



Local Control 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 [2021-22]

General Information

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

Stone Bridge School (SBS) is a Kindergarten through Eighth Grade public charter school which uses educational methods guided by the Core Principles of Public Waldorf Education. We integrate these Core Principles with current best educational practices and California Common Core State Standards. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking, creativity, and critical problem-solving. The child's intellect is appropriately challenged in the middle years and through 8th grade. This education places equal emphasis on a solid academic foundation, artistic expression, social/emotional development, and attention to the inner life of the child. Students emerge as young adults with the self-confidence and skills to impart direction and purpose to their lives, contribute meaningfully to their community, and continue on their unique paths as life-long learners.

Stone Bridge School is directly-funded charter school, sponsored by the Napa Valley Unified School District (NVUSD). As a non-profit organization, we are our own 501(c)3. As an independent charter, our school is responsible for its own governance, finances, hiring and management of human resources, state reporting and compliance, school and administrative operations, and determination of our curriculum and educational program. Since its inception in 2000, SBS has enjoyed solid growth in enrollment, fiscal stability, and student achievement.

Our faculty and staff serve 267 students in Transitional Kindergarten through 8th grade. With minimal to no technology, our teachers deliver a hands-on, interactive and interdisciplinary curriculum with pacing that increases in depth and rigor throughout the grades. In addition to our rich and strong academic program, students participate in "subject classes" which include: World Language (Spanish), Handwork, Woodwork, Movement, and Gardening. Students with special or additional needs are served through IEPs, with services provided by NVUSD, and 504 plans, facilitated by our own Resource staff. Until very recently, we have operated on a rural 10-acre campus, located south of the town of Napa. During the summer of 2021, our campus is relocating to a new site because of safety reasons. As with our previous campus, this site will provide dedicated handwork and woodwork rooms, a library and sensory room, a multi-purpose room with performing arts stage, and an area for garden beds and chicken coop.

Our school governance is based on a collaborate, tri-council model, with a Charter Council (our Board of Directors), a Faculty Council, and a Parent Council. Parents are an active part of our school, both through volunteerism and participation in governance. SBS has always enjoyed an extremely strong and vibrant community in which parents/guardians, students, faculty, and staff work and celebrate side-by-side throughout the school year.

STUDENT DEMOGRAPHICS

Total Enrollment: 267 students

- African Americans 3%
- Asian 4%
- Hispanic or Latinx 12%
- Pacific Islander <1%
- Filipino 2%
- White (non-Hispanic) 77%
- Declined to state 2%
- Low SES 17%

Boys 52%

Girls 48%

FACULTY/STAFF DEMOGRAPHICS

- African Americans 6%
- Hispanic or Latinx 24%
- American Indian 3%
- White 67%

Male 15%
Female 85%

More information about our school can be found on our website: www.stonebridgeschool.org

Reflections: Successes

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

Stone Bridge School's English Language Arts (ELA) and Mathematics summative assessment scores are above the state standards and our suspension rate is historically extremely low. The specific details provided below are based on the California Dashboard released in the fall of 2019.

Our overall ELA score is labeled as Blue (highest level on the Dashboard) and our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 70% of our students met (40%) or exceeded (30%) the standard. These results are 36.1 points above standard, representing an increase of 32.8 points from 2018.

Our overall Mathematics score is labeled as Green (second highest level on the Dashboard) and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 52% of our students met (25%) or exceeded (25%) the standard. These results are 6.5 points below standard, representing an increase of 31.3 points from 2018.

Our overall Suspension Rate is labeled as Blue (highest level) represents little to no suspensions. Zero percent of our students were suspended during the last two years, with historically low incidence of suspensions and no expulsions.

School personnel completed a self-analysis report resulting in a "Met" rating for the State priorities that required reflection and information:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

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.

Stone Bridge School's rate of chronic absenteeism as shown on the California Dashboard released in the fall of 2019 is labeled as Orange (second lowest level). Our chronic absenteeism rate for 2019 was 8.9%, which was a 1.9% increase from the previous year. This is reflected in the subgroup population of White students; the absenteeism rate for the other subgroups were not shown on the Dashboard due to their small numbers. SBS is reviewing its policy and protocols for addressing absenteeism among all its students, and will implement changes to help all stakeholders (parents, students, teachers) understand the implications of chronic absenteeism on academic performance. Because Waldorf Education is "live" or hands-on with no textbooks in the classroom, students are most successful when attendance is consistent. SBS will focus on parent education regarding attendance and tardies and counsel parents to limit absences during scheduled school days.

