

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Journey

CDS Code: 33-10330-0138024

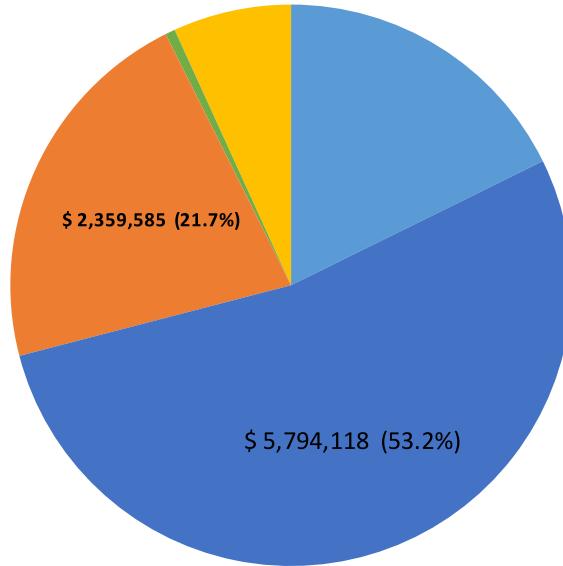
School Year: 2025-26

LEA contact information: Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

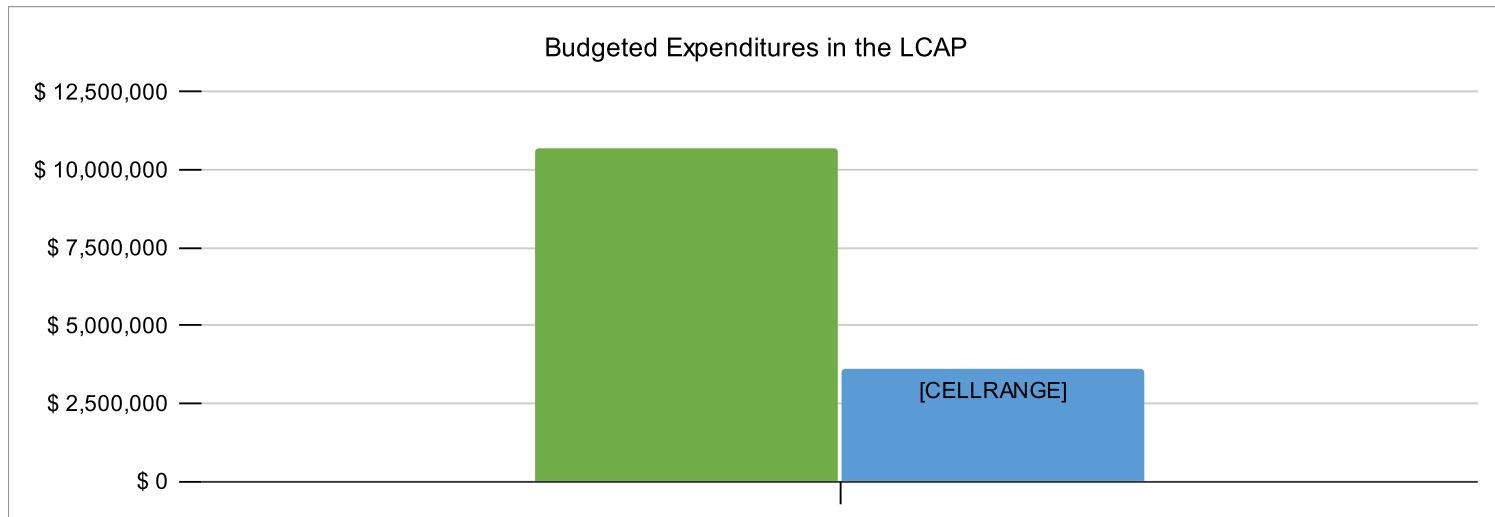
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Journey expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey is \$10,882,705.00, of which \$7,721,304.00 is Local Control Funding Formula (LCFF), \$2,359,585.00 is other state funds, \$61,000.00 is local funds, and \$740,816.00 is federal funds. Of the \$7,721,304.00 in LCFF Funds, \$1,927,186.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Journey plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

