

Local Control and Accountability Plan (2022 – 2023 Update)

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 Update Summary [2022 - 2023]

General Information

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

B. Roberto Cruz Leadership Academy, often referred to as RCLA, is a community-based 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 with an extensive offering of community resources and opportunities for student professional development. RCLA is committed to providing comprehensive learning experiences to students seeking to close the existing opportunity gap and achieve postsecondary success with ongoing improvement of its standards-aligned college-oriented curriculum. RCLA contributes positive change in East San Jose by providing young students from all backgrounds, particularly English Language Learners, with a lifelong love of learning and developing prepared leaders who are committed to participating in post-secondary college and career trajectories that improve East San Jose and similar communities. 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), a 501(c)(3) organization public benefit organization, and is chartered by the East Side Union High School District.

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 950 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 education achievement gap for students of color and those historically maligned 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. RCLA opened its doors for its inaugural school year in August 2015, on the same campus as its peer school site (14281 Story Road, San Jose, CA 95127), Latino College Preparatory Academy (LCPA). In its full occupancy, RCLA will serve approximately 300 students in grades 9 through 12 reflective of the local community's demographics for ethnicity, background, primary language, socioeconomic standing, and other identifiers. Over 350 RCLA students have gone on to attend four-year and two-year academic institutions, as well as career technical education programs, to become change agents in the community.

The number of students at Roberto Cruz Leadership Academy (RCLA) has remained steady historically with a minimum enrollment of 248 students and a maximum enrollment of 270 students aged between 13 years old and 19 years old. As of the 2022 - 2023 academic year, the enrollment is approximately 264 students with similar levels of representation from the same schools and neighborhoods historically served by RCLA under TFHE schools. As a non-selective open enrollment public school, RCLA is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. RCLA works in tandem with parents, community members, and the East Side Union High School District (ESUHSD) to realize the mission of the school. The only admission requirement for the school is the students' and parents' willingness to uphold the mission and vision of the RCLA, including the school's code of conduct and attendance policies. Consistent with the mission and focus 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). This is evidenced with the year-by-year rate of student attendance with **53.5%** classified as EL and **35.0%** classified as RFEP for an aggregated rate of **88.5%**. For students to remain effective and engaged in their educational experience, RCLA and TFHE partner to monitor progress to achieving high rates of school attendance, compliance with receiving instructional hours, and participation in an A – G aligned course selection. Development opportunities, such as community service options, elective courses, and summer enrichment coursework, are broken down by grade level as well to ensure an upward climb for students in rigor and preparation for college/career success. 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, requested courses, and their learning environment.

All RCLA students are on a University of California (UC) A - G requirement aligned schedule with access to instructional materials, such as digital textbooks for standards-aligned curriculum and Google Chromebooks in compliance with the Williams Act. RCLA awards these students a diploma once they have completed all credit-bearing courses required for high school graduation by the State of California with 220 units

required by RCLA for graduation on their route to post-secondary success. As is consistent with the mission and values of RCLA, the school seeks to ensure that students who attend RCLA are among the first within their families to graduate high school and seek a degree beyond high school. Such a focus is integral to the operation of RCLA, as the majority of students are set to become first-generation college students attaining the highest level of education in their families to date.

RCLA believes that the high school years are crucial, formative years, and that the choices students make during these years will set them on a path for life with post-secondary success as a primary school site objective for sustained college/career success. RCLA reflects the general demographics of its local community where located, whereby approximately **97.5%** of its students are Latino/Hispanic and **88.2%** reside in socioeconomically disadvantaged households. In addition, over three-quarters of students live in Spanish-speaking households with over 20% of them expected to provide childcare for their siblings or work on behalf of their families throughout the school week. Though the majority of the student body is considered socioeconomically disadvantaged and many of its students classified as first-generation university attendees as well as professionals, RCLA has experienced success in leading student growth in the midst such challenges. This success is evidenced through a 91.8% graduation rate with plans to improve its **29.3%** A – G completion rate.

RCLA's mission and values drive everything at the school site, from the academic program set to make graduates a bi-literate, college-educated individual to the process of exploring cultural identity as they connect to a holistic community building process. Each value exemplifies a quality necessary to excel in college, develop into a leader, and create positive change in their lives, in the community, and among the global society. Central to the mission is the unwavering belief that all English Language Learner (ELL) students can succeed in the most competitive colleges/universities and professional environments across all sectors, when prepared with a rigorous, college-preparatory education that incorporates extended time for learning inside and outside the classroom, and a wide range of language-acquisition support with certificated staff members. It is now an axiom that an excellent college education, whether to a four-year or two-year degree in a focused field, is necessary for expanded opportunities in an increasingly competitive and global 21st Century job market. RCLA believes that all of its EL, RFEP, and English Only (EO) students must be prepared for higher education and equipped with the skills and choice to pursue it at the highest levels.

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 in good condition. Regular site inspections and vendor reviews of the facility are conducted and documented through the FIT Inspection Tool. RCLA is situated on a closed campus in the heart of East San Jose. Their primary instructional building is Sobrato Hall East, a contemporary two-story, 21,000 square foot educational space. The campus lease also includes an Abby Sobrato Center for College Success, athletic field, auditorium (Finn Center), recreational areas, kitchen nutrition spaces, student lounges for after-school enrichment (i.e., tutoring, extended learning), and enclosed on-site parking. Technical support for technology, human resources, and facilities oversight are provided by The Foundation for Hispanic Education. Nutrition services are provided by Revolution Foods with participation in the National School Lunch Program (NSLP) and Seamless Summer Option (SSO) for year-round brunch and lunch meals.
- The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks, as well as monthly emergency drills with the following breakdown of annual simulated exercises: fire drills (three), intruder/code blue drills (four), and earthquake drills (three – including the Great Shakeout in October annually). 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 offered through annual contracts by way of qualified vendors on a regular basis. Recent improvements include upgrades to the auditorium (Finn Center), more robust internet infrastructure, classroom cabling and monitors, flooring, after school enrichment classrooms, and ongoing aesthetic improvement, while the on-campus Sobrato Athletics locker room space is currently under full renovation for reopening in Spring 2023. Any issues that arise are addressed in partnership with the landlord.
- The LEA implements a rigorous hiring process, which includes screening introductory calls to applicants, formal panel-based 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, collaborating on professional development for Sheltered Instruction Observation Protocol (SIOP), Teaching & Learning Department-led Learning Walks, and providing plan feedback through regular surveying efforts from teaching personnel.