SBS is pleased to have seen an increase of 31.3 points in our 2019 Smarter Balanced Mathematics scores, but we remain 6.5 points below standard. SBS experienced unusual turnover with our middle school math staff during the 2018-2020 school years. Over the past year, we have solidified that position and are focusing attention and resources on improving the quality and consistency of our entire K-8 math program. SBS will identify and purchase Common Core aligned math curriculum that is also compatible with the methodology of Public Waldorf education once the revised Mathematics Framework for California Public Schools has been approved and adopted, expected in November 2021.

To help monitor the academic performance of our students, SBS will implement the use of CAASPP interim assessments in the 2021-22 school year, both for Mathematics and English Language Arts. In addition, SBS is increasing staffing to support students in need of additional instruction. Faculty will continue to receive training to understand and implement a Multi-Tiered System of Support to support learning for all of our students.

LCAP Highlights

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

Included in this LCAP are actions addressing the needs of our students, especially given the events of the last 16 months. As teachers turn to the 2021-22 school year, it is clear that assessment will be key moving forward to compensate for unfinished learning and to inform teaching to support student growth. As supported by one of the goals in this LCAP, a fuller exploration and expanded use of MTSS will help students fulfill their unique potential and a greater focus on the social/emotional health will help mitigate the social/emotional effects from the pandemic.

Parents, teachers, and students felt supported through the challenges of distance learning, and overall surveys indicate that SBS campus provides a safe and supportive campus. Moving to a new site will dictate recreating that environment while re-establishing involvement and partnership once we return to full classes and our previous schedule.

Diversity has been a challenge for SBS and a concerted effort is necessary so that our school's demographics reflect that of Napa County.

It is clear that once students returned to in-person learning, progress was accelerated for many reasons: teacher/student relationship, value of personal interaction, and the elimination of instruction on-screen. One of the strengths of the program at SBS is the pedagogy that is the foundation of the delivery of the curriculum, Waldorf Education. It is our commitment to provide our teachers with a deeper understanding of the "why" of what we do and how best to meet students where they are at with the practices that illustrate the how. Professional development, both in-house and from other sources, will be a focus of the 2021-22 school year with steps moving towards accreditation from the Alliance of Public Waldorf Education.

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.

None/not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

Stone Bridge School administrators and faculty met regularly with stakeholders, including staff, teachers, parents, students, and community members, multiple times during the 2020-21 school year to discuss learning issues associated with distance learning, hybrid learning, and on-campus instruction, and how to better achieve the eight state priorities addressed by the LCAP. Forums for these discussions included:

- Class parent meetings held by teachers via Zoom to provide updates, solicit feedback, and answer parent questions
- Mid-year parent-teacher conferences held via zoom to exchange observations, concerns, and questions about student progress, engagement, and well-being
- Office/Open hours: the outgoing SBS Executive Director, Maria Martinez, Educational Program Director, Christine Waskowiak, and teachers were available to both students and parents via office hours or on an as-needed basis throughout Distance Learning, Hybrid, and In-Person Learning phases of the school year.
- Newsletters and school website through which SBS Administration communicated regularly with parents
- Four Town Hall meetings (July, Sept and Oct of 2020, and June 2021), held to provide updates, gather input, and address questions and scheduled Coffee with Maria zooms
- Monthly meetings, held by both Parent Council and Charter Council (governing board) to address many aspects of school business and community life. These Councils provide opportunities for parents to attend and participate via public comment and/or active discussion of school business.
- Surveys of parents/guardians were conducted in May 2020, July 2020, Sept 2020, Oct 2020, and April 2021 to gather feedback on many issues, among them access to digital devices and connectivity, learning scenario preferences, safety and health concerns, effectiveness of instructional tools and interventions, student emotional and mental health, school climate, and effectiveness of communication.
- Surveys of teachers/staff were conducted in July 2020, Sept 2020, and May 2021 to gather feedback on similar issues as noted above, including needs for equipment/training required to deliver instruction and teachers'/staff emotional well-being.
- Surveys of grades 4-8 students were conducted in April, May and Sept of 2020 and May 2021 for the same purposes as noted above, including the degree to which particular tools or approaches were accessible or engaging to students.
- Assessments of students in grades 3-8 using easyCBM (as an alternate to CAASPP) this spring in English Language Arts and Mathematics, as well as in-house writing assessments.

