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.

B. Roberto Cruz Leadership Academy (BRCLA), often referred to as RCLA, is a small, personalized, college-preparatory public charter high school that serves underrepresented students in East San Jose, CA. The primary tenets of RCLA are social responsibility, civic engagement, and service to the community. RCLA is committed to providing comprehensive learning experiences to students seeking to close the existing opportunity gap and achieve postsecondary success via a college-oriented curriculum. The B. Roberto Cruz Leadership Academy (RCLA) contributes positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to serving their community. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, RCLA strives to provide students with the opportunities to apply their classroom learning to fieldwork experience. RCLA is managed by The Foundation for Hispanic Education (TFHE) and chartered by the East Side Union High School District (ESUHSD).

The Foundation for Hispanic Education (TFHE) was established in 1981 as a product of the late Dr. B. Roberto Cruz's vision of providing quality education and support for all underserved learners, with a focus on Latino students and all levels of learners. With committed instructional and support staff members, TFHE now serves over 1,050 students from the community neighborhoods of Mayfair, Mt. Pleasant, Sylvandale, Santee, Alum Rock, other neighborhoods in East San Jose, and communities across Santa Clara County and beyond. TFHE operates three charter high schools of Luis Valdez Leadership Academy (LVLA), B. Roberto Cruz Leadership Academy (RCLA), and Latino College Preparatory Academy (LCPA). Committed to its mission to identify, understand, and address the Latino education achievement gap through innovation and collaboration, TFHE continually funds and provides resources to support regional initiatives that are innovating and tackling some of the most pressing educational issues facing underrepresented communities. Over 1,000 TFHE students have gone on to attend four- year and two-year academic institutions and become change agents in the community.

RCLA opened its doors for its inaugural school year on August 3rd, 2015, on the same campus as its peer school site (14281 Story Road, San Jose, CA 95127), Latino College Preparatory Academy (LCPA). RCLA currently serves about 253 ninth through twelvth grade students as of its sixth full year in operation. In its full occupancy, RCLA will serve approximately 420 students in grades 9 through 12 representative of the local community's demographics for ethnicity, background, primary language, socioeconomic standing, and other identifiers.

For RCLA and its school community, its student enrollment is comprised of 96% Latino, 78% free or reduced lunch status, 91.9% socioeconomically disadvantaged, 12% identified Special Education students, and 38% English Language Learners. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% haveattained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school through 12th grade. Its faculty serves as role models for the school's 1st generation college-going population.

The mission of B. Roberto Cruz Academy (RCLA) is simple: RCLA's mission is "to identify, encourage, train and accelerate high school English language learners and put them on a pathway to become credentialed teachers and work with historically educationally underserved students." The pathway from RCLA to college to teacher credential is called the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (CSU) to continue developing an educationalpipeline to support and guide students into a teaching career. Key partners and collaborators instrumental in the success of and service to RCLA students include: Santa Clara County Office of Education, Alum Rock Counseling Center, the Santa Clara County Department of Public Health, Better 4 You Meals, Second Harvest Food Bank, The Health Trust, City National Bank, Jose Valdes Math Academy, and the California Interscholastic Federation.

For programmatic reporting purposes, RCLA will use the California Department of Education (CDE) definition of students who report a home language other than English and who, on the basis of state approved oral language assessment procedures and literacy, have been determined to lack the clearly defined English language skills of listening, comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

The breakdown is as follow:

- 46.7% of English Learners
- 52% are RFEPs (Reclassified Fluent English Proficient) students
- 1% are IFEPs (Initial Fluent English Proficient) students

RCLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop studentswith their socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilienceand learning resourcefulness in all RCLA students. RCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsionand other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the BRCLA community.

100% of RCLA students are issued a Chromebook and charger, including the option to receive hotspots to ensure connectivity. School-Wide standardized the use of Google Classroom, including Google Meet, to foster delivery of content and to teacher/student learning spaces. For faculty, time has been allocated within the workday and within the school calendar to ensure that information, necessary support, a forum for on-going communication, and resources are provided to teachers. Multi-Tiered System of Supports (MTSS) practices also reinforce impactful school systems.

In order to achieve its goals schoolwide, RCLA (in line with The Foundation for Hispanic Education Schools):

- The LEA creates a safe and a clean learning environment by maintaining the school facility ingood condition. Regular reviews of the facility are conducted and documented. RCLA is situated at 14281 Story Road, San Jose, CA 95127, in a new, state of the art, 2-story, 20,070 square foot educational space containing 14 classrooms and 5 offices. The campus lease also includes an athletic field, auditorium, common areas, nutrition space, and parking. Technical support for technology and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Better 4 You Meals. Daily janitorial service is provided by on-site staff during the day and a third-party approved contractor for evening and weekend service. Maintenance of major systems, such as fire protection, emergency generator, landscaping, electrical systems, network equipment, emergency exit signage, elevator system, pest control, and HVAC, are provided by qualified vendors on a regular basis. Recent improvements include upgrades to our internet infrastructure, classroom cabling, flooring, and painting, while the auditorium/nutrition space is currently under full renovation for reopening in Fall 2021.