- The LEA, its faculty members, classified staff, students, and families work with its Community Outreach Team to ensure that community resources, input, and programming remain focal points of the RCLA experience. As a primary role, the Community Outreach Team provides resources for local community partners and non-governmental organizations (NGOs) to students and families to meet the solicited needs for the community. Existing resource distribution partners include Second Harvest Food Bank Silicon Valley, Loaves & Fishes, Peninsula Food Runners (Trader Joe's, Cardenas Markets), One Warm Coat, and Santa Clara Family Health Plan. As of the 2022 – 2023 academic year, a Memorandum of Understanding was established with Vision To Learn from all RCLA students to receive vision screening and over 85 students provided prescription glasses free of charge. The Community Outreach Team also works to support the schools' Enrollment/Registration efforts in tandem with the Principal, Registrar, and support staff. Most recently, RCLA was added to the California Community Schools Partnership Program (CCSPP) Cohort 2 with a two-year Planning Grant with intent to create a School Wellness Center, increase the service delivery scale of community partners, and increasing program efficacy. With relation to the public participation process, the Community Outreach Team co-leads School Site Council (SSC), English Learner Advisory Committee (ELAC), Student Orientation Sessions, and ongoing survey efforts.
- The LEA provides textbooks and ancillary resources to support TFHE Teaching & Learning in compliance with the Williams Act, in addition to digitized standards-aligned curriculum. The instructional materials that have been adopted at RCLA are state standards-aligned (Common Core, Next Generation, ELD, etc.) and have been selected as they provide resources that support our English Language Learners. Most recently, we have adopted curriculum in core content areas during the 2020 – 2021 academic year through an inclusive and collaborative vetting process coordinated by the Director of Curriculum and Instruction in partnership with all Teaching & Learning staff. In Social Science, 10th-12th, RCLA has adopted TCI specially curated to meet standards, create engagements in lessons and help students better understand the content through hands-on and experiential exercises. In English 9th-11th, RCLA has adopted College Board's Springboard curriculum for English 9th-11th. Springboard offers core instructional materials in prints and digital that are fully aligned to state standards. Advance Placement (AP) coursework and the SAT suite of Assessments. The program features student

materials, teacher resources and formative and summative assessments. 12th grade English utilizes Expository Reading and Writing Curriculum (ERWC), out of the CSU college system. In Mathematics, RCLA has adopted the College Preparatory Mathematics (CPM) curriculum, IXL and DESMOS supplemental materials, which aim to enhance conceptual understanding and promote mastery of mathematics standards. In Science, RCLA has adopted Discovery Education Science Textbook which is NGSS aligned for Biology, Chemistry, and Physics. In Forensics, we have adopted Kendall Hunt Forensic Science for High School, 3rd Edition and students also now have access to the Supplemental resource Murder at Old Fields Forensics Science Lab online Activity. In Spanish, RCLA has adopted ¡Que Chevere! Lastly, RCLA has adopted the iLit curriculum for ELD courses. Courses offered at RCLA are UC Doorways approved for A - G eligibility, with health courses offered to incoming 9th grade students via partner Health Connected.

- The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students participate in college/career readiness development regularly and are tie their academic instruction to 21st Century Learning standards for their post-secondary success. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, development of study skills, and rapport with fellow classmates. As of the 2019 - 2020 academic year, Advisory is offered to all RCLA students as part of their instructional day for a 50-minute period three times per week (Tuesday, Thursday, and Friday). During this set class period, all grade levels of students have benefitted from college-based modules, professional development, and completing surveys on their preferred career exposure opportunities. Each section is taught by a fully certificated faculty member. Past collaborators have included the Hispanic Foundation of Silicon Valley, San Jose Evergreen Community College District, Santa Clara University, Silicon Valley Education Foundation Elevate Math, and Health Connected.
- The LEA facilitates a restorative justice approach to school discipline matters as outlined in the Student/Family Handbook. The school discipline strategies aim to avoid suspension, expulsion, and other punitive forms of discipline. Thus, allowing for students to remain in class during instructional hours, as well as participate in after school tutoring with students from Santa Clara University School of Education & Counseling Psychology. Instead of punitive forms of discipline, RCLA works to promote conflict mediation, written reflections, check-ins with personnel and parents/guardians, and community service as productive means of resolving any issues between pupils. Integral to its ongoing restorative justice efforts is use of its Student Life Team (SLT) and campus supervisors to monitor the campus at-large throughout the instructional day. SLT members and campus supervisors create a feedback loop between administration members and students to ensure equitable outcomes to conflict between students. Moreover, the expanded partnership with the City of San Jose

Mayor's Gang Prevention Task Force (MGPTF) provides RCLA with access to a pulse on local issues in the East San Jose community, as well as provide another layer of communication with students for guidance and investment. 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. Most importantly, the LEA works to find and address the root cause of any issues experienced by students.

Reflections: Successes

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

As of the school 2021 – 2022 academic year, RCLA currently sits in the **High** status in **Graduation Rate** with approximately **91.8%** of all students graduating as an aggregate number for the school site. Historically, RCLA students have demonstrated near **85%** Graduation Rate. Therefore, the most recent academic year is a substantial increase for the school site with performance level by student group also exceeding past performance: **86.1%** for 36 English Learner students, **91.2%** for Hispanic/Latino students, and **91.8%** for Socioeconomically Disadvantaged students. In comparison to peer Subgroups, Hispanic students at RCLA hold a **+5.9%** standing in comparison to their Hispanic peers statewide in 2021 - 2022. Moreover, when compared to other Socioeconomically Disadvantaged students statewide, RCLA students held a **+6.7%** standing in comparison to subgroup peers statewide in 2021 - 2022. Moreover, the school boasted a strong result for English Learners as well with an **86.1%** graduation rate, which set a rate **+12.8%** higher than the statewide English Learner rate.