In addition, weekly faculty meetings were held during the entirety of the 2019-20 and 2020-21 school years, including the summer of 2020, to address all aspects of school operations and continually refine our practices for delivering instruction and supporting students' social-emotional health during the school years.

All of these forums and discussions have directly influenced our goals for the 2021-22 school year.

A summary of the feedback provided by specific stakeholder groups.

Class parent meetings, parent-teacher conferences, and office/open hours: These forums provided teachers and administration with direct feedback from parents about the students - to what degree were the teaching methods and tools successful during any of the year's instructional phases (Distance Learning/DL, Hybrid Learning, On-Campus Learning), and in particular, which students were experiencing unusual difficulty due to specific factors (e.g., poor internet connections, social-emotional distress, lack of adequate adult supervision during DL, identified learning disabilities). What became evident is that many students, in particular those in grades K-4, found it much harder to maintain focus and engagement when not learning on campus and were better served when teachers and support staff were available to provide immediate interventions.

TOWN HALL MEETINGS: These virtual (via Zoom) gatherings were open to all SBS parents/guardians and teachers/staff members and provided Administration with an effective way to convey information about the school's current and upcoming responses to the pandemic with regards to campus safety and instructional methods and platforms being used. Parent questions and opinions, in particular, were taken into consideration at all phases of the school year.

PARENT AND CHARTER COUNCIL MEETINGS provided another avenue for both parents and teachers/staff members to express their concerns, questions, ideas. Parent Council provided feedback on what was (or not) working well for parents and students, while Charter Council provided objective and helpful guidance when the school was faced with key questions about its reopening plans.

PARENT SURVEYS:

The September 2020 survey asked parents to sound in on safety concerns, the struggles and successes of Distance Learning (including tools such as Google Classroom, Zoom, at-home devices and internet connectivity issues, and school communication. These were not quantifiable questions, but invited parents to fully articulate their thoughts. Administrative staff read each response and shared summarized results out with faculty/staff, Parent and Charter Councils.

A sampling of the results from the October 2020 survey that are most pertinent to our LCAP goals are noted below.

- 72% of parents expressed a desire to have their child return to in-person learning when available in the fall of 2020.
- When presented with two Hybrid Learning models ('2-1-2' in which children attend school in-person two days/week, versus 'AM/PM' in which students would attend school in-person 5 mornings each week either in the AM or the PM), 76% of parents were moderately/very supportive of the 2-1-2 model, while 23% were moderately/very supportive of the AM model.

A sampling of the results from the April 2021 survey that are most pertinent to our LCAP goals are noted below.

- 64% of parents agree/strongly agree that their child has been academically successful with Digital (Distance) Learning.
- While 69% agreed/strongly agreed that their child is more content on In-Person Learning days, only 18% felt likewise for Distance Learning days.
- Over 90% of parents agreed/strongly agreed that (1) SBS maintains a positive and welcoming school climate, (2) SBS encourages parent involvement and participation, (3) they feel their family's language, culture, and traditions are respected at SBS, and (4) they feel that their child is safe on campus.
- 82% of parents agree/strongly agree that their child receives the support resources they need at school.

TEACHER/STAFF SURVEYS: A sampling of the results from the May 2021 survey that are most pertinent to our LCAP goals are noted below.

- 100% of teachers/staff surveyed agreed/strongly agreed that (1) SBS is an engaging and satisfying place to work, (2) their concerns and questions are respectfully heard and addressed, (3) SBS encourages faculty/staff to engage in problem solving and decision-making, and (4) they are comfortable with SBS's COVID-19 related safety policies and practices.
- Of several frequently used school policies or practices, those that teachers felt needed significant revision include: Diversity and Outreach efforts (cited by 76% of teachers), attendance policy (18%), and parent enrichment/education events (13%). 50% of teachers/staff felt that our Media and Technology Guidelines need minor updating, while 63% felt the Festivals (seasonal events) needed minor updating.