- The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, background checks, and reference checks. 100% of its teaching staff is credentialed and fully certificated to teach in their subject area assignment as confirmed by the California Commission on Teaching Credentialing. LEA provides teachers with the supplies, professional development, and learning tools that are needed to successfully teach common core curriculum in their classrooms. Moreover, RCLA works in conjunction with the Union of Foundation Educators (UFE) to ensure that all faculty members have access to stakeholder engagement processes such as developing the instructional calendar as a collaborator, acting as a respondent for surveys, and providing plan feedback through access to all public meetings.

- The LEA provides textbooks and ancillary resources to support teaching and learning in compliance with the Williams Act, in addition to digitized aligned curriculum from Springboard (English Language Arts), College Preparatory Mathematics (Mathematics), Discovery Education NGSS (Science), TCI and AMSCO (History and Social Studies), Realidades (Spanish), McGraw-Hill (Health), and other standards-aligned curriculum providers.

- The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to developstudents with their socio-emotional identity and character through a curriculum that focuses on academic success, college, and career readiness. All supervising members of the Advisory Program are fully certificated teachers responsible for a cohort of students.

- The LEA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies andcommunity service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community.

Reflections: Successes

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

Due to the COVID-19 pandemic, no California Dashboard data is available for B. Roberto Cruz Leadership Academy's (RCLA) most recent academic year; thus, referring the school community to the previous academic year (2019) for reflection on student performance and relative areas of strength. An area of sustained strong performance is the 'Green' level suspension rate. Amongst Hispanic and Socioeconomically Disadvantaged Students, the school's current placement is 'Green' while 'Blue' across English Learner students on the California School Dashboard. As data becomes available, more will be highlighted from the College Readiness Indicators.

Moreover, during this last year, the school community continued to show strong attendance, engagement, participation in parent governance, and overall strength in the COVID-19 pandemic. Remote learning also proved to be effective with ensuring that students maintained access to a comprehensive learning experience as well as advisory support from RCLA's instructional staff members. Parents/Guardians also demonstrated a heightened and active role in the development of critical plans such as the Learning Continuity and Attendance Plan (LCP), the Local Control and Accountability Plan (LCAP) for 2021 – 2024, and the support offered to students via Mental Health Services. Mechanisms including high participation were surveying efforts, Town Hall Meetings, School Site Council Meetings, English Learner Advisory Committee, and Monthly Cafecitos with the Principal.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, no California Dashboard data is available for B. Roberto Cruz Leadership Academy's (RCLA) most recent academic year; thus, referring the school community to the previous academic year (2019) for reflection on student performance and relative areas of strength. Based on the California School Dashboard indicators, B. Roberto Cruz Leadership Academy (RCLA) can improve its measurable results for English Language Arts (ELA) and Mathematics with a current standing in the 'Orange' level. The same performance was achieved by English Learners, Hispanic, and Socioeconomically Disadvantaged Students.

For improving student results, English Language Arts (ELA) and Mathematics teachers will use benchmark assessments to monitor students' progress toward the mastery of Common Core State Standards every six weeks. Additionally, the NWEA MAP assessmentwill be used three times a year to collect baseline, mid-year progress, and end of year results to determine growth and areas where additional support is needed. The 6-week benchmark assessments will be given to students in an effort to assist teachers to determine specific learning gaps. RCLA will continue to develop and offer a robust ELD plan that leverages students' first language to support the acquisition of a second language. Common strategies for supporting rigorous content are shared by content teachers to ensure students are exposed to high level tasks as they develop linguistically.

For supporting faculty, professional development to ensure that all instructional staff can appropriately foster and support student growth year-by-year. The focus is on the use of data to inform classroom instruction. Five full days of professional development are provided for LCPA teachers during the school year to participate in further Foundation implemented Professional Development. LCPA teachers have 3 hours weekly to collaborate as a school in professional learning teams focused on the assessment review of student work given student performance outcomes.

LCAP Highlights

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

For B. Roberto Cruz Leadership Academy (RCLA) and its school community, its student enrollment are comprised of 98% Latino, 78% free or reduced lunch status, 91.9% socioeconomically disadvantaged, nearly 13% identified Special Education students, and 38% English Language Learners. In developing its 2021 – 2024 Local Control and Accountability Plan (LCAP), three goals were determined in conjunction with students, parents, teachers, staff, community members, and stakeholders. The overarching goals are shown below with their supporting groups for input, development, and implementation:

Goal #1: Increase A-G completion rates and student proficiency in core subjects with additional support.

- **Key Stakeholders:** Faculty, Staff, Students, Community Members, Support Staff, Administration.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Overview:** The school community requested a continuation of investment in student post-secondary success and developing strong proficiency, as well as clear communication from faculty and staff for student academic expectations. Accordingly, such resources and supports will be provided to Socioeconomically Disadvantaged students and families, underrepresented students (Hispanic/Latino, Vietnamese, African American, all other groups), and Students with Disabilities year-round as identified to meet all needs. This will allow RCLA to increase the number of students achieving A-G completion and prepare all learners for a college and/or career pathway after high school in line with their professional objectives.

Goal #2: Increase community engagement, family outreach, and communication efforts to support student achievement.