Increases in performance can be attributed to: (1) the addition of an Academic Counselor dedicated to 12th Grade students (seniors), (2) expansion of the College/Career Advisory Curriculum post-return from COVID-19 remote learning, (3) adoption of standards-based and aligned curriculum in all subject areas, (4) increases in parent/teacher conferences at school sites, (5) a tutoring partnership with Santa Clara University School of Education & Counseling Psychology, and (5) an increase in Average Daily Attendance (ADA) above 90% annually. Additionally, faculty and staff members received improved Professional Development with nine dedicated days focused on areas such as Sheltered Instruction Observation Protocol (SIOP), Multi-Tiered Systems of Support (MTSS), and a push-in model for meeting the needs of all students. Going forward, the school site will continue to leverage these key supports listed under LCAP Goal #1, while increasing investment in Professional Development, Academic Advisory, and expanding the After School and Enrichment Program on site.

Due to the COVID-19 pandemic, no California Dashboard data is available for RCLA's most recent academic year for the College & Career Data; thus, referring the school community to the previous academic year (2019) for reflection on student performance and relative areas of

strength. However, the A – G completion rate in the 2021 – 2022 academic year exceeded 34.0% for the graduating student cohort. More information in this focus area will be included in forthcoming academic years.

Per the California School Dashboard, Roberto Cruz Leadership Academy (RCLA) currently sits in the **Low** status for **Suspensions** with **1.1%** of students receiving suspensions in the 2021 – 2022 academic year. This standing is **2.0%** lower than the State of California average. All subgroups of English Learners, Socioeconomically Disadvantaged, and Hispanic students share in these positive results with lower marks than the state average. Homeless/McKinney-Vento eligible students and Students with Disabilities were both recipients of the **Medium** classification for their Suspension Rates. These positive schoolwide results have been fostered by a restorative justice culture, strong support from the school site's Student Life Team, a partnership with the City of San Jose Youth Intervention Task Force, and implementation of PBIS practices amongst administration members. This positive development of a strong rapport with students is also reflected in Average Daily Attendance (ADA) of over 91.3% for the 2022 – 2023 academic year with strong increases post-return from the COVID-19 mandated school shutdowns.

Moreover, during this last year, the school community continued to show strong attendance to community events, engagement, participation in parental/familial governance representation, and a return to on-site engagement following the previous year's COVID-19 restrictions. Parents/Guardians also demonstrated a heightened and active role in the development of critical plans such as the Local Control and Accountability Plan (LCAP) for 2021 – 2024, formation of updated bylaws for the English Learner Advisory Committee (ELAC), participation in the TFHE Family Workshop Series, and accessing Student Support Services offered to students to address mental health concerns. Mechanisms yielding high rates of participation include surveying efforts, Town Hall Meetings, School Site Council Meetings, ELAC, community service opportunities, After School Enrichment Programming, and Monthly Cafecitos with the Principal.

All instructional materials that have been adopted by LEA are aligned with State Standards (Common Core, Next generation, ELD, etc.) and have considerations for their ability to provide support to our English Learners. All courses offered are approved by the UC system for A - G eligibility. All curriculum materials for adoption goes through a committee vetting and adoption process facilitated by TFHE Teaching and Learning that includes teachers, students, and principals to ensure that materials are standards-aligned, appropriate to meet the needs of our diverse learning community, and aligned with our charter petition. Annually, adopted instructional materials undergo a process of review facilitated by the department of Teaching & Learning in conjunction with other departments to ensure that materials are up-to-date, meeting current California standards, and meeting student needs. Teaching and Learning in collaboration with principals and staff oversee and record the distribution of said materials to ensure that all students have access to textbooks as per the Williams Act. All students will receive access to a Google Chromebook assigned at a one-to-one rate and an option for a wireless hotspot for internet connectivity.

The LEA also maintains a clean, safe, and compliant school facility in good repair with all instructional spaces prepared for students and staff use. This year, the LEA has also been approved for a California Community School Program Planning Grant for the next two academic years,

which will increase services with community partner organizations into full-scale daily and weekly services. As of the summer of 2022, the school site has also invested heavily in Summer Enrichment including exposure to STEM electives (i.e., Robotics, Coding, and Computer Hardware), Math Enrichment, cooking courses, American Sign Language, culturally sustaining coursework, and college field trips. Forthcoming efforts will be completed to disaggregate responses by underrepresented student groups in an equitable manner that honors privacy, integrity, and confidentiality with an emphasis on instead allocating more direct support to student groups demonstrating gaps from proficiency standards. Improvements are in process in educating families on the A – G requirement process, school funding measures, campus safety plans, and breaking down needs of individual student groups. Other key areas with ongoing efforts to maintain a positive campus culture, climate, and environment include a nutrition program led by stakeholder input, a consistent code of conduct, and schoolwide assemblies/town halls.

The LEA and The Foundation for Hispanic Education (TFHE) Schools work to ensure family voices and input remain at the forefront of our school engagement processes. The LEA also had over 90% of students attending a two and four-year university/college options including Santa Clara University, San Jose State University, UC Berkeley, UC Merced, CSU East Bay, San Jose City College, San Francisco State University, and Evergreen Valley College. 100% of students had access to standards-aligned curriculum, all of their coursework taught by a credentialed instructor, and access to an advisory course in preparation for college/career endeavors.

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.

