surveys to students, staff, and parents throughout the year to get feedback from all stakeholders.

We wanted to be as proactive as possible with our parent meeting communication. At the start of the school year, we shared a parent meeting calendar with all parents. We also scheduled all dates within the parent events calendar on our communication platform Parentsquare so all parents would receive reminder notifications about the meeting dates and times. The final Tuesday of each month we offered parent meetings. Parent Meetings were held in September, October, January, and May. School Site Council and DELAC Meetings held in September, November, February, and April. These meetings were held virtually with a Google Meet Link. Based on feedback from our initial parent survey, we continued to offer our parent meetings with alternating start times between mornings at 9am and nights at 7pm to allow more access for those working parents. Spanish translation was also offered at every meeting.

Lashon Academy Governing Board Meetings and Public Hearing: May 19, 2021

Lashon Academy Governing Board Meeting: June 16, 2021

A summary of the feedback provided by specific stakeholder groups.

Utilizing stakeholder feedback is an essential part of ensuring programs and services offered to meet the needs of all families are in line with our school community. The following big ideas and trends emerged from the process of gathering stakeholder input.

Based on the initial survey, parents requested workshops rooted within specific topics and we were able to provide workshops for those requested topics by the November survey. Thus parents felt properly equipped with desired and necessary tools to help their children succeed. Overall, 98.5% of all parents surveyed in November 2020 are "very satisfied" or "satisfied" with the education their child is receiving at Lashon Academy.

One area at the forefront of parents' concerns was socio-emotional opportunities for students. During this potentially isolating time of distance learning, Lashon worked hard to look for every opportunity to embed SEL opportunities because we knew its importance for students' mental-health. We offered daily Morning Meetings for students focused within SEL, weekly SEL check-in forms with teachers, access to counselors and behavior support, parental access to Positive 360 counseling support, and our International Baccalaureate program to support growing students and more.

Staff surveys were administered in November 2020 with 100% participation from all staff members. The overall feedback was positive with 97.5% of staff sharing they "strongly agree" or "agree" that Lashon creates a strong sense of community among stakeholders. We also had 100% of staff "strongly agree" or "agree" that Lashon values socio-emotional well-being. During this unique year, we wanted to gain feedback as we approached Re-Opening, so we also administered instructional staff surveys regarding critical reopening topics. This allowed the

administration valuable data to better inform a safer and smoother reopening with teachers returning back on campus feeling more buy-in within the new guidelines and systems that they helped to inform.

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

Stakeholder feedback is highly valued. The following key areas of the LCAP have been influenced by stakeholder input:

Goal 1: Stakeholders expressed the need to increase student access to technology and devices. Our measuring and reporting for goal 1 now includes an increased ratio of laptops, so that students have the access and equipment they need to use technology to improve learning.

Goal 2: Stakeholders expressed the need for more frequent and in depth professional development on using technology to drive instruction and how to help parents help their child with new ways of learning. Included in the goal are opportunities for staff to receive frequent professional development opportunities including learning new research based instructional strategies and resources to share with parents.

Goal 3: All stakeholders expressed the need for students to meet growth targets in all academic areas. Our goal is focused on improving the academic program so that students meet the growth targets set in both Math and ELA.

Goal 4: Based on stakeholder survey results, the need for more social/emotional training, development, and school wide application is necessary to meet the needs of all of our students. In goal 4 we have added a metric to measure the effectiveness of the school wide positive discipline plan, which encompasses social emotional curriculum and daily student SEL check-ins.

Goals and Actions

Goal

Goal #	Description
1	Lashon Academy will create and promote a safe, clean, and mission-aligned learning environment with highly qualified personnel, standards –aligned curriculum and materials, and a robust academic program with the integration of technology.

An explanation of why the LEA has developed this goal.