- **Key Stakeholders:** Parents/Guardians, Students, Community Members, Support Staff.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Overview:** Stakeholders consisting of parents/guardians, students, and community engagement staff are seeking to maintain and extend resources for all families in the form of one-to-one resource shares, academic workshops, distribution of household essentials, and hosting student-focused campus events in East San Jose. Thus, in order to achieve student success, engagement from families and students will be a priority. This will be done through maintenance of high attendance rates, parent workshops, community engagement, Positive Behavior Interventions and Support (PBIS) training, Multi-Tiered Support Systems (MTSS) training, and expanded learning (during and after school). Students and families will have access to translated documents and workshops in Spanish and Vietnamese, as well as open office hours with the Community Outreach Team as well as school site staff members.

Goal #3: Increase access and measures in support of mental health/wellness initiatives.

- **Key Stakeholders:** Students, Parents/Guardians, Faculty, Staff.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Overview:** Following COVID closures and during remote learning, parents/guardians requested an emphasizing of Mental Health Students to assist students with processing compounding events from the last year and in reacclimating to in-person instruction. RCLA will continue to support students with mental health support services and utilize Multi-Tiered Support Systems (MTSS) as well as Restorative Justice practices.

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.

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.

In the development of its Local Control and Accountability Plan (LCAP), B. Roberto Cruz Leadership Academy (RCLA) was intentional in its multi-tiered outreach to all stakeholder groups over the course of the 2019 – 2020 and 2020 – 2021 academic years. During the process of development specific to the LCAP guiding the 2021 – 2024 academic years, the school site held a total of ten School Site Council Meetings, four LCAP Town Halls, two Back to School Nights, and conducted four LCAP-centered surveys. Groups that were effectively engaged across all efforts include: students, parents/guardians, families, staff, faculty members, administration members, general community members, and other interested parties. The facilitation of meetings was conducted fully in English and Spanish at each meeting with interpretation provided by the TFHE Community Outreach Liaison. RCLA contributing members to the outreach efforts include the School Site Principal, Office Manager, Attendance Clerk, faculty members, and staff members. Assistance was also received via TFHE's Community Outreach Team including its Director of Compliance & Equity as well as its Community Relations Coordinator and Student Life Team.

During the course of developing the 2021 – 2024 LCAP, measures and progress were also reported for the 2019 – 2020 Annual Update and the Learning Continuity and Attendance Plan (LCP). Meetings during which promotion took place for feedback in the LCAP process included Back to School Nights, Parent Workshops, Technology Tutorials, and via Weekly School Newsletters delivered by the School Site Principal. Tools used in the engagement and continual updates to stakeholders include: OneCallNow (canned call and text message outreach), the Remind App (text message communication), Google Forms (surveys), Edlio Website (compliance posting), Canva (development of presentation materials), and meeting and/or town hall facilitation guides. Community members were invited to attend the October 15th, April 15th, and May 20th Town Hall meetings. The frequency of reminders to students, parents/guardians, families, and other stakeholders was weekly leading up to LCAP Town Hall and School Site Council Meetings, in addition to daily throughout the week of the meeting. These meetings were held at The Foundation for Hispanic Education, a centralized location for all stakeholders.

The meetings were conducted in both English and Spanish. Key items for the presentation include: (1) the eight key State Priority Areas for Local Control Funding Formula (LCFF), (2) accountability measures in place for student responsibility to deliver indicated services, (3) measures in place broken down by student subgroup, (4) Local Control Funding Formula (LCFF) rates for RCLA, (5) parental governance roles and structures in the development of LCAP, and (6) the process for creating guiding LCAP Goals for focusing school resources/efforts. Ample Public Comment time has been fixed into all Town Hall Meetings for stakeholders to inquire about technical LCAP process, provide suggestions for measures to be considered to implementation, and improve existing school services to guide student performance. The frequency of reminders to students, parents/guardians, families, and other stakeholders was weekly leading up to LCAP Town Hall and School Site Council Meetings, in addition to daily throughout the week of the meeting. Regular LCAP Reports were provided to the TFHE Board of Trustees on progress, in addition to a Public Comment period available at their Quarterly September 2nd, December 2nd, March 3rd, and June 16th Meetings. Representatives of the Union of Foundation Educators (UFE) were also solicited for feedback with attendance to all highlighted meetings, as members of the School Site Council, and via survey feedback. In aggregate, nearly 400 survey responses were received and 340 different attendees were present for discussions pertaining to serving all student groups in a responsive manner with a keen focus on: Latino/Hispanic Students, English Learners (EL), Socioeconomically Disadvantaged Students (SED), Students with Disabilities, Students with Exceptional Needs, McKinney-Vento Students, Foster Youth, and students from underrepresented backgrounds.

For the survey of stakeholders, the following questions were posed and broken into LCAP Survey #1 and LCAP Survey #2:

RCLA LCAP Survey #1 (Issued March through April 2021):

- How familiar are you with the Local Control and Accountability Plan (LCAP)?
- Please indicate any of the following supports you currently receive through your school site and its staff.
- What service areas would you like increased to support your A - G eligibility?
- How would you like to engage in the East Side San Jose community?
- What mental health supports would you like to see invested in for RCLA?
- What type of support would best assist with engaging with assessment review?