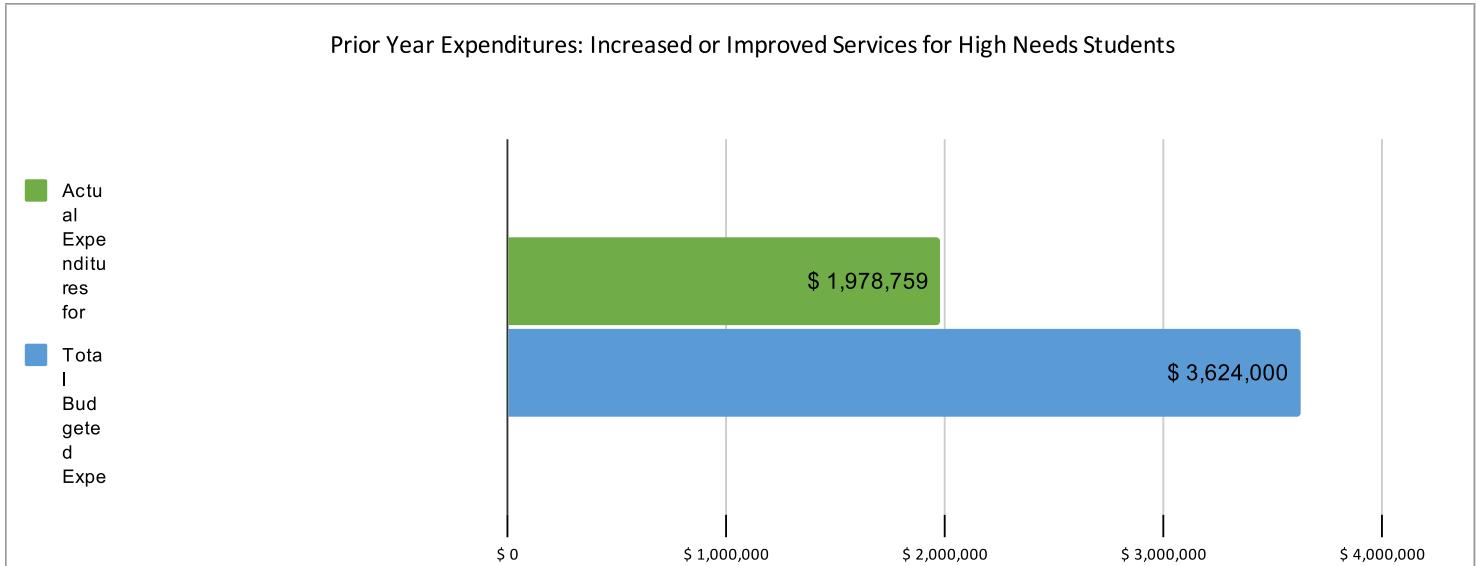
The text description of the above chart is as follows: Journey plans to spend \$10,679,590.00 for the 2025-26 school year. Of that amount, \$3,624,000.00 is tied to actions/services in the LCAP and \$7,055,590.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2025-26 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Journey is projecting it will receive \$1,927,186.00 based on the enrollment of foster youth, English learner, and low-income students. Journey must describe how it intends to increase or improve services for high needs students in the LCAP. Journey plans to spend \$3,624,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Journey budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Journey estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Journey's LCAP budgeted \$3,624,000.00 for planned actions to increase or improve services for high needs students. Journey actually spent \$1,978,759.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$1,645,241.00 had the following impact on Journey's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Journey	Jacqueline Woods Jefferson, Assistant Superintendent	j.woodsjefferson@realjourney.org 909-888-8458

Plan Summary [2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

REAL Journey Academies is a charter network organization, established in 2009, that manages charter schools in the Inland Empire. The organization's primary mission is to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley, San Bernardino, Highland, and Fontana that have historically underserved populations.

The Journey School, located at 25560 Alessandro Blvd., Moreno Valley, CA 92553, began serving students in the fall of 2014. The school offers grades TK/K - 6th with an enrollment of over 560 students. The Journey School serves a diverse student population, with demographic details provided below.

As an organization, REAL Journey Academies seeks to create active and involved citizens by focusing on academic achievement, character development, and service to the community. Our vision is that REAL Journey Academy schools will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders.

The Journey School operates with a strong focus on the following priorities:

- Learning and Achievement: Ensuring all students are provided with opportunities to achieve academic success.
- Policy and Governance: Operating within board-adopted policies that align with the school's vision and goals.
- Community Involvement: Engaging families, staff, and the broader community to foster a supportive and inclusive environment.
- Fiscal Responsibility: Maintaining a budget that reflects our school vision and regularly monitoring financial health to support educational initiatives.

To achieve our priorities for the 2024-2025 school year, The Journey School has implemented several strategic action steps. To decrease suspension rates, we have introduced restorative practices, counseling interventions, and re-entry meetings to support positive behavior. In our efforts to improve academic outcomes and decrease the distance from standard in ELA and Math, we are utilizing targeted interventions through MTSS, SFA Solutions Teams, and enhanced instructional strategies. To address chronic absenteeism, we developed a comprehensive Attendance and Truancy Action Plan, increased parent engagement, and established an Attendance Team for strategic outreach. Additionally, to improve English Learner proficiency, we joined the Riverside County Office of Education's ELD pilot program, aiming to support each EL student in advancing by one proficiency level. These initiatives reflect our ongoing commitment to student success and well-being.

At The Journey School, we believe that empowering partnerships are key to achieving our goals. We are dedicated to enhancing parent engagement and fostering connectedness by actively involving families in their child's educational journey. Our commitment to social-emotional learning (SEL) ensures students' emotional well-being is supported through thoughtful initiatives. Our commitment to student achievement, family engagement, and a strong sense of community remains at the heart of everything we do at The Journey School.

Student Subgroup	# Students (%)
Total	563 (100.00%)
SPED	94 (16.70%)
Non-Binary	1 (0.18%)
Multi	39 (6.93%)
Male	296 (52.58%)
Hispanic/Latin no	271 (48.13%)
Female	266 (47.25%)
ELL	50 (8.88%)
(700) White	15 (2.66%)
(600) Black or African American	225 (39.96%)
(400) Filipino	6 (1.07%)
(300) Native Hawaiian/Other Pacific Islander	7 (1.24%)

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Academic Performance:

The Journey School has witnessed continued variations in academic performance this year. While there is a notable improvement in English Language Arts scores, with a commendable increase of 4 points, our overall performance remains 43.2 points below standard, placing us in the yellow category. Stability in Mathematics performance has been maintained, with a score of -0.1, which is 74.9 points below standard, keeping us in the orange category.

A significant concern continues to be the decline in English Learner Progress, which dropped by 9.3% this year, bringing the progress rate to 31.7%. This is an urgent issue that demands focused intervention. To address this, The Journey School has joined an English Language Development (ELD) pilot program with the Riverside County Office of Education. This initiative aims to build educators' capacity and understanding of the CA ELD standards, equipping them with strategies to design and deliver purposeful ELD lessons that effectively support English Learner progress.