The need for goal 1 is to improve the conditions of learning, which will ensure a safe, secure, clean, and highly robust educational program for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core teachers will be fully credentialed and appropriately assigned as measured by SARC and CALPADS	100% of core teachers fully credentialed and appropriately assigned	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of core teachers fully credentialed and appropriately assigned
Student access to technology as evident through technology inventory	Student access to technology-student to laptop ratio in grades 2 nd -8 th 1:1. Student laptop ratio in grades TK-1 st 4:1	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Student access to technology-student to laptop ratio in grades 2 nd -8 th 1:1. Student laptop ratio in grades TK-1 st 4:1
Facilities will be in good repair as documented on the SARC report	Facilities are in good repair as documented on the SARC	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Facilities are in good repair as documented on the SARC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have access to standards aligned materials as evident through inventory and proof of purchase	100% of students have access to standards aligned materials	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of students have access to standards aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Training	BTSA program for new teachers	\$15,000	N
1.2	Credential Verification	Administrative staff and office staff salaries to verify credentials, certifications, and ensure completion of all personnel file. Salaries associated with all fully credentialed and appropriately assigned teachers.	\$ 1,600,000	N
1.3	Technology Devices	Purchase technology devices for instructional use to align with LCAP goal.	\$ 35,000	Y
1.4	Technology	Costs associated with maintaining laptops, providing technical support, and updating all devices.	\$ 30,000	Y
1.5	Safe and Clean Campus	Costs associated with maintaining a safe and clean campus in addition to ensuring repairs are documented and completed.	\$ 250,000	N
1.6	Curriculum and Materials	Purchase of all CCSS aligned curriculum and materials for all core and non-core subjects.	\$ 80,000	Y

Goal

Goal #	Description
2	Lashon Academy will provide and promote a robust staff professional development program aligned with the school's mission to provide a rigorous academic environment to all students with an emphasis on the proficiency and academic growth of English Learner students.

An explanation of why the LEA has developed this goal.

The need for goal 2 is to improve the outcomes for all students and student groups with a focus on English learners by improving instruction and the educational program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core teachers will be expected to participate in research based instructional strategy professional development activities as evident through PD sign-in sheets	100% of core teachers received professional development on research-based instructional strategies.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of core teachers received professional development on research-based instructional strategies.
English learner reclassification rate as reported through CALPADS	21.6% Reclassification rate	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	22.6% Reclassification rate
English learners are making progress towards English language proficiency as measured through ELPAC and reported on CA Dashboard	49.6% of English learner students are making progress towards English language proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	51.6% of English learner students will be making progress towards English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	All instructional staff will participate in professional development on the implementation of CCSS, data & assessments, differentiation, small group instruction, ELD instructional strategies, and best practice strategies.	\$ 104,000	Y

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development	Cost associated with providing outside professional development through trainings/workshops/conferences including registration, travel, and reimbursement.	\$ 15,000	Y
2.3	Professional Development	Hebrew staff will receive professional development from Hebrew Coordinator on Hebrew curriculum development and instructional strategies. Costs associated with Hebrew instructor salaries.	\$ 65,000	N
2.4	English Learner Development	Administrative team will analyze EL student data, monitor progress of EL students, reclassify students annually based on the school's reclassification criteria, and determine short and long term needs of EL students.	\$ 20,000	Y
2.5	English Learner Support	Provide small group instruction focused on the needs of EL students.	\$ 140,000	Y
2.6	Student Support	Provide teacher release time to increase teacher development and student outcomes.	\$ 60,000	Y

Goal

Goal #	Description
3	Lashon Academy students will demonstrate proficiency and academic growth in all core content areas, including all student groups.

An explanation of why the LEA has developed this goal.