RCLA LCAP Survey #2 (Rated on a scale of Strongly Disagree to Strongly Agree – Issued April through May 2021):

- **State Priority Area #1:** Schools ensure student access to instructional materials and technology.
- **State Priority Area #1:** School facilities and instructional spaces are in good repair.
- **State Priority Area #2:** Schools are using Common Core Standard aligned curriculum and digitized services/curriculum materials.
- **State Priority Area #3:** Parents feel welcomed and encouraged to participate in parent workshops and meetings such as School Site Council and LCAP Meetings.
- **State Priority Area #4:** Schools offer tutoring services support for most in-need students (including subgroups of English Learner, Hispanic/Latino, Students with Disabilities, Socioeconomically Disadvantaged Students with Exceptional Needs, and others).
- **State Priority Area #4:** Students are being properly supported and prepared for state assessments.
- **State Priority Area #4:** Students are successfully attempting and completing AP Exams.
- **State Priority Area #4:** Schools have direct support for all students in completing A - G course requirements.
- **State Priority Area #5:** Students are engaged in the classroom as shown by daily attendance.
- **State Priority Area #6: S**tudents are engaged as primary stakeholders in creating and shaping their educational experience.

RCLA LCAP Survey #2 (Rated on a scale of Strongly Disagree to Strongly Agree – Issued April through May 2021):

- **State Priority Area #6:** Students are supported in the education as shown by low suspension rates.
- **State Priority Area #6:** Students are guided properly in their education as shown by high graduation and college enrollment rates.
- **State Priority Area #7:** English Learner students are successfully accessing the core curriculum and becoming English proficient.
- **State Priority Area #7:** All student groups, including but not limited to Low-Income Students, Students with Disabilities Foster Youth, and Homeless Youth, are well supported to reach subject level proficiency.
- **State Priority Area #7:** Schools give students access to core subjects that prepare them for college and career (i.e., English, Math, Science, Social Science, Language, VPA).
- **State Priority Area #7:** Students have access to Chromebooks, hotspots, and supporting devices.
- **State Priority Area #8:** Schools connect classroom learning to real-world experiences.
- **State Priority Area #8:** Schools give access to students for credit earning opportunities.

A summary of the feedback provided by specific stakeholder groups.

In soliciting feedback, all members of the school community were provided access to develop, analyze, and shape RCLA's plans for student support for all pupils, especially for those under English Learner, Socioeconomically Disadvantaged, Students with Disabilities, McKinney-Vento, Foster Youth, and Hispanic/Latino subgroups. Based on the aggregated feedback surveys for LCAP Survey #1, stakeholders provided feedback with the following captured areas of priority and results:

- **Most Accessed Current School Programs/Supports**: (1) Academic Advisory; (2) College/Career Readiness; (3) Tutoring; (4) Credit Recovery; (5) Summer Program; and (6) Mental Health Services.
- **Areas Requested for Increased A – G Support**: (1) College/Career Readiness; (2) Tutoring; (3) Academic Advisory; (4) Credit Recovery; and (5) Summer Program.
- **Areas Requested for Increased Postsecondary Preparation**: (1) College Preparation Coursework; (2) Professional Volunteer Experience; (3) Financial Aid/Financial Wellness Workshops; and (4) College Exposure Workshops.
- **Assessment Review Preferences**: (1) One-to-One Reviews with Students and Parents/Guardians; (2) Workshops with Teaching & Learning and School Assessment Staff; and (3) Online Materials and Tutorials.

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

B. Roberto Cruz Leadership Academy's (RCLA) 2021 – 2024 Local Control and Accountability Plan (LCAP) is a plan for RCLA to adhere to in order to drive student performance and growth year-over-year.

RCLA's objective is to measure all employed actions to ensure that all supports are properly calibrated to improve results for all students, including all subgroups of English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Below are area of impact that stakeholders had on the LCAP State Priority Areas to meet the needs of all learners:

- Stakeholders emphasized a need to continue investment in direct instruction, support, and instructional alignment in the areas of English Language Arts (ELA) and Mathematics for all students, especially for English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities (**Goal #1)**.

- Stakeholders looked for students to have more opportunities annually to review their four-year plans with academic counselors, in order to ensure college eligibility (A – G) as well as graduation requirements being met **(Goal #1)**.

- Stakeholder sought to improve the tutoring program available to students with greater in-house support for all students, specifically in the subjects of English Language Arts, Mathematics, and Science **(Goal #1)**.

- Stakeholders looked for teachers and staff to continue to be highly qualified for their roles with proper certification **(Goal #1)**.

- Stakeholders, primarily parents/guardians, requested more investment in assessment services with accompanying workshops and tutorials for breaking down student scores **(Goals #1 and 2)**.

- Stakeholders requested the addition of new communication tools in order to allow text capabilities and easier communication between support staff members and parents/guardians **(Goal #2)**.

- Stakeholders emphasized the need to continue strong student engagement through support of high classroom attendance, enrichment opportunities, professional development, and college/career exposure **(Goals #1, #2, and #3).**

- Stakeholders, primarily parents/guardians, advocated for increased support in Mental Health Services for students on a one-to-one level as well as a group services via workshops **(Goal #3)**.

- Stakeholders requested more attention to rapport between support staff and students following COVID school closures with regular campus climate reports out to parents/guardians and staff **(Goal #3)**.