Academic Engagement:

Data concerning academic engagement shows a positive trend, particularly with chronic absenteeism. Chronic absenteeism has declined by 8.6%, bringing the current rate to 34.9%, which now places us in the yellow category on the Dashboard. While this improvement is promising, this rate still represents a significant portion of our student population. Continued efforts are necessary to build on this progress by identifying and addressing the underlying factors contributing to absenteeism, whether they be health-related, familial, or tied to student disengagement.

Conditions and Climate:

The Journey School has experienced an increase in its suspension rate by 4%, with 7.6% of students suspended at least one day. This places our school in the red category. While discipline is critical for maintaining a safe and productive learning environment, this increase supported the emphasis and implementation of our discipline policy and increase of trainings around restorative practices. We are exploring alternative strategies such as restorative justice practices to better address behavioral concerns. By promoting conflict resolution, accountability, and positive behavior reinforcement, we aim to foster a more supportive and inclusive school climate where students feel safe, valued, and respected.

While The Journey School has achieved notable progress in key areas such as English Language Arts and chronic absenteeism, challenges remain in supporting English Learner progress and improving school climate. Addressing these concerns requires a comprehensive, data-informed approach that involves collaboration among administrators, teachers, students, and parents. By implementing targeted interventions and cultivating a positive school culture, we are committed to fostering academic achievement and holistic student development.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Journey school is actively collaborating with the San Diego County Office of Education (SDCOE) as part of the Differentiated Assistance (DA) support to enhance their continuous improvement efforts. Journey School participated in a recent professional learning session, focusing on Putting It All Together (PIAT) / Differentiated Assistance (DA). Following the sessions, resources were uploaded to the Professional Learning Opportunities section of the LCAP Support webpage for ongoing reference. SDCOE has scheduled future in person and virtual PIAT sessions that will take place monthly. To ensure effective participation, Journey School has established their DA team and registered for all upcoming sessions. The Journey School team will also schedule an action period meeting with their DA Team to discuss updates on Satellite and Map Data collection and analysis, as well as to review and capture relevant notes. The following DA training sessions were attended:

1. Fall 2024: Professional learning was offered to the Journey School by the DA coaches and aligns to high need indicators/student groups.
 - July 12, 2024- Real Journey Academies partnered with SBCSS for a Differentiated Assistance (DA) workshop focused on the process of developing growth goals and an action plan around the CA Dashboard.
2. January 13, 2025 - Differentiated Assistance Charter Orientation

The meeting focused on understanding Differentiated Assistance (DA), including what it entails and how schools qualify for it. We reflected on feedback and insights from previous DA sessions, which informed the discussion on the philosophy, approach, and beliefs guiding DA efforts. An overview of the upcoming DA process was provided,

outlining expectations and deliverables to ensure clarity moving forward. Additionally, key resources and important dates for DA sessions were shared. The meeting concluded with insights on how to effectively build and manage a successful DA team.

3. February 11, 2025 - Differentiated Assistance Improvement Kickoff Meeting for Charter Schools:

The DA (Differentiated Assistance) Kickoff for Charters meeting was focused on introducing the DA process, building a common understanding of data analysis, and working in affinity groups to analyze data aligned to DA eligibility. The session included an overview of improvement work, affinity group discussions, and strategies for effective data analysis. We explored habits of mind that support improvement efforts and engaged in breakout sessions specific to our charter type.

Key points included:

- Understanding eligibility criteria and data analysis tools (Satellite, Map, and Street data).
- Exploring effective data collection strategies.
- Identifying improvement goals for each affinity group.
- Planning action periods for February through April, with scheduled office hours and follow-up meetings for continued support.

Each affinity group session focused on strategies tailored to their specific charter type, with discussions on graduation rates, CCI (College/Career Indicator), and supporting Long-Term English Learners (LTELs).

The meeting emphasized collaboration, data-driven decision-making, and targeted strategies for school improvement

4. May 7, 2025 - Improvement Affinity Group Meeting

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.

The Journey School

Support for Identified Schools

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

The San Diego County Office of Education (SDCOE) is integrating Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) processes to better support Journey School in meeting both requirements and improving student outcomes. As the designated point of contact for both DA and CSI, SDCOE will assist Journey School in aligning efforts to maximize the impact of technical assistance and continuous improvement initiatives. In addition to scheduled sessions and ongoing support, Journey School will actively explore opportunities for collecting Street Data to gain a holistic view of student outcomes. This proactive approach will facilitate informed decision-making and targeted interventions to address student needs effectively.

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Needs Assessment and Data Review:

The needs assessment process incorporated both qualitative and quantitative data sources, including CAASPP, NWEA, and SBAC Interim Assessments, as well as Parent/Student/Staff surveys. This comprehensive review identified a profound need to enhance academic development for our diverse student groups and to strengthen social-emotional learning (SEL) supports for students.

Improvement Strategies and Interventions

Journey School adopted and modified Bambrick-Santoyo's (2016) Get Better Faster model to inform the CSI plan. The following focus areas guide the school's improvement strategies:

- Identifying educational needs, professional practice gaps, and barriers to achieving desired outcomes.
- Sharpening a strategic improvement plan based on prioritized goals.
- Refining learning objectives that align with the school's targeted improvement goals.

These guardrails ensure the plan actively engages educational partners with clear methods for measuring, monitoring, and refining instructional practices.

In response to the identified needs, Journey School has integrated several evidence-based interventions into the plan. The school will continue utilizing the Success for All program, a research-based approach developed by Johns Hopkins University that strengthens English Language Arts (ELA) skills through cooperative learning strategies and targeted intervention teams. Additionally, Journey School will expand student engagement with the SWUN Math program to deepen mathematical understanding. Most

importantly, Journey School will enhance its emphasis on Small-Group Instruction, providing targeted support designed to accelerate student learning at their individual pace.