The COVID-19 pandemic impacted progress made in assessment results in preceding academic years for RCLA and its school community. These reductions in proficiency gains also extended to English Learner (EL) language acquisition status, progress, and performance on the ELPAC state assessment. Per the California School Dashboard as of the 2021 – 2022 academic year, RCLA had approximately **35.1%** of its English Learners (EL) making progress towards English Language proficiency, which stands at the **Low** level for development and fell **15.2% below the state average**. Moreover, the English Learner students that progress at least one ELPI level is at **32.4%**. Though this rate of growth exceeds that of all other TFHE school sites, there no baseline existed prior to the COVID-19 pandemic through the California School Dashboard to compare against for future academic years. With **53.5%** of students identified as EL students, there is a responsibility and onus on the LEA to demonstrate greater proficiency gains through greater one-to-one support via paraprofessional assistance, use of English Language Development intervention strategies, and updated ELAC policy efforts.

Per the California School Dashboard in 2021 - 2022, RCLA was placed in the **Very Low** status in English Language Arts (ELA) proficiency with approximately **15.07%** students **Meeting or Exceeding** subject matter proficiency in while another sizable student group of **20.5% Nearly Met** the standards for ELA content standards. The figure of **15.07% proficiency** is approximately 30% below the listed Local Control and Accountability Plan (LCAP) goal of at least **45%**, which is anticipated to be achieved and surpassed in the next two following academic years with the use of increased focus on assessment, course content instructional strategies, and extended learning opportunities. However, a positive sign of growth is evidenced in the 2022 – 2023 assessment result of **25.0% reaching grade level proficiency** on the ELA standardized assessment. Methods of reaching a class-wide average in the following academic year can be found in the LEA's Charter Petition Elements A and C designed by TFHE Teaching & Learning and implemented through assessment-based curriculum.

Per the California School Dashboard, Roberto Cruz Leadership Academy (RCLA) most recently (2021 - 2022) was placed in the **Very Low** status in Mathematics proficiency with approximately **2.74%** students **Meeting or Exceeding** subject matter proficiency while another small student group of **2.74% Nearly Met** the standards for Mathematics content standards. The figure of a 2.74% proficiency level is **more than 20%** below the listed Local Control and Accountability Plan (LCAP) goal of at least 25%, which will need significant investments of resources, extended learning, tutoring, and summer preparation courses to be achieved. Recent addition to the school site's efforts to improve proficiency in Mathematics throughout all TFHE-operated LEAs include increases in departmental planning, more targeted professional development session with lead teachers, introduction of summer partnerships with Silicon Valley Education Foundation's Elevate Math and Jose Valdes Math Institute, and increases in tutoring access from as-needed to three days per week in partnership with the Santa Clara University School of Education & Counseling Psychology.

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 grading period. Additionally, the NWEA MAP assessment will 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 grading period benchmark assessments will be given to students 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 RCLA teachers during the school year to participate in further Foundation implemented Professional Development. RCLA 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 Roberto Cruz Leadership Academy (RCLA) 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. For B. Roberto Cruz Leadership Academy (RCLA) and its school community’s student enrollment is comprised of 96% Latino, 88.2% Socioeconomically Disadvantaged, nearly 14% identified as Students with Disabilities, and 53.5% 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.

LCAP State Priorities: 1, 2, and 7

- **Key Internal Stakeholders:** Faculty, Staff, Students, Community Members, Support Staff, Administration.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Key Partners:** Santa Clara University School of Education & Counseling Psychology (Tutoring), Silicon Valley Education Foundation Elevate Math (Summer Enrichment), NWEA MAP (Internal Assessments), Santa Clara County Office of Education (SCCOE), the California Commission on Teacher Credentialing (CTC), and all curriculum providers.
- **Overview:** 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, A – G completion rates, 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 support from Teaching & Learning and Community Outreach for Students with Disabilities and to McKinney-Vento students.

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

LCAP State Priorities: 3 and 5

- **Key Stakeholders:** Faculty, Parents/Guardians, Students, Community Members, Support Staff.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Key Partners:** TFHE Community Outreach Team, TFHE Department of Compliance & Equity, TFHE Teaching & Learning, TFHE Human Resources, TFHE Student Services, The Equity Collaborative, Hispanic Foundation of Silicon Valley (Scholar Chats, Quetzal Mama PIQ Workshops, PIQE Parent/Family Workshops), Santa Clara University School of Education & Counseling Psychology, TFHE Facilities, Genesis Security Services, All City Management Services, and TFHE After School Programs.
- **Overview:** 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.

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

LCAP State Priorities: 4 and 8

- **Key Stakeholders:** Parents/Guardians, Students, Community Members, Support Staff.
- **Student Subgroups:** English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students.
- **Key Partners:** TFHE Student Services, Alum Rock Counseling Center (Social/Emotional Support), Santa Clara County Department of Public Health (Social/Emotional Support), the City of San Jose Crime Prevention Unit, Santa Clara University School of Education & Counseling Psychology, the City of San Jose Mayor's Gang Prevention Task Force (MGPTF), the City of San Jose City Manager's Office, FACES Counseling, and The Tenacious Group (RESH 180).
- **Overview:** 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 all students and families. 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.

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.

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

The process for developing the Local Control and Accountability Plan (LCAP) plan for RCLA is rooted in community engagement, assessment review, financial oversight, and student achievement. Departments with shared oversight and development of the plan include the RCLA School Principal's Office, TFHE Compliance & Equity, TFHE Teaching & Learning, TFHE Finance, and the TFHE Office of the Chief Executive. The team working on behalf of the LEA at the school site campus includes its School Site Principal, Faculty Members, Office Manager, Attendance Clerk, Community Outreach Team, and Student Life Team Members. Tools used for engaging families on a regular basis include communication tools of Remind App, OneCallNow, Google Classroom, Google Forms, the Jive GoToConnect application, and in-person one-to-one meetings. Ongoing methods of communication include Weekly School Newsletters, Monthly Meetings, publicly posted bulletins, school poster boards, social media accounts (i.e., Instagram, Twitter, Facebook), and website postings. Moreover, key community partnerships with twelve community nonprofit organizations across the areas of parental governance, health/safety, rental assistance, eviction defense, personal development courses, and other pertinent areas assist in fortifying the LEA's bond with and service to families. Moreover, progress reports are also sent to families for the progress of their students in all classes, followed by dedicated parent/guardian and teacher conferences twice a year. Also, during the COVID-19 pandemic, Family Workshops, tutorials, vaccination clinics, technology access, a food/nutritional offering access, and mutually agreed upon conditions ahead of school reopening were developed between staff and parents/guardians.