Goals and Actions

Goal

Goal #	Description
1	Increase A-G completion rates and student proficiency in core subjects with additional support. **LCAP State Priorities:** 1, 2, and 7

An explanation of why the LEA has developed this goal.

As a college preparatory school with a goal of students attaining college and career readiness, B. Roberto Cruz Leadership Academy's (RCLA) improved performance in indicators such as state assessment, internal assessment, and graduation requirements are key measures indicating student preparation. RCLA will continue to support all students in the completion of standards-aligned core courses with a focus on increasing proficiency in ELA and Mathematics. Supplemental resources will be provided on top of base standard-aligned programming for English Learner (EL) students to achieve proficiency gains reclassification, as well as Homeless Outreach Liaison services to McKinney-Vento students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students graduating/graduation rate as Measured by Student Subgroups.	**All Students:** 90.7% **Hispanic:** 90.4% **English Learner:** 89.7% **Socioeconomically Disadvantaged:** 91.5% **Students with**				**All Students:** 95% **Hispanic:** 95% **English Learner:** 95% **Socioeconomically Disadvantaged:** 95% **Students with Disabilities:** N/A

	Disabilities: N/A				
Performance by Students in the CAASPP/SBAC Test for English Language Arts as Measured by Student Subgroups.	**All Students:** 30.14% **Hispanic:** 30% **English Learner:** 3.57% **Socioeconomically Disadvantaged:** 31.34% **Students with Disabilities:** N/A				**All Students:** 45% **Hispanic:** 45% **English Learner:** 25% **Socioeconomically Disadvantaged:** 45% **Students with Disabilities:** N/A
Performance by Students in the CAASPP/SBAC Test for Mathematics as Measured by Student Subgroups.	**All Students:** 9.72% **Hispanic:** 10.14% **English Learner:** 3.57% **Socioeconomically Disadvantaged:** 10.61% **Students with Disabilities:** N/A				**All Students:** 25% **Hispanic:** 25% **English Learner:** 20% **Socioeconomically Disadvantaged:** 25% **Students with Disabilities:** N/A
A – G Completion Rate in line with UC/CSU Admittance Requirements as Measured by Student Subgroups.	**All Students:** 37% **Hispanic:** 38% **English Learner:** 27.6% **Socioeconomically Disadvantaged:** 37% **Students with Disabilities:** N/A				**All Students:** 50% **Hispanic:** 50% **English Learner:** 40% **Socioeconomically Disadvantaged:** 50% **Students with Disabilities:** N/A

Percent of Students Improving on the English Language Proficiency Assessments for California (ELPAC).	**Well Developed:** 10.34% **Moderately Developed:** 18.39%				**Well Developed:** 20% **Moderately Developed:** 30%
Percent of Student Receiving Tutoring Support Weekly	**Baseline To Be Collected in 2021 – 2022**				**All Students:** 25%
Percent of fully credentialed teachers and assigned to their area of certification.	**2020 – 2021:** 100%				**2023 – 2024:** 100%
Percent of Advanced Placement-Enrolled Students passing AP Exams.	**2019 – 2020:** 53%				**2023 – 2024:** 60%
Annual Increase in Student Performance on NWEA MAP Language.	**Baseline To Be Collected in 2021 – 2022 by Subgroup (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)**				**-**
Annual Increase in Student Performance on NWEA MAP Mathematics.	**Baseline To Be Collected in 2021 – 2022 by Subgroup (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)**				**-**

Percent of Students Engaged in Summer Programming.	**Baseline To Be Collected in 2021 – 2022**				**All Students:** 50%
Full access to curriculum, technology, and connectivity for students.	**2020 – 2021:** 100%				**2023 – 2024:** 100%
Fully Common Core State Standards (CCSS) aligned and accessible curriculum for all subject areas and coursework.	**2020 – 2021:** 100%				**2023 – 2024:** 100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic Advisory	• Academic Advisory is offered to all students as part of their academic, professional, and time management development in all four years of their time at RCLA. Prioritization will be provided to English Learners, Students with Disabilities, Foster Youth, and Homeless Youth. • Students receive full exposure to college readiness support as well as course modules intended to assist them in all other subject areas and post-secondary opportunities.	$120,000.00	Yes
Action #2	English Language Arts Coursework and Support	• The goal for use of funds is to provide student support in working towards mastery of this content area with the support of staff, aligned curriculum, and useful guides for pupils with fully qualified teachers. • The California Common Core State Standards for English Language Arts/English Language Development Standards play a critical role in the development of complex skills in literacy and language analysis and applications. The language arts are integrated in all content areas to foster inquiry skills (through speaking, listening, reading, and writing). • Language practice in all four domains, in all content areas support	$240,000.00	Yes