Enhanced Support for English Learners and At-Risk Students

To improve outcomes for English Learners (ELs), Journey School has partnered with Riverside County Office of Education's ELD pilot program, aiming to support each EL student in advancing by one proficiency level. This partnership will support and improve our program implementation, provide professional development to staff, and offer direct access to best practices for student support.

To better support students requiring intensive intervention, Journey School is enhancing its Multi-Tiered Systems of Support (MTSS). The enhanced MTSS will include:

- Expanded counseling programs
- Extended tutoring services
- Implementation of the Intervention Solutions Team to identify and address student concerns proactively
- An MTSS Learning Period offering remedial support for students in need and enrichment opportunities for high-achieving students

Monitoring and Evaluation

Journey School's leadership team will continue to engage in quarterly reviews of school performance data. Solutions Teams will analyze this data, collaborate on strategies to address identified needs, and implement appropriate changes. Additionally, administrators participate in weekly/monthly meetings with the Director of Instruction, Director of Counseling, and the Director of CTE to review student achievement, assign tasks, and allocate resources.

Addressing Resource Inequities

Journey School conducted a comprehensive Resource Inequities Review to ensure all students have equitable access to academic programs, interventions, and qualified teachers. This review highlighted a need to address teacher quality concerns stemming from a high number of novice educators. As a result, targeted professional development strategies have been embedded within the CSI plan and LCAP goals to address this need.

Journey School remains committed to using communication, community, compassion, collaboration, conflict resolution, centering success, and self-reflection as guiding principles to inform decision-making and ensure equity. By consistently evaluating these areas and applying reflection questions designed to reveal potential inequities, the school will continue to refine its practices to better serve all students.

Monitoring and Evaluating Effectiveness

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

The Journey School has developed a comprehensive plan to monitor and evaluate initiatives aimed at supporting student and school improvement. Central to this plan is the establishment of clear metrics, regular data collection, and ongoing assessment to measure progress and identify areas for refinement. The following outlines key components of the monitoring and evaluation process:

Establishment of Metrics: The LEA has identified specific metrics aligned with its goals for student and school improvement. These metrics encompass various aspects of academic achievement, character development, school climate, parent and community engagement, and access to resources. By defining clear metrics, the LEA ensures that progress can be effectively tracked and evaluated over time.

Regular Data Collection: The Journey School is committed to regular data collection to monitor progress towards its goals. This includes the collection of both quantitative and qualitative data through various means such as standardized assessments, surveys, observations, and Education Partner Group feedback. Data collection occurs at regular intervals throughout the academic year to provide ongoing insights into the effectiveness of initiatives and identify any emerging trends or challenges.

Ongoing Analysis and Evaluation: The LEA conducts thorough analysis and evaluation of collected data to assess the impact of implemented strategies and interventions. This involves examining trends, comparing current data with baseline measures, and identifying areas of success as well as areas needing improvement. Through ongoing evaluation, the LEA can make informed decisions about the allocation of resources and the adjustment of strategies to better support student and school improvement.

Education Partner Group Engagement: The Journey School actively involves Education Partner Groups, including teachers, administrators, parents, students, and community members, in the monitoring and evaluation process. Education Partner Group feedback is solicited through surveys, focus groups, and advisory committees to gather diverse perspectives and ensure that evaluation efforts are comprehensive and inclusive.

Continuous Improvement: The LEA is committed to a culture of continuous improvement, where findings from the monitoring and evaluation process inform strategic decision-making and program refinement. Based on identified strengths and areas for growth, the LEA adjusts interventions, allocates resources strategically, and develops action plans to address areas needing improvement.

The Journey School has implemented a robust monitoring and evaluation plan to support student and school improvement. Through the systematic collection and analysis of data, ongoing Education Partner Group engagement, and a commitment to continuous improvement, the LEA ensures that its initiatives are effective in promoting positive outcomes for students and advancing the overall success of the school.

In developing our CSI plan for Journey, we took into consideration the feedback that we received from our school committees, individual parents, students, teachers and other community partners. From this feedback we found that many of the concerns and challenges for Journey were addressed in our Leading for Success Accountability plan.

These concerns were primarily around:

- Attendance
- Reading Proficiency
- Math Proficiency
- School Cooperation and Culture
- Parent Engagement in the school
- Education Interventions
- Community Partnerships to bring resources to students
- Social Emotional Learning

To address this we have created seven solutions committees to address these issues:

- Math and ELA Intervention
- Tutoring
- Attendance

- Community Connections

- Cooperative Culture

- Intervention

- Parent and Family involvement

On a quarterly basis, school leadership (administration and staff) meet to determine the effectiveness of the CSI plan using the created action plan through the SFA quarterly report. Using the rubric, the school will determine the level of mastery of the goal or the ineffectiveness of action steps. Using these findings the school will determine if student outcomes are improving.

The continuous improvement model the LEA implements is called Leading for Success. Leading for Success is a collaborative leadership system that brings school staff together to focus everyone's efforts on success for every child.

Teachers, school leaders, and support staff work together to:

- assess current status

- set annual and quarterly goals for growth

- identify measurable targets for short-term improvement

- make a detailed action plan to ensure achievement of those targets

- review progress quarterly

- celebrate targets met

- plan the next steps for continuous improvement

In addition:

- Administration will engage in performance management meetings every three weeks throughout the year to review progress with organization leaders, to ensure alignment of resources and vision is consistent with all partners.

- Site leaders and staff will meet with SFA representatives for evaluation and coaching in the Leading for Success process.