For engaging underrepresented families, all materials are produced in English and Spanish, given that the LEA has a contingency of nearly 90% of students that speak a language other than English (Spanish) at home. Measures of progress in this area include over 70% of families responding to issued surveys, at least 75% of families attending a school meeting per semester, and consistently high satisfaction rates for Family Workshops. Over the course of each academic year, the school site stakeholders are able to meet with school administration members and key personnel throughout over 40 public meetings including: 10 School Site Council Meetings (Monthly), 10 Principal Cafecitos (Monthly – Morning and Evening Availability), 11 TFHE Family Workshops (Monthly and Summer Session), 6 English Learner Advisory Committee (ELAC) Meetings, 4 LCAP Town Halls, 4 Regular Board Meetings (Quarterly), 2 Parent/Teacher Conferences (Biannually), and 1 Back To School Night (Annually). These meetings are compliant with the Ralph M. Brown Act, adhere to Roberts Rules of Orders, and are at minimum scheduled two weeks in advance. Communication and outreach for meeting attendance are employed through the dissemination of the School Newsletter (Weekly – 38 per school year), use of mass text messaging, and outreach phone calls conducted by the school site in partnership with the TFHE Community Outreach Team. An integral component for collecting a myriad of perspectives and program considerations from students, families, staff, and community members is use of Public Comment, as well as Agenda Setting with the appointed committee members and school administrators. Meeting agendas and minutes are maintained by the School Principal in partnership with the Department of

Compliance & Equity, while also posted publicly at sjrcla.org. Annual notices are sent out to all stakeholders including: Right to Public Participation, School Safety Notices, McKinney-Vento Student Rights, Free-Reduced Lunch Application Income Guidelines, English Learner Services & Supports, Introductory Letter from the Principal (i.e., Academic Calendar, Bell Schedule), and the California Firearm Safety Notice.

The meetings were conducted in both English and Spanish with translation available verbally and written as required. Key items for presentations include: (1) RCLA's Mission, Vision, and School Value Statements, (2) the California Department of Education's (CDE) eight key State Priority Areas for Local Control Funding Formula (LCFF), (3) compliance and accountability measures in place for responsibility to deliver indicated services to students and families, (4) measures in place broken down by student subgroup, (5) Local Control Funding Formula (LCFF) rates for RCLA, (6) parental governance roles and structures in the development of LCAP, (7) professional development offered to students, families, faculty/staff members, and (8) 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 family rights in shaping the student's educational process, provide suggestions for measures to be considered to implementation, and improve existing school services to guide student performance. Regular reports on student performance and program needs are provided to the TFHE Board of Trustees on progress, in addition to a Public Comment period available at their Quarterly September, December, March, and June 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 100 survey responses were received, and 50 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.

A summary of the feedback provided by specific educational partners.

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 February 2023):**

- 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 2023):**

- **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:** Students are engaged as primary stakeholders in creating and shaping their educational experience. 2021-22 Local Control Accountability Plan for RCLA.
- **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.

- **RCLA LCAP Town Hall Prompts:**

- *Do you feel like your student and family have access to all materials, information, and program services? If not, how can we improve access? (LCAP Town Hall #1)*

- *Does your student have the proper tutoring support and academic interventions to have success in their studies? What are the most significant areas of need academically (i.e., subjects, content areas)? (LCAP Town Hall #1)*
- *Is communication and outreach for attendance, school meetings, and notices of assessment favorable or sufficient for all families? How can these efforts be improved? (LCAP Town Hall #1)*
- *Are students receiving proper preparation for college, career, and life skills beyond school? If not, how can these services and supports be improved? (LCAP Town Hall #1)*
- *What types of investments would you like to see your student's school make to improve culture & climate, as well as social/emotional health? (LCAP Town Hall #3)*
- *Which community resources or partnerships would be useful for us to pursue for next school year? (LCAP Town Hall #3)*
- *What methods of engagement would you like in your student's academic standing and review of their coursework? (LCAP Town Hall #3)*
- *What types of professional exposure, after school enrichment, and summer workshops would be useful for your students? (LCAP Town Hall #3)*

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

- 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 (updated for 2022 – 2023):
 - **Most Accessed Current School Programs/Supports:** (1) Tutoring, (2) Academic Advising/Counseling, (3) After School Enrichment, (4) Community Resources, (5) Mental Health Services, and (6) Summer School Programming.
 - **Areas Requested for Increased A – G Support:** (1) Summer School Programming, (2) Advanced Placement Coursework, (3) Tutoring, (4) Academic Advising/Counseling, (5) After School Enrichment, and (6) College/Career Presentations.

- **Areas Requested for Increased Postsecondary Preparation:** (1) Financial Wellness/Literacy Workshops, (2) Professional Volunteer/Internship Opportunities, (3) Dual Enrollment Programming, (4) Career Preparation Workshops, and (5) College Financial Workshops.
- **Assessment Review Preferences:** (1) One-to-One Review of Results with Parent/Guardian, Students, and Administrators and (2) Workshops with Staff including an Assessment Deep Dive.

The 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 areas of impact that stakeholders had on the LCAP Priority Areas to meet all learner needs:

- 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 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)**.
- Stakeholders are seeking additional support specifically in Mathematics and English Language Development to increase students rates of proficiency, emphasizing their importance for college and career success. Moreover, stakeholders would like greater insight into the Assessment processes of the LEA, including the EL Reclassification Process, Advanced Placement Testing Preparation, and the tie between curriculum adjustments and testing results. **(Goal #1 – Added in 2022 – 2023)**.
- Families are seeking greater opportunities for professional development and community building through parental governance coursework, community service opportunities, and community-based organization referrals **(Goal #2 – Added in 2022 – 2023)**.
- Stakeholders requested a greater emphasis on site security and emergency planning to maintain a safe campus environment, in addition to providing assuredness of meeting the basic needs of all students **(Goal #3 – Added in 2022 – 2023)**.
- Families requested more After School Programming with entry points and exposure to potential career opportunities for increased student engagement, as well as preparedness for post-secondary success **(Goals #2 and #3 – Added in 2022 – 2023)**.