STUDENT SURVEYS: A sampling of the results from the May 2021 survey that are most pertinent to our LCAP goals are noted below.

- 81% always or usually feel safe when they are at school and in their classroom.
- 78% always or usually feel that, if they have a problem, they can solve it or find someone who can help them.
- 77% always or usually have a device at home that is working well for them.
- 54% always or usually have an internet connection at home that works well.
- 78% always or usually prefer to learn in their classroom at school.
- 41% noted that they felt anxious or upset a lot this year.

Student assessments (easyCBM plus in-house writing assessments) indicated that student growth was uneven this year. Class average easyCBM math scores ranged within the the 67-78th percentiles, Reading Comprehension within the 65-80th percentiles, and Vocabulary within the 75-95th percentiles, when compared to a nationwide statistical sampling of students nationwide. While the class averages are generally quite strong, there are many students who demonstrated slower progress this year due to pandemic-related challenges.

During faculty meetings, teachers have expressed continued interest in training using digital platforms and tools, providing students with 'digital literacy' and technological tools, using interim assessments for planning purposes, pedagogical professional development to deepen their understanding and practice as Waldorf-inspired teachers, desire to incorporate stronger diversity and anti-bias awareness in their teaching, and both excitement and concerns about the move to and development of a new campus.

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

This year, five new long-term goals were written based on stakeholder input and the experiences of the past two years. Much stakeholder input focused on the return to on-site instruction and addressing 'unfinished learning' due to the extended period of Distance Learning during the pandemic.

Goal #1: Create a safe, secure, fully-equipped campus on our new site so all stakeholders can continue to experience a positive climate and student learning can be optimized.

Goal #2: Identify and support students who experienced unfinished learning since the school's closure on March 13, 2020. By implementing interim and benchmark assessments, increasing student support staffing, and bolstering math instruction and digital learning, SBS will work towards all students demonstrating expected learning growth during the 2021-22 school year.

Goal #3: Implement a strategic and long-term approach to increase student population diversity along with the adoption and integration of an anti-bias curriculum. SBS will utilize outreach events, ensure bilingual access to critical school information, and continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive of Napa Valley's diverse population.

Goal #4: Improve teacher/staff awareness and utilization of tools within SBS's Multi-Tiered System of Support, and to more clearly articulate our Response-to-Intervention and Social-Emotional Support resources. This goal, working in tandem with Goal #2, aims to support every student to fulfill their unique potential, mitigate unfinished learning, and address social-emotional needs.

Goal #5: Facilitate a deeper understanding of the core principles of Public Waldorf Education in order to provide the highest quality education to our students. Both in-house and outside professional development will be provided for teachers, including peer mentoring and guidance from the Educational Program Director. The SBS Charter Council has voiced a desire to have the school, teachers, and staff complete the accreditation process through the Alliance for Public Waldorf Education.

Goals and Actions

Goal

Goal #	Description
1	Create a safe, secure, fully-equipped campus on our new site so all stakeholders can continue to experience a positive climate and student learning can be optimized.

An explanation of why the LEA has developed this goal.

SBS recognizes that for optimal learning to take place, all stakeholders (including students, parents, faculty, and staff members) must feel safe and secure, both physically and emotionally on campus. With a move to a new campus, this is especially important as we will be working out how to use campus space/rooms effectively, ensuring that the facilities are well-stocked with needed furniture, equipment, and internet connectivity, and restoring the variety of in-person gatherings (festivals, parent education events, open houses, Town Hall meetings, assemblies, etc.) that contribute so strongly to our cohesive and joyful community.