Through this process we will share with our community partners and families our success and challenges through meetings, events, newsletters and continue to invite their participation, identifying new challenges, and evaluating our progress towards goals. In all we do, we seek to have this process continue to reflect our communities values, goals, and expectations for their students.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council, Parents, Teachers, Administration and Staff	<p>When speaking with parents and teachers within the School Site Council, it was clear that parents supported the idea of bridging the gaps in achievement for students who are performing below grade level, and increasing student attendance by bringing more awareness to families on the impact that missing school has on student learner outcomes. The parents within the group voiced the importance of continued rigorous instruction that aligned with California College and Career Readiness standards. Additionally, parents emphasized the need for ongoing social-emotional learning (SEL) and character development initiatives to support student well-being and foster a positive school culture.</p> <p>Parents expressed their belief that developing students' social-emotional skills would contribute to improved classroom behavior, stronger peer relationships, and increased engagement in learning. They supported ideas such as integrating SEL lessons into daily instruction, providing professional development for teachers on SEL strategies, and creating safe spaces on campus where students could engage in reflection and calming practices when feeling overwhelmed.</p> <p>The group also shared ideas on ways to strengthen school culture by promoting character development through school-wide recognition programs that celebrate positive behavior and academic achievements. Parents are committed to volunteering more regularly and are enthusiastic about supporting school events that build community, such as family literacy nights. They believe these events play a crucial role in fostering positive relationships between families and the school, ultimately contributing to student success.</p> <p>The group was in support of the goals that we had in place for the current school year and also shared ideas on ways of bringing more awareness to families for next year to help with student success and the chronic absenteeism issue.</p>

<p>English Language Advisory Council (ELAC) Parents, Teachers and Staff</p>	<p>To gather input from ELAC members and other educational partners, we utilize a variety of communication methods to ensure broad engagement. These methods include surveys, Class Dojo announcements, parent newsletters, phone calls, and emails. By diversifying our communication strategies, we aim to provide accessible opportunities for parents and staff to contribute their insights and feedback.</p> <p>During ELAC meetings, trends have emerged that reflect the needs of our English learner community. For instance, parents and teachers have emphasized the importance of incorporating bilingual reading materials into classrooms and in the resources sent home. This feedback has guided our efforts to improve language support strategies and promote family engagement in literacy development.</p> <p>Our ELAC committee meets quarterly to collaborate with educational partners and discuss strategies to support English learners' academic success. These meetings provide a platform to review data, assess progress on goals, and identify new initiatives to enhance the learning experience for our English learners. ELAC members are encouraged to share their ideas and concerns, ensuring our school's approach to supporting English learners is well-informed and responsive to their needs.</p> <p>By maintaining ongoing communication and offering multiple avenues for engagement, the Journey School remains committed to fostering meaningful partnerships that shape the development and success of our English learners through the LCAP process.</p>
<p>African American Parent Advisory Council (AAPAC) Teachers, Parents and Staff</p>	<p>The African American Parent Advisory Council (AAPAC) at The Journey School plays a vital role in engaging educational partners in the development of the Local Control and Accountability Plan (LCAP). The AAPAC advises school administration on services, programs, and instructional practices that support the achievement of African American students.</p> <p>AAPAC's goals include raising awareness about culturally sensitive issues, promoting educational equity, equipping families with resources for engagement, advocating for student needs, and building connections through events and forums.</p> <p>To gather input for the LCAP, AAPAC engages with educational partners through surveys, Class Dojo, email, and phone calls. quarterly meetings provide a platform for collaboration with teachers, parents, staff, and administrators to discuss strategies, review data, and identify focus areas.</p> <p>AAPAC also support events that celebrate African American culture and achievements, such as Black History and Excellence Night, featuring cultural performances, student projects, and Black-owned businesses. Additional events like workshops, student recognition programs, and community fairs offer further engagement opportunities.</p> <p>Through these efforts, The Journey School ensures that educational partners play a key role in shaping the LCAP to support African American students and foster a culture of inclusiveness, equity, and success.</p>

<p>Schoolwide Solutions Teams Teachers and Staff</p>	<p>Solutions Teams comprised teachers and staff. Members of the Schoolwide Solutions Teams participate in Success Network meetings at the end of each grading period and serve on at least one of the five Solutions teams:</p> <ul style="list-style-type: none"> ● Attendance ● Interventions ● Parent and Family Involvement ● Community Connections ● Cooperative Culture <p>Each team reflected on the needs of the students, families and school and developed targeted initiatives to address those areas, promote student success and improve family engagement.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

At The Journey School, the adoption of the Local Control and Accountability Plan (LCAP) is a collaborative process deeply influenced by the valuable feedback provided by our educational partners. Throughout the year, we actively engage with multiple Education Partner Groups to gather diverse perspectives and insights, ensuring that our LCAP reflects the needs and priorities of our entire school community.

Our engagement with Education Partner Groups begins with regular monthly meetings, including the School Site Council (SSC), the African American Parent Advisory Committee (AAPAC), and the English Learning Advisory Committee (ELAC). These meetings serve as platforms for open dialogue and collaboration, where parents and guardians share their experiences, concerns, and aspirations regarding academic and social needs. By actively soliciting input from these groups, we gain valuable insights into the unique challenges faced by our diverse student body and their families.

In addition to parent engagement, we prioritize the input of our dedicated staff members. Monthly staff meetings provide an opportunity for teachers, administrators, and support staff to contribute their perspectives on the academic and social dynamics within the school. Their firsthand experiences and observations enrich our understanding of student needs and inform the development of targeted interventions and support strategies.

After gathering feedback from each Education Partner Group, we analyze the data, identifying common themes, concerns, and priorities that emerge across the board. These trends in ideas and input serve as guiding principles in shaping the adopted LCAP. By recognizing patterns and areas of consensus among Education Partner Groups, we ensure that our LCAP reflects a collective vision for student success and well-being.