Goals and Actions

Goal

Goal #	Description
Goal #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, A – G completion rates, 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 support from Teaching & Learning and Community Outreach for Students with Disabilities and 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: 93.1% Hispanic: 90.4% English Learner: 89.7% Socioeconomically Disadvantaged: 91.5%	All Students: 91.8% Hispanic: 91.2% English Learner: 86.1% Socioeconomically Disadvantaged: 91.8%	All Students: 95.6% Hispanic: N/A English Learner: N/A Socioeconomically Disadvantaged: N/A	-	All Students: 96% Hispanic: 96% English Learner: 96% Socioeconomically Disadvantaged: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance by Students in the CAASPP/SBAC Test for English Language Arts as Measured by Student Subgroups.	All Students: 30.1% Hispanic: 30% English Learner: 3.6% Socioeconomically Disadvantaged: 31.3% Students with Disabilities: N/A	All Students: 15.1% Hispanic: 15.3% English Learner: 2.3% Socioeconomically Disadvantaged: 15.3% Students with Disabilities: N/A	All Students: 25% Hispanic: N/A English Learner: N/A Socioeconomically Disadvantaged: N/A 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: 9.2% Hispanic: 10.1% English Learner: 3.6% Socioeconomically Disadvantaged: 10.6% Students with Disabilities: N/A	All Students: 2.7% Hispanic: 2.8% English Learner: 2.3% Socioeconomically Disadvantaged: 1.7%% Students with Disabilities: N/A	All Students: 2.0% Hispanic: N/A English Learner: N/A Socioeconomically Disadvantaged: N/A Students with Disabilities: N/A	-	All Students: 25% Hispanic: 25% English Learner: 20% Socioeconomically Disadvantaged: 25% Students with Disabilities: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 35.7% Hispanic: 36.5% English Learner: 27.6% Socioeconomically Disadvantaged: 32.3% Students with Disabilities: N/A	All Students: 29.0% Hispanic: N/A English Learner: N/A Socioeconomically Disadvantaged: N/A 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: 32.4% Moderately Developed: 2.7%	Well Developed: N/A Moderately Developed: N/A	-	Well Developed: 20% Moderately Developed: 30%
Percent of Student Receiving Tutoring Support Weekly.	2020 – 2021: Less than 5%	2021 – 2022: Less than 5%	2022 – 2023: 10%	-	All Students: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of fully credentialed teachers and assigned to their area of certification.	2020 – 2021: 100%	2021 – 2022: 100%	2022 – 2023: 100%	-	2023 – 2024: 100%
Percent of Advanced Placement-Enrolled Students passing AP Exams.	2019 – 2020: 53%	2021 – 2022: 30%	2022 – 2023: N/A	-	2023 – 2024: 60%
Annual Increase in Student Performance on NWEA MAP Language.	2020 – 2021: N/A	2021 – 2022: N/A	2021 – 2022: N/A	-	2023 – 2024: N/A
Annual Increase in Student Performance on NWEA MAP Mathematics.	2020 – 2021: N/A	2021 – 2022: N/A	2021 – 2022: N/A	-	2023 – 2024: N/A
Percent of Students Engaged in Summer Programming.	10.0%	10.0%	15.0%	-	30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full access to curriculum, technology, and connectivity for students.	100.0%	100.0%	100.0%	-	100.0%
Fully Common Core State Standards (CCSS) aligned and accessible curriculum for all subject areas and coursework.	100.0%	100.0%	100.0%	-	100.0%

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 #	Title	Description	Total Funds	Contributing
Action #2	English Language Arts Coursework and Support	- 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 linguistic development. RCLA students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. - 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. - Prioritization will be provided to English Learners and Students with Disabilities.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Mathematics Coursework and Support	• The adopted Mathematics curriculum is Common Core Standards aligned and is used across grade levels in planning and instruction. • 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 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.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, financial aid workshops, application support, and presentations.	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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).	\$109,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 partnership with the Santa Clara University School of Education & Counseling Psychology. - English Learner students will receive support in a responsive and equitable manner in making proficiency gains.	\$50,000.00	No
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). - RCLA 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 Mathematics, English Language Arts, Science, History/ Social Studies, World Languages (Spanish) Visual and Performing Arts, Physical Education, and Electives.	\$30,800.00	No

Action #	Title	Description	Total Funds	Contributing
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	<i>Student Information System</i>	<i>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.</i> <i>Implementation of the new ParentSquare communication system to post weekly and ongoing updates for: assessment, community engagement, summer bridge, parent/teacher conferences, surveys, and grading period updates.</i>	\$5,000.00	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 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 #	Title	Description	Total Funds	Contributing
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 <i>Springboard</i> curriculum for English 9th-11th. In its Math Department, RCLA has adopted the <i>College Preparatory Mathematics</i> (CPM) curriculum and IXL and DESMOS	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #14	<i>Extended Learning Opportunities (Math)</i>	Partnerships with the Jose Valdes Math Institute and the Silicon Valley Education Foundation for Summer Enrichment providing increased exposure to concepts in Integrated Math I for incoming 9th grade students.	\$10,000.00	No
Action #15	<i>After School Enrichment Programming</i>	- The intent of After School Enrichment Programming is to offer students with professional development through accelerated, non-traditional, and/or specialized non-credit bearing courses open to all students regardless of grade level. - After School Programs include Robotics, Computer Hardware, American Sign Language, Screen-printing, 3D Animation, Bicycle Repair, and many others.	\$25,000.00	Yes
Action #16	<i>Assessment Training and Support for Staff and Families</i>	Training offered through vendors and application providers such as PowerSchool, ParentSquare, MealTime, and Edlio.	\$5,000.00	Yes
Total	-	-	\$1,263,546.00	Yes

Goal Analysis for 2022 - 2023

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

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

- Action #1 Academic Advisory:** As part of the LEAs course schedule for all students (Grades 9 – 12), Academic Advisory continued as intended for offering with an assigned certificated instructor leading each course section. The intent of the program remains for students to receive instruction related to College/Career Preparedness, Four-Year Plans, Health, Professional Development, and building interpersonal relationships with their peers and fellow community members.