		linguistic development. LCPA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. • Prioritization will be provided to English Learners and Students with Disabilities.		
Action #3	Mathematics Coursework and Support	• With instruction from fully qualified staff, students will engage in problem-based lessons structured around core mathematical ideas guided by a knowledgeable credentialed teacher, while students learn in groups to foster mathematical discourse. • The adopted Mathematics curriculum is Common Core Standards aligned and is used across grade levels in planning and instruction. • The courses balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). • Prioritization will be provided to English Learners and Students with Disabilities.	$233,000.00	Yes
Action #4	Academic Counseling/ College Readiness	• Students' grades and benchmark assessments are reviewed by the academic counselors to determine student four-year plan standings in supporting A – G success rates and graduation rates each academic year. • Academic counselors are responsible for working with instructional staff to identify students required academic intervention support in addressing and meeting their needs for sustained success. • Academic counselors and College/Career staff also ensure that each student at each grade level (including subgroups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities) is participating in available college-related activities when possible, including, but not limited to, summer programs,	$50,000.00	Yes

		financial aid workshops, application support, and presentations.		
Action #5	English Language Development Support	• Administer and support English Learner Designation Assessment for English Learner (EL) students. • Administer and support English Language Assessments for California (ELPAC). • RCLA provides English Learners (EL) with a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, and parent engagement in Spanish and English. • RCLA expects that a large proportion of current and future students will be classified as English Language Learners (ELL) at some point in their educational career. Consistent with the mission and programming of RCLA, the school site serves a student population that is predominantly belonging to the two following student groups: English Learner (EL) and Reclassified Fluent English Proficient (RFEP).	$89,714.00	Yes
Action #6	Academic Tutoring	• Tutoring will be offered to all students seeking such access in the core subject areas of English Language Arts, Mathematics, Science, Social Sciences, and Spanish. • Support will be procured internally, from certified third-party providers, and in engaging qualified RCLA alumni. • English Learner students will receive support in a responsive and equitable manner in making proficiency gains.	$75,000.00	Yes
Action #7	Instructional Coaching and Teacher Induction	• An instructional coach will provide support to teachers in the induction process with the Santa Clara County Office of Education (SCCOE). • LCPA retains and employs teaching staff who hold appropriate California teaching credentials, certificates, permits, and other documents issued by the Commission on Teacher Credentialing across all courses. • These teachers instruct for the academic courses of	$30,800.00	No

		Mathematics, English Language Arts, Science, History/ Social Studies, World Languages (Spanish) Visual and Performing Arts, Physical Education, and Electives.		
Action #8	Assessment	• RCLA will administer regular beginning of year, mid-year, and end of year summative and formative assessments to inform practice and to monitor student progress on grade-level content standards relative to set goals.	$88,624.00	Yes
Action #9	Student Information System	• Student Information system (SIS) warehouses all student information, grades, academic standing, and faculty notes to ensure that each pupil is on track for academic success.	$10,000.00	No
Action #10	Professional Development	• The Department of Teaching & Learning facilitates professional development opportunities to enhance instructional support, including the organization and distribution of teacher lesson plans, as well as guiding weekly engagement logs.	$15,766.00	Yes
Action #11	Summer Programming and Credit Recovery	• Summer Programming will continue to consist of core classes offered, enrichment programming, and credit recovery (Cyber High) for students to get ahead or remain current academically.	$43,642.00	Yes
Action #12	Student Technology	• Technology is offered to all students in the form of a Chromebook, charger, and headset, while an internet hotspot can be provided upon request. • Students may access fully digitized curriculum through their assigned Chromebook device, while also utilizing the device for all learning opportunities, college application processes, financial aid application processes, and career-development related items. • In maintaining equitable access to instructional materials and ongoing support, students will continue to receive technology at a one-to-one rate with cost-free network connectivity also offered in addressing the local region's ongoing digital divide.	$60,000.00	Yes
Action #13	Curriculum	• The instructional materials that have been adopted at RCLA are aligned with State Standards (Common Core, Next generation, ELD, etc.) and have been selected as they provide resources that support our English Learners and Students with Disabilities. • Most recently, RCLA has adopted the College Board's *Springboard* curriculum for English 9th-11th. In its Math Department, LCPA has adopted the *College Preparatory Mathematics* (CPM) curriculum and IXL and DESMOS	$75,000.00	Yes

		supplemental materials, which aim to enhance conceptual understanding and promote mastery of math standards.		
Total	-		**$1,131,546.00**	**Yes**

Goals and Actions

Goal

Goal #	Description
2	Increase community engagement, family outreach, and communication efforts to support student achievement. **LCAP State Priorities:** 3 and 5

An explanation of why the LEA has developed this goal.

B. Roberto Cruz Leadership Academy (RCLA) has established this goal to support strong student connections and rapport with the school community, as well as their household support system (parent/guardian/family). It is critical for students to have a sense of belonging and investment, as well as exhibiting high attendance rates for improved academic performance. Moreover, for school sites to have a representative voice of all stakeholders, parental governance and student feedback must be incorporated across all areas of school operations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hosting of School Site Council Meetings and English Learner Advisory Committee Meetings.	**2020 – 2021:** 10 Meetings				**2023 – 2024:** 11 Meetings
Average Daily Attendance (ADA) Rate.	**2019 – 2020:** 96.26%				**2023 – 2024:** 97.50%
Total Number of Respondents to Guiding Plan Surveys (Including Stakeholders –	**2020 – 2021:** 396 Responses				**2023 – 2024:** 500 Responses