The influence of Education Partner Group feedback on the adopted LCAP is profound and tangible. It informs key decisions regarding resource allocation, program initiatives, and support services, ensuring that our strategies are responsive to the evolving needs of our school community. For example, feedback from parents advocating for enhanced after-school academic support led to an academic hour during our extended enrichment academy. Additionally, input from staff regarding the need for improved social-emotional resources resulted in the adoption of new counseling initiatives and staff professional development focused on trauma-informed practices.

By fostering a culture of collaboration and shared responsibility, we empower Education Partner Groups to actively participate in the continuous improvement of our educational programs and practices, ultimately enhancing outcomes for all students at The Journey School.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain high academic standards for all students in English Language Arts by providing targeted and rigorous instruction, based on California Common Core State Standards while addressing the specific needs of English Learners and students with disabilities.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

- Equity
- Professional Learning
- Resource Alignment
- Teachers

Student access to standards-aligned instructional materials as relates to:

- Curriculum
- Instruction
- Resource Alignment

Facilities in good repair as relates to:

- Culture and Climate
- Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

- Assessment
- Curriculum
- Equity

-Instruction

-Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

Priority 7: Course Access (Conditions of Learning)

-Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed the goal of maintaining high academic standards for all students in English Language Arts (ELA) to address critical academic needs and ensure consistent student success. This goal is rooted in data analysis and the necessity to respond to the challenges posed by learning loss, especially due to the impact of the COVID-19 pandemic.

Firstly, data from the End-of-Year (EOY) NWEA assessment reveals that only 34% of K-6th grade students are meeting or exceeding grade-level standards in ELA. This statistic points to a significant gap between current student performance and the state's academic expectations. As a result, it is vital to implement a goal that prioritizes targeted, rigorous ELA instruction aligned with the California Common Core State Standards to close this gap and foster academic success for all students.

In addition, the COVID-19 pandemic has disrupted traditional learning environments and caused substantial learning loss, particularly in core subjects like ELA. The shift to remote and hybrid learning has left many students with gaps in their knowledge and skills, which requires a focused approach to catch up and accelerate learning. The Journey School's goal is designed to directly address this need by ensuring that students receive effective instruction that is responsive to their individual learning requirements, particularly students with disabilities and English Learners (ELs), who have unique educational needs.

Another key reason for the development of this goal is based on performance data from the 2024 Smarter Balanced Summative Assessment. While Journey students improved by 4 points, they still performed 43.2 points below the standard in ELA. Additionally, students with disabilities, despite showing improvement with a 5.2-point increase, remain 116.1 points below the standard. Although these areas show progress, they continue to represent a significant focus for the school. Addressing these disparities is crucial to closing achievement gaps and ensuring that every student has access to high-quality ELA education.

In addition to addressing overall academic performance, The Journey School recognizes the need to specifically focus on the progress of our English Learner (EL) population. Despite the California Dashboard placing our English Learner student group in the "no performance" category, we recognize the importance of using a broader range of data to identify areas of growth. Data from the English Learner Progress Indicator reveals that only 31.7% of current EL students are making progress toward English language proficiency or maintaining the highest level. This marks a decline of 9.3% from previous years, highlighting a critical area for improvement.

To address this, The Journey School is committed to providing targeted and differentiated ELA instruction that meets the unique needs of our EL students. By utilizing strategies aligned with the California English Language Development Standards/Framework and incorporating tailored language supports within the curriculum, we aim to ensure that EL students not only progress toward proficiency but also achieve success in all areas of language development. This goal underscores the importance of fostering a learning environment where EL students are provided with the necessary resources, strategies, and interventions to accelerate their language acquisition and academic achievement.

By aligning instruction with the RJA Instructional Framework and utilizing pacing plans, unit plans, and curriculum support materials designed to meet the needs of diverse learners, The Journey School can provide a consistent, structured approach to instruction. This approach will better support students in mastering the skills and content required to meet and exceed state academic standards.

Ultimately, the development of this goal reflects The Journey School's commitment to addressing current academic gaps, mitigating the effects of learning loss, and ensuring that all students have the opportunity to achieve academic excellence in ELA. Through targeted, rigorous instruction, we aim to close performance gaps and promote the long-term success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (24-25)	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP English-Language Arts Schoolwide	31.93% of all students met or exceeded standards during the 2022-23 CAASPP administration.	37% of all students met or exceeded standards during the 2023-24 CAASPP administration.	[Insert outcome here]	55% of all students will meet or exceed standards during the 2025-26 CAASPP administration.	There was a 5.07% increase in the number of students who met or exceeded standards during the CAASPP administration.
	CAASPP English-Language Arts Students with Disabilities	4% of all Students with Disabilities met or exceeded standards during the 2022-2023 CAASPP administration.	11% of all Students with Disabilities met or exceeded standards during the 2023-2024 CAASPP administration.	[Insert outcome here]	25% of all Students with Disabilities will meet or exceed standards during the 2025-2026 CAASPP administration.	There was a 7% increase in the number of students with disabilities who met or exceeded standards during the CAASPP administration.