- **Action #2 English Language Arts Coursework and Support:** The LEA continues to provide four years of English Language Arts for all students, including AP English Language and AP English Literature Coursework.
- **Action #3 Mathematics Coursework and Support:** The LEA continues to provide at minimum three years of Mathematics for all students, including Integrated Math I, II, III, and Calculus.
- **Action #4 Academic Counseling/College Readiness:** As a college preparatory LEA, the school site works to provide students with four-year plans, regular check-ins, and an A – G aligned course schedule. Since the development of the 2021 – 2024 LCAP for the LEA, the school has added an additional counselor shared across TFHE schools for 12th Grade students. Their position primarily supports students in their transition from high school to post-secondary opportunities (i.e., colleges, universities, career).
- **Action #5 English Language Development Support:** The LEA 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.
- **Action #6 Academic Tutoring:** Tutoring provided to students on-site at minimum three times per week (Monday, Tuesday, Thursday) is provided now by Santa Clara University graduate school students under the supervision of TFHE Teaching & Learning. Previously, tutoring services were provided by contracted groups and instructional personnel.
- **Action #7 Instructional Coaching and Teaching Induction:** The primary objective of the Induction Program at TFHE is for new teachers to receive support via a coach that can serve as a thought partner in instructional planning and classroom management.
- **Action #8 Assessment:** The LEA continues to provide assessments (summative and formative) with its Assessment Team, as well as Advanced Placement (AP) exams, Physical Fitness Tests (PFT), and CAASPP/SBAC.
- **Action #9 Student Information System:** The LEA will continue to use PowerSchool for forthcoming academic years for tracking attendance, grades, log entries, and demographic information. ParentSquare is being adopted as the primary tool of communication for the LEA due to its compatibility with PowerSchool.

- **Action #10 Professional Development:** With no alteration to the number of Professional Development Days for staff (nine total), content now includes faculty-led trainings, review of SIOP practices, and a focus on Diversity, Equity, & Inclusion (DEI) via a third-party training group, The Equity Collaborative.
- **Action #11 Summer Programming/Credit Recovery:** Investment in summer coursework and credit recovery is employed to ensure that the LEA is reaching its goal for keeping students on track for graduation, A – G eligibility, and college persistence. Moreover, the opportunity allows for students to take credit bearing courses without other competing coursework and through additional support from instructional staff.
- **Action #12 Student Technology:** Students continue to receive an assigned Chromebook for their four years of instruction, a charger, and technical support from TFHE Information Technology.
- **Action #13 Curriculum:** The efforts and mission of TFHE Curriculum & Instruction continues to be engagement, development, empowerment, promotion, and enhancement of inclusive teaching and effective pedagogical practice to support all student learning, academic and language development, and college and career readiness. All curriculum providers will remain the same.
- **Action #14 Extended Learning Opportunities (Math):** A new action added, students, families, and stakeholders requested year-round support in Mathematics due to learning loss during the pandemic and a need for continual engagement from students.
- **Action #15 After School Enrichment:** A new action requested from students and families, After School Programming will build on programs initiated under the Extended Learning Opportunities (ELO) exposure coursework.
- **Action #16 Assessment Training and Support for Staff and Families:** A new measure required for improving services provided to students and families on technology training, support, and troubleshooting.

Goal

Goal #	Description
Goal #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: 11 Meetings	2021 – 2022: 11 Meetings	2022 – 2023: 16 Meetings	-	2023 – 2024: 11 Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
RCLA Average Daily Attendance (ADA) Rate	2019 – 2020: 96.26%	2021 – 2022: 89.0%	2022 - 2023: 91.36%	-	2023 – 2024: 97.50%
Total Number of Respondents to Guiding Plan Surveys (Including Stakeholders – Students, Parents, Staff, Faculty, Admin).	2020 – 2021: 396 Responses	2021 – 2022: 100 Responses	2022 - 2023: 150 Responses	-	2023 – 2024: 1000 Responses
Total Number of Students Engaged in Enrichment and Extracurricular Activities.	2020 – 2021: N/A	2021 – 2022: 20%	2022 - 2023: 25%	-	2023 – 2024: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as Measured by Student Subgroups.	All Students: 0.3% Hispanic: 0.3% English Learner: 0% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0%	All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: 1.1% Hispanic: 0.8% English Learner: 1.4% Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 2.2%	-	All Students: 0% Hispanic: 0% English Learner: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	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	2021 – 2022: 3 Town Halls	2022 - 2023: 4 Town Halls	-	2023 – 2024: 4 Town Halls (Quarterly)
Facilities in Good Repair and Current Standing Based on FIT Report.	2019 – 2020 Status: Good	2021 – 2022: Good	2022 - 2023: 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.	\$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 monthly 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. • 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, RCLA 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	\$58,480.00	Yes
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Action #	Title	Description	Total Funds	Contributing
		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 #	Title	Description	Total Funds	Contributing
Action #4	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 #5	Parent/Family 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 #6	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
Action #7	<i>Family/Parental Governance Training and Development</i>	• <i>Year-round family/parental governance development with the YMCA Project Cornerstone (Fall, Spring) and the Parent Institute for Quality Education (PIQE) (Summer).</i>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	<i>Community Service Opportunities for Students</i>	<i>Classified staff working to build relationships with local community-based organizations to provide students with: (1) professional exposure, (2) service opportunities, and (3) entry points to internships and career openings.</i> <i>Current partner organizations include: Santa Clara Valley Health Plan, Second Harvest Food Bank, Beautify San Jose, Vision To Learn, The Tenacious Group, Mexican Heritage Plaza, Catholic Charities of Santa Clara County, and others.</i>	\$8,000.00	Yes
All	-	-	\$185,799.00	Yes

Goal Analysis for 2022 – 2023

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

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

- **Action #1 Community Engagement & Outreach Support:** The LEA continues to have a team of Community Outreach personnel responsible for building rapport with families, integrating the community voice into school decision making, and developing strong parental governance for key planning efforts. Team members include the Director of Compliance & Equity, Community Outreach Manager, Community Relations Coordinator, and Nutrition Personnel.
- **Action #2 Attendance Support:** Remaining a critical point for the LEA's engagement of its students and families, the primary objective of the Attendance Team remains ensuring that students are participating in instruction each day to meet requirements for instruction minutes, in addition to improving proficiency in core subjects. Team members include the Dean of Student Attendance & Retention, Attendance Clerks, and the School Registrar.