The identified need for goal 3 is to improve student outcomes for all students and student subgroups by improving instruction and the educational program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessment results in ELA as reported on CA Dashboard	All Students: 65% Students with Disabilities: 60% English Learners: 47% Hispanic Students: 53% White Students: 76%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All Students: 67% Students with Disabilities: 61% English Learners: 49% Hispanic Students: 55% White Student: 77%
Performance on statewide CAASPP Assessment results in Math as reported on CA Dashboard	All Students: 55% Students with Disabilities: 39% English Learners: 35% Hispanic Students: 38% White Students: 70%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All Students: 57% Students with Disabilities: 40% English Learners: 37% Hispanic Students: 40% White Students: 71%
Student participation rate on CAASPP assessment as reported on CA Dashboard	95% student participation rate on CAASPP assessment	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	96% student participation rate on CAASPP assessment
Performance on cumulative internal NWEA ELA benchmark as reported through assessment data	All Students: 56% Students with Disabilities: 54% English Learners: 25% Hispanic Students: 52% White Students: 71%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All Students: 58% Students with Disabilities: 55% English Learners: 27% Hispanic Students: 54% White Students: 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on cumulative internal NWEA Math benchmark as reported through assessment data	All Students: 49% Students with Disabilities: 37% English Learners: 28% Hispanic Students: 44% White Students: 75%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All Students: 51% Students with Disabilities: 38% English Learners: 30% Hispanic Students: 46% White Students: 76%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assessment Training	All instructional staff will be trained on the administration of all assessments and assessment platforms and given time to collaborate and analyze student assessment data to drive instruction.	\$ 45,000	Y
3.2	Assessments	All students will participate in CAASPP and/or NWEA internal benchmark assessments with appropriate accommodations.	\$ 7,800	Y
3.3	Assessment Software	Costs associated with the purchase of assessment platforms.	\$ 9,500	Y
3.4	Assessment Technology	Use of supplemental technology to administer assessments.	\$ 2,500	Y
3.5	Assessment Analysis	Costs associated with administrative and instructional support team to analyze student data and develop growth goals.	\$ 70,000	Y

Goal

Goal #	Description
4	Lashon Academy will create a school culture that supports student learning, encourages and includes parent feedback, and maintains a safe and positive school culture.

An explanation of why the LEA has developed this goal.

The identified need for goal 4 is to develop a school culture that supports student learning outcomes that includes stakeholder feedback to ensure sustainability and student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent opportunities to participate in school meetings including, but not limited to ELAC/SSC, parent meetings, and parent workshops as measured through meeting agendas	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events
Parent opportunities to participate in stakeholder satisfaction surveys at least twice annually	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey
Effectiveness of the schoolwide positive discipline system will be measured through 3% or below suspension and expulsion rates as reported on CA Dashboard	Suspension rate 0% Expulsion rate 0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Suspension rate below 3% Expulsion rate below 3%
Schoolwide attendance rates as reported through CALPADS and CA Dashboard	ADA: 96%				ADA 97.5%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Host parent meetings, workshops, trainings, and school wide events to provide opportunities for parent involvement and stakeholder engagement.	\$ 2,600	Y
4.2	Parent Engagement	Administer stakeholder surveys to receive input and feedback regarding the school's program and decision making.	\$ 4,500	N
4.3	Community Engagement	Costs associated with the staffing of a community relations coordinator to assist with parent translation, outreach, and engagement.	\$ 25,000	Y
4.4	School Climate	Train all staff on the implementation of the school wide positive discipline system to support social/emotional development.	\$ 9,500	Y
4.5	School Climate	Implement school wide positive behavior campaign with the support of behavior team, school counselor and admin team.	\$ 90,000	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.

N/A

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

N/A

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

N/A

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.

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
28.65%	1,425,147.00

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.

The needs of foster youth, English learners, and low-income students were taken into consideration when creating all of the above actions and services. Based on assessment data, teacher observation, stakeholder feedback data, and instructional progress monitoring the schoolwide plan to address the needs of these students was created. The entire school actions including 1.1 and 1.2 Credential verification and teacher training effectively meet the goals of these students by making sure the learning environment is adequately staffed and instruction is given by qualified teachers. 1.5 a safe and clean campus benefits all students and directly supports the learning environment for foster youth, English learners and low-income students. Action 4.2 administration of all stakeholder surveys is directed towards all students and stakeholders, however the emphasis is on collecting response data from all subgroups including unique students.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the implementation a variety of strategies to accelerate learning progress for these students. Each classroom teacher along with the support of teaching assistants will provide small group instruction that offers more time and support to target specific student needs as determined through formal and informative assessments and ensure equitable access to grade level standards. Strategies will include 1. Frequent one on one communication between teacher and student during advisory period 2. Ongoing progress monitoring and goal setting for each student 3. English learners will receive designated English language development instruction by appropriate teacher during instructional block 4. Special education teachers will provide instructional support to students in accordance with the IEP plan in addition to weekly collaboration with the teacher to ensure all accommodations are in place. 5. Behavior support coordinator and/or school counselor will provide Positive 360 program and Early Riser's Club to help support foster, homeless and low-income students needing extra social/emotional support.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.