	CAASPP English-Language Arts English Learners	12% of all English Learners met or exceeded standards during the 2022-2023 CAASPP administration.	11% of all English Learners met or exceeded standards during the 2023-2024 CAASPP administration.	[Insert outcome here]	26% of all English Learners will meet or exceed standards during the 2025-2026 CAASPP administration.	There was a 1% decline in the number of English Learners who met or exceeded standards during the CAASPP administration.
2	NWEA English-Language Arts Assessment Growth	41% students who tested Fall to Winter of the 2023-2024 school year met or exceeded their projected growth goal in reading.	50% students who tested Fall to Spring of the 2024-2025 school year met or exceeded their projected growth goal in reading.	[Insert outcome here]	60% students who tested Fall to Spring of the 2026-2027 school year will meet or exceed their projected growth goal in reading.	There was a 9% increase in the number of students met or exceeded their projected growth goal in reading.
3	NWEA English-Language Arts Assessment Attainment	43% of students who tested Fall to Winter of the 2023-2024 school year met or exceeded grade level attainment.	25% of students who tested in Spring of the 2024-2025 school year met or exceeded grade level attainment.	[Insert outcome here]	52% of students who tested Fall to Spring of the 2026-2027 school year will meet or exceed grade level attainment.	There was a 18% decline in the number of students who met or exceeded grade level attainment in reading.
4	English Learner Reclassification Rate	During the 2023-2024 school year, 41% of students progressed at least one English Language Performance Indicator (ELPI) level.	31.7% of all English Learners during the 2023-2024 ELPAC administration progressed at least one English Language Performance Indicator (ELPI) level.	[Insert outcome here]	During the 2026-2027 school year, 58% of students progress at least one English Language Performance Indicator (ELPI) level.	There was a 9.3% decline in the number of English Learners who progressed at least one English Language Performance Indicator (ELPI) level.

Goal Analysis for [2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Journey School remained committed to maintaining high academic standards in English Language Arts (ELA) for all students by providing targeted and rigorous instruction aligned with the California Common Core State Standards. Implementation efforts centered around the RJA Instructional Framework and included the use of

pacing plans, unit plans, and curriculum-aligned support materials. A key component of this work was the consistent collaboration among grade-level teams, where teachers analyzed student data to inform instructional practices and close learning gaps—particularly those exacerbated by the COVID-19 pandemic.

Planned actions were rooted in feedback gathered through ongoing collaboration with our Education Partner Groups and included professional development focused on differentiated instruction and the Success For All (SFA) curriculum. Staff engaged in structured data analysis cycles, leveraging tools like IXL and NWEA to guide instructional planning and intervention efforts. Additionally, we prioritized support for English Learners (ELs) and students with disabilities through targeted interventions, and we established a strategic partnership with the Riverside County Office of Education (RCOE) to pilot enhanced English Language Development (ELD) instruction.

While we remained largely faithful to our initial plan, there were substantive differences in the way some actions were implemented, based on emerging needs throughout the year. Notably, we expanded our support for new teachers by offering individualized coaching and leadership-led support sessions. Professional development was adjusted mid-year to better respond to staff feedback, resulting in more tailored and relevant learning experiences. Our approach to data analysis also evolved, shifting from trend identification to actionable planning, with regular team meetings focused on translating insights into responsive instruction.

As we monitored student progress through ongoing assessments and teacher observations, we refined interventions to better serve student needs. This included modifying small group instruction and afterschool enrichment to increase their effectiveness. A notable challenge emerged with the 9.3% decline in the English Learner Progress Indicator. In response, we deepened our commitment to the RCOE partnership and continued refining ELD strategies to better support ELs. We also maintained a targeted focus on students with disabilities, who remained significantly below standard in ELA, ensuring ongoing intervention and progress monitoring.

Despite some challenges—including initial teacher resistance to SFA and the need to balance support across varying levels of teacher experience—we achieved several important successes. We observed improvements in student reading performance and reductions in learning gaps through the combined use of IXL, afterschool enrichment, and small group instruction. Collaboration among teachers increased, fostering a stronger professional learning community and higher confidence in implementing differentiated instruction. Perhaps most notably, our partnership with RCOE led to more effective ELD instruction, equipping our teachers with the tools needed to support ELs more effectively.

In summary, The Journey School's implementation of its ELA goal was marked by responsiveness, adaptability, and a commitment to equity. We continue to refine our practices to meet the needs of all learners, particularly our English Learners and students with disabilities, and remain focused on delivering high-quality, standards-aligned instruction that drives academic growth for every student.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Support Data Informed Instruction

Budgeted Expenditures: \$175,000.00

Estimated Actual Expenditures: \$94,180

Material Difference: \$80,820

Explanation: The material difference is due to an implementation in grades 3rd-6th during the 24-25 school year. The school wide implementation will take place during the 25-26 school year.

Action 2: Implemented Targeted Reading Curriculum

Budgeted Expenditures: \$167,000

Estimated Actual Expenditures: \$127,589

Material Difference: \$39,411

Explanation: There is a material difference due to minimal purchasing of novels and extended curricular material during the 24-25 school year. During the 25-26 school year replacements will need to be purchased which will increase the actual expenditures.

Action 3 : ELD Curriculum

Budgeted Expenditures: \$128,000

Estimated Actual Expenditures:\$86,476

Material Difference:\$59,524

Explanation: There is a material difference due to partnership with RCOE and the additional collaboration and resources provided during the pilot.

Action 4: Reading Lead Support for Teachers

Budgeted Expenditures: \$90,000

Estimated Actual Expenditures:\$85,558

Material Difference:\$4,442

Explanation: During the second semester of the 24-25 school year a .20FTE was added. During the 25-26 school year there will be an implementation of an FTE.

Action 5: Enrichment

Budgeted Expenditures: \$250,000

Estimated Actual Expenditures:\$110,609

Material Difference:\$190,609

Explanation: During the 24-25 school year a pilot was conducted with the GATE program from all grades. This program will be extended school wide during the 25-26 school year through the rising entrepreneurs program.

Action 6: NWEA Software and Professional Development

Budgeted Expenditures: \$185,000

Estimated Actual Expenditures:\$145,671

Material Difference:\$39,329

Explanation: NWEA provided professional development at a discounted rate for the 24-25 school year. The discount will not be applied during the 25-26 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The efforts implemented at Journey School have been significantly effective in advancing student performance, particularly in English Language Arts (ELA), with a focus on addressing challenges like reading learning loss. Professional development sessions have played a central role in equipping teachers and administrators to implement the Success For All curriculum and differentiate instruction to meet the diverse needs of students. Teachers have reported feeling more confident in their ability to use the curriculum effectively, and their enhanced skills have translated into improved student outcomes, as seen in NWEA assessment growth. This alignment between instructional practices and academic standards has proven crucial in helping students progress toward proficiency, particularly in reading.