This goal meets state priorities: 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Move to a new site at 1019 2nd Avenue, Napa CA	In process with move completion slated for mid-July.				SBS safely and securely situated on new campus
Ensure all buildings and rooms are equipped with appropriate furniture, materials, and WiFi connectivity	All furniture, materials and supplies have been moved to the new site. Unpacking and setting up classrooms will happen in August with a dedicated time during pre-service in mid-August.				All buildings and rooms fully equipped with appropriate furniture, materials, and WiFi connectivity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students and teachers with access to devices to devices for assessments and use of digital platforms	All devices are currently packed. Moving to a campus that served students in March 2020, connectivity is likely but not verified.				Maintain full access to devices for students and teachers
Middle school students to receive digital literacy education (CyberCivics)	0% have received full digital literacy education				100% of students in grades 6-8 to have received full digital literacy education
In-Person Community Building Events	5% of regular in-person community building events				100% of regular in-person community building events held
Annual Parent Survey	66% of parents strongly agree that their child is safe on campus.				At least 90% of parents strongly agree that their child is safe on campus.
Annual Student Survey	81% of students always or usually feel safe when at school and in classroom				At least 90% of students feel safe when at school and in classroom
Annual Teacher/Staff Survey	60% of faculty/staff strongly agree that they feel safe on campus all or most of the time				At least 90% of faculty/staff strongly agree that they feel safe on campus

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Move	Relocation from 1680 Los Carneros campus to new campus at 1019 2nd Ave, Napa CA		No
2	Fully-equipped Facilities	Ensure all buildings and rooms are equipped with appropriate furniture, materials, and internet connectivity by hiring technical support.	\$3,000.00	Yes
3	Digital Literacy Education	Middle school students (grades 6-8) to receive digital literacy education (CyberCivics); other grades to receive keyboarding instruction.	\$8,319.00	Yes
4	In-Person Community Building Events	Resume community events (e.g., festivals, parent education events, open houses, Town Hall meetings, assemblies, etc.).		No
5	Annual Parent Survey	Parent/Guardian survey to be completed at least once per year	\$3,080.00	Yes
6	Annual Student Survey	Student survey to be completed at least once per year	\$1,760.00	Yes
7	Annual Faculty/Staff Survey	Faculty/staff survey to be completed at least once per year	\$2,640.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Identify and support students who experienced unfinished learning since the school's closure on March 13, 2020. By implementing interim and benchmark assessments, increasing student support staffing, and bolstering math instruction and digital learning, SBS will work towards all students demonstrating expected learning growth during the 2021-22 school year.

An explanation of why the LEA has developed this goal.

The purpose of this goal is to acquire a full understanding of areas in which students did or did not make expected learning progress during the 2020-21 school year, and to implement strategies for providing student supports to achieve expected student growth going forward.

This goal meets state priorities: 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Interim CAASPP Administration and other local assessments	Interim CAASPP will be conducted for the first time in the 2021-22 school year				Interim CAASPP conducted at least once annually in grades 4-8
Smarter Balanced Summative Assessment ELA scores	In the last CAASPP tests taken by SBS students 5-8 (2019), the percentage of students meeting or exceeding standards were (with comparison to results to State and NVUSD:				Summative CAASPP conducted annually in grades 3-8 with at least 95% participation rate. At least 65% of our students in grades 3-8 will meet or exceed the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA - 69.57% SBS 48.11% NVUSD 51.10% State of CA				
Smarter Balanced Summative Assessment Math scores	In the last CAASPP tests taken by SBS students 5-8 (2019), the percentage of students meeting or exceeding standards were (with comparison to results to State and NVUSD: Math - 51.75% SBS 34.84% NVUSD 39.73% State of CA				At least 72% of our students in grades 3-8 will meet or exceed the standard
Math Support Classes	Math support classes not held during 2020-21 school year but will be reinstated for the 2021-22 school year.				At least one class per week to be held to support students in grades 5-8 on an ongoing basis

Actions

Action #	Title	Description	Total Funds	Contributing
1	Interim Assessments and other Local Assessments	Administer interim assessments, using a combination of easyCBM and CAASPP interims, in grades 1-8, and implement interim assessments in an age-appropriate manner. Continue utilizing Local Assessments (quizzes/tests, reports, projects, presentations, portfolio work, etc.) to evaluate student growth.	\$12,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Increase General Ed support staffing	Hire additional staff member(s) to provide student support in the General Education setting.	\$21,000.00	Yes
3	Math Support Classes	Restore math support class(es) during and/or after school to provide homework support as well as enrichment opportunities.	\$3,600.00	Yes
4	Evaluation of grade 1-8 math program	Dedicated math teacher to evaluate scope and curriculum of SBS math program in grades 1-8, and recommend integration/purchase of specific math curriculum in alignment with core principles of Public Waldorf Education.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Implement a strategic and long-term approach to increase student population diversity along with the adoption and integration of an anti-bias curriculum. SBS will utilize outreach events, ensure bilingual access to critical school information, and continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive of Napa Valley's diverse population.