- **Action #3 Communication Tools:** Communication Tools such as OneCallNow, Remind App, and Edlio continue to be primary sources of communication for students and families with regards to areas of priority such as attendance, meetings, resource opportunities, surveys, newsletters, and delivery of emergency updates. In the 2023 – 2024 academic year, ParentSquare will replace both OneCallNow and Remind App as the highlighted tool due to its compatibility with the LEA's SIS PowerSchool.
- **Action #4 Community Engagement Staff Training:** Imperative to ensuring that personnel are proficient in community outreach, canvassing, facilitation, and program development, staff training is conducted by internal and external professionals on how to work in tandem with families. Key contributors include Santa Clara County Office of Education, TFHE Human Resources, and the Silicon Valley Council of Nonprofits (SVCN).
- **Action #5 Parent/Family Meeting Workshop Series and Facilitation:** The Monthly Family Workshop Series will continue to be provided to all families with trainings, development sessions, and resource referrals for all interested participants.
- **Action #6 Facilities Audit of Instructional Spaces:** Conducted by TFHE Facilities, efforts to remain current include renewal of the Santa Clara County Department of Environmental Health Permit, the Certificate of Occupancy, resourcing classrooms with emergency equipment/maps, and remaining current with all emergency training drills.
- **Action #7 Family/Parental Governance Training and Development:** Professional development for families is now re-established post-pandemic return to train families on how to be engaged advocates and supporters in their students' education. In addition to the YMCA Project Cornerstone and PIQE courses, TFHE Community Outreach will continue to scale opportunities for LEA families.
- **Action #8 Community Service Opportunities for Students:** A new action requested from students and families, the efforts to support Community Service Opportunities include soliciting feedback from students on their ideal internship and volunteer opportunities, securing agreements with local organizations, and monitoring hours completed by students. Students are encouraged to complete 25 hours of service per academic year with a goal of 100 total hours by their graduation.

Goal

Goal #	Description
Goal #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 all students and families. 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	2021 – 2022: 15%	2021 – 2022: 20%	-	2023 – 2024: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total Number of Mental Health Workshops for Students and Families.	2020 – 2021: 2 Workshops	2021 – 2022: 2 Workshops	2022 - 2023: 2 Workshops	-	2023 – 2024: 4 Workshops (Quarterly)
Total Number of Restorative Justice Trainings for Supporting Staff Members.	2020 – 2021: 1 Training Session	2021 – 2022: 2 Training Sessions	2022 - 2023: 2 Training Sessions	-	2023 – 2024: 3 Training Sessions
Total Number of Weekly Newsletters Issued Per Year.	2020 – 2021: 10 Newsletters	2021 – 2022: 5 Newsletters	2022 - 2023: 12 Newsletters	-	2023 – 2024: 20 Newsletters
Total Number of Emergency School Drills	2019 - 2020: 5 Drills	2021 – 2022: 8 Drills	2022 - 2023: 10 Drills	-	2023 – 2024: 10 Drills

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.	\$150,000.00	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.	\$12,000.00	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

Action #	Title	Description	Total Funds	Contributing
Action #4	<i>Campus Security Measures</i>	<i>In response to student and family advocacy, the LEA is committed to building stronger rapport and training efforts from local city agencies, law enforcement, and regional security leaders to maintain a safe environment.</i> <i>Existing contracts are in place with on-site security, after-hour patrols, and the Sandy Hook Promise. Monthly meetings with the City of San Jose Crime Prevention Unit and Mayor's Youth Opportunity Initiative are attended by school personnel.</i>	\$10,000.00	Yes
Total	-		\$193,000.00	Yes

Goal Analysis for 2022 – 2023

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

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

- **Action #1 Direct Mental Health Services:** The Mental Health Services at the LEA continue to be provided through a Memorandum of Understanding between the school site, Alum Rock Counseling Center, and the Santa Clara County Department of Public Health. One clinician remains based at the site with oversight maintained by the TFHE Student Services Department.
- **Action #2 Mental Health Support Workshops:** Workshops continue to be provided by the TFHE Student Services Department in partnership with Alum Rock Counseling Center and TFHE Community Outreach. The objective is to introduce families to strategies and areas of concern for social-emotional counseling, as well as external resources for familial support.
- **Action #3 Student Engagement/Student Life Team:** The Student Life Team (SLT) is responsible for campus supervision, school culture and climate assessment, and implementation of restorative justice practices. The LEA held this position in the form of a Dean of

Students in the 2022 – 2023 academic year with additional personnel to be added in the 2023 – 2024 academic year.

- **Action #4 Campus Security Measures:** A longstanding priority of the school site, campus security measures will now be aligned and assigned to instructional priorities, as well as informed by local public agencies based on regional culture and climate needs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022 – 2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,515,289.00	\$527,293.35

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.26%	-	-	13.26%

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

Required Descriptions

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

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 **Low – Very Low Tier Performance** 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 percentage required.

In order to achieve student success, engagement from families and students is present throughout the RCLA 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, RCLA 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, RCLA 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. 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.

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 Classified Staff Member to 33.0 Students (8 Classified Staff to 264 Students)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 Certificated Staff Member to 15.5 Students (17 Certificated Staff to 264 Students)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 Staff Member to 10.6 Students (25 Total Staff to 264 Students)

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must

include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

\$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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