Students, Parents, Staff, Faculty, Admin).					
Total Number of Students Engaged in Enrichment and Extracurricular Activities.	**Baseline To Be Collected in 2021 – 2022**				**All Students:** 60%
Suspension Rate as Measured by Student Subgroups.	**All Students:** 0.3% **Hispanic:** 0.3% **English Learner:** N/A **Socioeconomically Disadvantaged:** 0.3% **Students with Disabilities:** 0%				**All Students:** 0% **Hispanic:** 0% **English Learner:** 0% **Socioeconomically Disadvantaged:** 0% **Students with Disabilities:** 0%
Expulsion Rate as Measured by Student Subgroups.	**All Students:** 0% **Hispanic:** 0% **English Learner:** 0% **Socioeconomically Disadvantaged:** 0% **Students with Disabilities:** 0%				**All Students:** 0% **Hispanic:** 0% **English Learner:** 0% **Socioeconomically Disadvantaged:** 0% **Students with Disabilities:** 0%
Total Number of Parent/Guardian Town Halls Each Year.	**2020 – 2021:** 3 Town Halls				**2023 – 2024:** 4 Town Halls (Quarterly)
Facilities in Good Repair and Current Standing Based on FIT Report.	**2019 – 2020 Status:** Good				**2023 – 2024:** Good

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Community Engagement and Outreach	• TFHE's Community Outreach Team works with all stakeholder groups (i.e., students, parents, community members, faculty, staff) to ensure participation in all school activities including community engagement opportunities, public meetings, skill tutorials, and state compliance-based surveying efforts. • Sustained efforts from the group also include translation of critical information, delivery of workshops, initiation of responding to general inquiries, connection to local resources, and distribution of critical materials. • One-to-one consultations are also available for informing parents/guardians how to become more engaged advocates in their student's academic experience. • Members of the Community Outreach Team also work with Compliance, Human Resources, School Administration and Central Office Staff to ensure that groups such as English Learners, Socioeconomically Disadvantaged Students, and all others have equitable access to implemented supplemental supports. • In support of English Learners Students and their families, all Community Outreach Staff will possess bilingual communication abilities. Moreover, prioritization for outreach will be provided to Students with Disabilities, Foster Youth, and Students with Disabilities.	$54,587.00	Yes
Action #2	Attendance Support	• This effort is performed in the interest of providing students with continuity in their educational experience and accurate counts for student cohorts, which translate into anticipated accommodations, class sizes, and learning environment. • All enrollment figures are tallied and updated on a monthly basis by the RCLA Administration, Attendance Clerks, and TFHE Registrar's Office with measurement of attendance via Average Daily Attendance (ADA) in accordance with state practices.	$58,480.00	Yes

		• Support actions from the Attendance Clerk Team, as well as other collaborating members include calls to the parents/guardians of absent and chronically absent students, creation of communication for remedying existing attendance performance issues, working with Student Life Team Members on improving student rapport, and meeting objectives of continually improving engagement levels as confirmed by School Administration. • For students to remain effective and engaged in their educational experience, LCPA and TFHE partner to monitor progress to achieving high rates of school attendance and course participation. Information is broken down by grade level as well to guide and inform the retention objectives of the school site. • In support of English Learners Students and their families, all Attendance Clerks will possess bilingual communication abilities. Moreover, prioritization for outreach will be provided to Students with Disabilities, Foster Youth, and Students with Disabilities.		
Action #3	Communication Tools	• The intent of RCLA using high-quality communication tools is to offer all students and families access to information in real time. Use of systems include upcoming school deadlines, instructional program developments, survey efforts, public meeting disclosure, emergency system notices, direct one-to-one student support, and other key pieces of information. • Tools used in the engagement and continual updates to stakeholders include: OneCallNow (canned call and text message outreach), the Remind App (text message communication), Google Forms (surveys), Edlio Website (compliance posting), Canva (development of presentation materials), and meeting and/or town hall facilitation guides. • In support of English Learners Students and their families, communication will be offered in English and Spanish, while key materials are to be translated in Vietnamese and Tagalog.	$4,000.00	No
Action #4	Student Professional Development	• Students from all learning levels and experience levels will be provided access to employer presentations, internship opportunities, employment trainings, and extended support.	$43,232.00	No

		• Prioritization will be provided to Students with Disabilities and Socioeconomically Disadvantaged Students as well as Foster Youth and Homeless Students.		
Action #5	Community Engagement Staff Training	• Training will be offered to Community Engagement Staff for translation abilities, service training, student support best practices, and development of informational collateral. • In support of English Learners Students and their families, training will be conducted on interacting with a multilingual students contingency.	$5,000.00	Yes
Action #6	Parent Meeting Workshop Series and Facilitation	• Workshops are offered annually to parents/guardians for training in the areas of technology (PowerSchool), Health/Safety, College/Career Preparation, Raising Adolescents, and others.	$5,000.00	Yes
Action #7	Facilities Audit of Instructional Spaces	• RCLA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. Audit efforts include system review of electrical, mechanical, plumbing, emergency systems, classroom furniture, air quality, common spaces, and building equipment. Any issues that arise are addressed in partnership with the landlord. In addition, procedures for emergencies are in place.	$2,500.00	No
All	-		**$172,799.00**	**Yes**

Goals and Actions

Goal

Goal #	Description
3	Increase access and measures in support of mental health/wellness initiatives. **LCAP State Priorities:** 4 and 8

An explanation of why the LEA has developed this goal.