An explanation of why the LEA has developed this goal.

The purpose of this goal is for SBS to continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive and increasingly representative of Napa Valley's diverse population.

This goal meets state priorities: 2 (State Standards), 3 (Parental Involvement), 5 (Pupil Engagement), 6 (School Climate), and 7 (Course Access/Conditions of Learning).

This is a school-wide goal which is applicable to all students at SBS, but aims to attract and serve an increasingly diverse student population, especially English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in student population diversity (non-white subgroups)	Current non-white student population is 23%				Increase of non-white student population of at least 10%
Anti-bias curriculum and training	One in-service event focussed on anti-bias training and awareness				Adoption of anti-bias curriculum and at least one anti-bias professional development event per school year for faculty/staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bilingual access to critical school information	Critical enrollment materials available in both English and Spanish; majority of curricular information is currently available in English only				Critical SBS enrollment and curricular information available in both Spanish and English, both in paper form and on school website
Faculty/staff survey	76% of faculty/staff felt that SBS diversity and outreach efforts needed significant revision.				Less than 25% of faculty/staff feel that SBS diversity and outreach efforts needs significant revision.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach Coordinator and Task Force	Hire a part-time outreach coordinator to help guide SBS's efforts towards this goal. Establish an SBS Diversity and Anti-Bias Curriculum Task force to support this work among parents and faculty/staff.	\$2,500.00	Yes
2	Bilingual Resources	Provide promotional, informational, and enrollment materials in both English and Spanish, in paper form and on school website.	\$1,000.00	Yes
3	Bilingual Presentations	Identify potential community partners to increase SBS's profile to wider span of ethnicities within Napa Valley. Enlist current families with diverse backgrounds to assist in this effort. Provide outreach events (presentations) at preschools, daycare centers, and other strategic locations in both Spanish and English.		Yes
4	NVUSD Desegregation Plan	Become familiar and adopt in part NVUSD's Desegregation Plan.		Yes

Action #	Title	Description	Total Funds	Contributing
5	Anti-bias Curriculum	Identify and integrate an anti-bias curriculum.	\$3,600.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
4	Improve teacher/staff awareness and utilization of tools within SBS's Multi-Tiered System of Support and articulate our Response-to-Intervention and Social-Emotional Support resources more clearly. This goal, working in tandem with Goal #2, aims to support every student to fulfill their unique potential, mitigate unfinished learning, and address social-emotional needs.

An explanation of why the LEA has developed this goal.

The purpose of this goal is to improve teacher/staff awareness and utilization of tools within SBS's Multi-Tiered System of Support, and to more clearly articulate our Response-to-Intervention methods. This is in response to stakeholder input that indicated unfinished learning and social-emotional distress over the past 1-1/2 years due to pandemic-related challenges. A Multi-Tiered System of Support (MTSS) facilitates optimal learning for all students and offers well-designed instructional and best practices to every student with targeted interventions to those needing additional support. This goal works in tandem with Goal #2 which addresses assessment and other student supports.

This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty trained in MTSS practices	The majority of the SBS faculty has beginning understanding of MTSS model				100% of faculty will utilize MTSS model to identify students struggling with ELA and Mathematics
Faculty trained in SEL practices	80% of faculty has received training in SEL awareness				100% of faculty have received training in SEL awareness and practices

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty trained in gender-identity awareness	50% of faculty has received training in gender-identity awareness				100% of faculty have received training in gender-identity awareness
Faculty trained in RTI practices	100% of faculty are familiar with RTI practices				100% of faculty will utilize RTI practices to support student needs
Annual Student Survey	41% noted that they felt anxious or upset a lot this year				Less than 25% note that they felt anxious or upset this year.
Annual Student Survey	78% always or usually feel that, if they have a problem, they can solve it or find someone who can help them				Greater than 85% feel that, if they have a problem, they can solve it or find someone who can help them.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS Training	Conduct MTSS training with all teaching staff.		No
2	SEL Practices	Conduct SEL training with all faculty/staff members and implement SEL practices.	\$2,400.00	Yes
3	Gender-Identity Awareness	Faculty/staff members to receive training in gender-identity awareness training.		No
4	Response-to-Intervention (RTI) Practices	Faculty will utilize RTI practices.		Yes

Action #	Title	Description	Total Funds	Contributing
5	Student Survey	Student surveys in grades 4-8 will be conducted at least once annually.		No
6	"Lunch Bunch"	Implement "Lunch Bunch" meetings for students who would benefit from social-skills development and practice.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
5	Facilitate a deeper understanding of the core principles of Public Waldorf Education in order to provide the highest quality education to our students. Both in-house and outside professional development will be provided for teachers, including peer mentoring and guidance from the Educational Program Director. The SBS Charter Council has voiced a desire to have the school, teachers, and staff complete the accreditation process through the Alliance for Public Waldorf Education.

An explanation of why the LEA has developed this goal.

As a "school of choice," we offer an education aligned with the core principles of Public Waldorf Education. SBS pedagogy integrates the view of child development according to Waldorf Education with the best practices of public education. With the addition of new teaching staff, this goal is timely and will ensure that all of our teachers have a firm grasp of Public Waldorf teaching pedagogy and methodology in addition to their credentialing as public school teachers. Reference: Alliance for Public Waldorf Education (<https://www.publicwaldorf.org/>)

This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 4 (Pupil Achievement), 6 (School Climate), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	Recently hired teaching staff for the 2021-22 school year have had minimal training in Public Waldorf teaching pedagogy and methodology.				100% of teaching staff will receive professional development to increase their understanding of Public Waldorf teaching pedagogy and methodology.
Teacher goals and evaluations	Professional goal setting and teacher				Professional goal setting and teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	evaluations were not conducted in 2020-21.				evaluations will occur annually for all lead teachers.
Parent Education	0% of parents attended a parent education event on Public Waldorf education in 2020-21				Parent education events on Public Waldorf education will be held annually and available to all parents and community members.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development, in-house	Provide in-house professional development to deepen teachers' understanding of pedagogy and methodology of Public Waldorf education, in alignment with the Core Principles of Public Waldorf Education. This includes mentoring by peers and Educational Program Director, pedagogical/best practices discussion at faculty meetings, and other in-house enrichment activities.		No
2	Professional Development, external	Make available conferences, workshops, and other enrichment opportunities to teachers to strengthen skills and understanding of Public Waldorf Education.		No
3	Alliance for Public Waldorf Education	Continue membership with the Alliance for Public Waldorf Education.	\$2,730.00	
4	Professional Goals and Evaluations	Professional goal setting and teacher evaluations will occur annually for all lead teachers, and at least biannually for other teaching staff and assistants.	\$8,800.00	No

Action #	Title	Description	Total Funds	Contributing
5	Parent Education	Parent education events will be held to increase parent understanding of the Core Principles of Waldorf Education.		No
6	Alignment with Common Core State Standards	Examine alignment and ensure implementation of Common Core State Standards as articulated by the Alliance for Public Waldorf Education.	\$1,760.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.76%	\$62,579

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.

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

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Teaching staff and our Student Support Team coordinator meet regularly to ensure the Multi-Tiered System of Support (MTSS) meets the needs of all learners. Our SST coordinator monitors student interventions and referrals for Special Education assessments. The MTSS system includes a Response-to-Intervention (RTI) process and includes a strong Social-Emotional Learning (SEL) awareness.

The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Stone Bridge School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils.

"California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Reference: The California Department of Education website, <https://www.cde.ca.gov/ci/cr/ri/>

Stone Bridge School's Core Values, Mission and Vision Statement and Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based.