B. Roberto Cruz Leadership Academy's (RCLA) school community continually seeks and advocates for student pupils to possess access to responsive mental health services and positive social development mechanisms to meet the individual needs of each individual. The TFHE Student Services Department in collaboration with the Santa Clara County Department of Public Health and Alum Rock Counseling Center work to provide continual access via student services, workshops, and consultation access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students Receiving Direct Mental Health Services.	**2020 – 2021:** N/A				**2023 – 2024:** 35%
Total Number of Mental Health Workshops for Students and Families.	**2020 – 2021:** 2 Workshops				**2023 – 2024:** 4 Workshops (Quarterly)
Total Number of Restorative Justice Trainings for Supporting Staff Members.	**2020 – 2021:** 1 Training Session				**2023 – 2024:** 3 Training Sessions

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Direct Mental Health Staff Services	• Services provided in conjunction with the Santa Clara County Department of Public Health and Alum Rock Counseling for one-to-one mental health support. • RCLA notifies students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus. • Prioritization will be provided to Students with Disabilities as well as Foster Youth and Homeless Students.	$124,627.00	Yes
Action #2	Mental Health Support Workshops	• Workshops hosted in conjunction with third-party partner organizations for supporting students, parents/guardians, and families remotely for mental health support.	$20,080.00	Yes
Action #3	Student Engagement/Student Life Team	• Team engaging with students for supervision, conflict resolution, campus climate monitoring, and implementation of direct efforts for student engagement initiatives. • Prioritization will be provided to Students with Disabilities as well as Foster Youth and Homeless Students.	$21,000.00	No
Total	**-**		**$165,707.00**	**Yes**

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
28.57%	$673,383.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

B. Roberto Cruz Leadership Academy (RCLA) placed the needs of student subgroups including English Learners (EL), Socioeconomically Disadvantaged Students, Hispanic Students, Students with Disabilities, and all families at the forefront of plan development. Positive incorporation of the community at-large, especially subgroups, can be seen in the high engagement rates of students and parents, strong Average Daily Attendance (ADA) rate, above-average Graduation rates, growing A – G completion rates, and formidable support systems across all learner groups. RCLA prioritizes the needs and requirements for learning of all unduplicated students in the areas of reaching A – G completion, graduation, post-secondary persistence, on-site engagement, and parental governance/decision making authority. Such prioritization is evidenced by the focus on School Site Council (SSC) feedback from parent/guardian and student representatives, open survey collection from all families advocating for their students' needs, and in-depth analysis of areas for improvements (primarily for English Learners and Students with Disabilities). Equitable access language-wise is also a prime consideration with all Town Hall Meetings, public meetings, surveys, facilitated discussions, and plan development efforts offered in English and Spanish.

In an effort to raise the performance of students from the Orange Tier in core subjects, RCLA has incorporated strong measures by subgroup level as indicators of growth year-over-year in order to hone in on areas of concern or regression for students. Tools in place to be utilized further and expanded in their reporting relative to the California School Dashboard include NWEA MAP formative assessments, aligned curriculum, virtual coursework, as well as English Language Development benchmarking and support. For ensuring all students remain on track to meet all outlined objectives at the end of their four years, supports such as four-year plan review and development, credit recovery opportunities, extended learning coursework, and professional development will all work to close any existing proficiency gaps for students. In total, services available for student support are intended to not be restricted in any way due to learning level, home language, or lack of access to key materials. At the focal point of ensuring RCLA does not lose its headway made or the critical points for support students with all highlighted programming, a fortified line of communication will continue to be supported for incorporation of stakeholder feedback.

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

In order to achieve student success, engagement from families and students is present throughout the LCPA Plan with inclusion of Parent Workshops, Town Halls, Training Sessions, one-to-one meetings with staff, and ongoing development of academic plans. This will be done through access to mental health services, maintenance of high attendance rates, parent workshops, community engagement, Positive Behavior Interventions and Support (PBIS) training, Multi-Tiered Support Systems (MTSS) training, and expanded learning (during and after school). Members of the School Administration and the Community Outreach Team also work with Compliance, Human Resources, School Administration and Central Office Staff to ensure that groups such as English Learners, Socioeconomically Disadvantaged Students, and all others have equitable access to implemented supplemental supports.

For offering support to Homeless Youth and Foster Youth, LCPA provides significant mental health support services available through its Department of Student Services in collaboration with Alum Rock Counseling Center as well as a Homeless Outreach Liaison. In meeting English Learner (EL) needs, LCPA included a comprehensive ELD program to accelerate their linguistic proficiency in English through dedicated full-time staff, assessment, learning strategies, and parent engagement in Spanish and English. For Low-Income Students, increases in Student Life Team support, full coverage of all instructionally-related costs, one-to-one Chromebook support, and other related needs assessments are in place to accommodate all students. In an effort to attain schoolwide equity, each support in place for unduplicated students will be measured, evaluated, and reported on twice per year to Administration Members and Community Members.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income						
2	1	English Learners Foster Youth Low Income						
3	1	English Learners Foster Youth Low Income						