LOW INCOME student actions will include:

- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Coordination with parents/students and school, as necessary, for optional delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination and communication with shelters to engage students.
- Coordination and communication with homeless agencies to make them aware of Stone Bridge School's support of homeless and low income students.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Supports specific to FOSTER YOUTH will include:

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and/or e-mail.
- Monitoring of student attendance and engagement and communication with parents, teachers, and administrators when needed.
- Referrals to both district and community agencies for additional support/resources, as needed.
- Tutoring and/or other focussed academic support services will be offered to eligible foster youth.

Supports specific to ENGLISH LEARNERS will include:

- Students will receive both integrated and designated English Language Development (ELD).
- For designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards.
- Teachers will receive professional development on ELD instruction.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$78,989.00				\$78,989.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$75,540.00	\$3,449.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Campus Move					
1	2	English Learners Foster Youth Low Income	Fully-equipped Facilities	\$3,000.00				\$3,000.00
1	3	English Learners Foster Youth Low Income	Digital Literacy Education	\$8,319.00				\$8,319.00
1	4	All	In-Person Community Building Events					
1	5	English Learners Foster Youth Low Income	Annual Parent Survey	\$3,080.00				\$3,080.00
1	6	English Learners Foster Youth Low Income	Annual Student Survey	\$1,760.00				\$1,760.00
1	7	All	Annual Faculty/Staff Survey	\$2,640.00				\$2,640.00
2	1	English Learners Foster Youth Low Income	Interim Assessments and other Local Assessments	\$12,800.00				\$12,800.00
2	2	English Learners Foster Youth Low Income	Increase General Ed support staffing	\$21,000.00				\$21,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Math Support Classes	\$3,600.00				\$3,600.00
2	4	All	Evaluation of grade 1-8 math program					
3	1	English Learners Low Income	Outreach Coordinator and Task Force	\$2,500.00				\$2,500.00
3	2	English Learners Low Income	Bilingual Resources	\$1,000.00				\$1,000.00
3	3	English Learners Low Income	Bilingual Presentations					
3	4	English Learners Low Income	NVUSD Desegregation Plan					
3	5	English Learners Foster Youth Low Income	Anti-bias Curriculum	\$3,600.00				\$3,600.00
4	1	All	MTSS Training					
4	2	English Learners Foster Youth Low Income	SEL Practices	\$2,400.00				\$2,400.00
4	3	All	Gender-Identity Awareness					
4	4	English Learners Low Income	Response-to-Intervention (RTI) Practices					
4	5	All	Student Survey					
4	6	All	"Lunch Bunch"					
5	1	All	Professional Development, in-house					
5	2	All	Professional Development, external					
5	3	English Learners Foster Youth Low Income	Alliance for Public Waldorf Education	\$2,730.00				\$2,730.00
5	4	All	Professional Goals and Evaluations	\$8,800.00				\$8,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	All	Parent Education					
5	6	English Learners Low Income	Alignment with Common Core State Standards	\$1,760.00				\$1,760.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$64,819.00	\$64,819.00
LEA-wide Total:	\$64,819.00	\$64,819.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Fully-equipped Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
1	3	Digital Literacy Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,319.00	\$8,319.00
1	5	Annual Parent Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,080.00	\$3,080.00
1	6	Annual Student Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,760.00	\$1,760.00
2	1	Interim Assessments and other Local Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,800.00	\$12,800.00
2	2	Increase General Ed support staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$21,000.00
2	3	Math Support Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600.00	\$3,600.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Outreach Coordinator and Task Force	LEA-wide	English Learners Low Income	All Schools	\$2,500.00	\$2,500.00
3	2	Bilingual Resources	LEA-wide	English Learners Low Income	All Schools	\$1,000.00	\$1,000.00
3	3	Bilingual Presentations	LEA-wide	English Learners Low Income	All Schools		
3	4	NVUSD Desegregation Plan	LEA-wide	English Learners Low Income	All Schools		
3	5	Anti-bias Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600.00	\$3,600.00
4	2	SEL Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	\$2,400.00
4	4	Response-to-Intervention (RTI) Practices	LEA-wide	English Learners Low Income	All Schools		
5	3	Alliance for Public Waldorf Education		English Learners Foster Youth Low Income		\$2,730.00	\$2,730.00
5	6	Alignment with Common Core State Standards	LEA-wide	English Learners Low Income		\$1,760.00	\$1,760.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

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.