Data analysis has been another key factor in driving progress. By analyzing student performance data at school-wide, class-wide, and individual levels, educators have been able to identify key learning gaps and adjust their instruction accordingly. This systematic approach to data-driven decision-making has allowed educators to target specific areas of need and track student progress over time. It has also enabled teachers to monitor the effectiveness of interventions and adjust strategies as necessary. The use of data has contributed to measurable improvements in student performance, especially in reading comprehension, fluency, and vocabulary development. This has been crucial in helping students progress toward meeting the California Common Core State Standards in ELA.

The targeted efforts to address reading learning loss have also shown promising results. Interventions such as IXL, afterschool enrichment sessions, and small group instruction have been designed to provide extra support to students struggling with reading. Differentiated instruction and small group settings have allowed teachers to provide personalized attention to students who need it most, helping to close learning gaps and foster growth in literacy skills. While the full impact is still being assessed, early data suggests these efforts are beginning to show positive results, particularly for students in lower-performing groups.

Our partnership with the Riverside County Office of Education (RCOE) for the English Language Development (ELD) pilot has been a critical step in improving our instructional strategies for English Learners (EL). Through this collaboration, teachers have deepened their understanding of the California ELD Standards and received guidance on best practices to better support EL students. Although we saw a decline of 9.3% in the percentage of English Learners making progress toward English language proficiency, this partnership has been instrumental in refining instructional strategies for this group. Moving forward, the continued collaboration with RCOE will support our ongoing efforts to address the needs of our English Learners and ensure that we are taking the necessary steps to improve their progress.

Additionally, we have also implemented the support of two special education paraeducators to assist our students with Individualized Education Plans (IEPs) in meeting both their academic and social-emotional learning (SEL) goals. These paraeducators have worked closely with students in small group settings and individualized instruction, ensuring that students receive the support necessary to thrive academically and socially. The presence of paraeducators has proven valuable in helping students with disabilities make progress toward their goals and has also supported the integration of SEL practices into our instructional model.

Looking ahead, Journey School will continue to invest in professional development, data analysis, and targeted interventions to sustain and build upon the progress made to date. Ongoing professional development will ensure that teachers remain equipped to implement high-quality instruction and adapt to emerging needs. The consistent use of data will allow educators to fine-tune their strategies and provide tailored support to students. Additionally, the focus on addressing reading learning loss will remain a priority, with further evidence-based interventions aimed at closing the literacy gaps for students.

Overall, the actions taken so far have been effective in improving student performance and making significant progress toward the goal of achieving academic excellence for all students. While challenges remain, particularly in supporting our English Learners, the strategic use of professional development, data analysis, targeted interventions, and special education support has laid a strong foundation for continued success. The partnership with RCOE and the emphasis on targeted support for both academic and SEL goals will be essential in addressing the needs of our English Learner population and ensuring ongoing academic growth for all students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on our practices from the previous year and the outcomes achieved, we have identified several key areas where we can refine and enhance our approach for the coming year. These reflections have led to meaningful adjustments in our goals, metrics, target outcomes, and actions, ensuring that our efforts continue to drive student progress, particularly in English Language Arts (ELA).

One significant change for the coming year is our increased emphasis on both attainment and achievement. While we saw positive growth in NWEA reading assessment data and student attainment results last year, we recognized the need to further prioritize and closely monitor student progress toward grade-level targets. Moving forward, we will place a stronger focus on ensuring that students not only show growth but also reach proficiency in essential reading concepts. This shift will allow us to track and celebrate academic progress more effectively and ensure that our students are meeting grade-level standards.

In line with this increased focus on attainment and achievement, we have also revised our metrics and target outcomes. Last year, our metrics were primarily centered on growth, which provided valuable insights into student progress. However, to better align with our broader academic goals, we will now incorporate specific benchmarks that measure both student growth and attainment. These benchmarks will serve as tangible markers of success and guide our efforts in supporting students to reach grade-level proficiency, ultimately ensuring they are ready for future academic challenges.

Building on our previous practices of targeted instruction and interventions, we will continue to refine our instructional strategies. Our ongoing use of data analysis has highlighted areas where students need additional support, and this year, we will further enhance our targeted instructional approaches. This may include implementing additional evidence-based interventions, adjusting differentiation strategies, and incorporating more personalized learning opportunities tailored to individual student needs. The goal is to ensure that all students have the necessary tools and resources to succeed academically, addressing specific learning gaps more effectively.

A key adjustment this year involves how we support students outside of the regular school day. Our afterschool program will now include a designated one-hour academic block. During this hour, students will receive structured academic support, reinforcement of essential skills, and additional practice in ELA concepts. This dedicated academic time ensures that students continue to have access to critical support and resources aligned to the core curriculum.

A significant change this year has been the incorporation of teacher goal setting and coaching, with a specific focus on the California Standards for the Teaching Profession (CSTPs). Teachers are now setting specific instructional goals that align with their professional development and instructional practices. Administrators regularly observe classroom instruction, providing feedback on potential improvements. This coaching process has been integral in refining ELA instruction and ensuring that teachers have the necessary support to implement effective strategies in the classroom. By fostering a culture of continuous growth and improvement, we aim to elevate the overall quality of instruction across the school.

Additionally, a key change this year has been the shift in the role of instructional aides. Historically, instructional aides primarily conducted supervision, but this year, they have taken on more active roles in supporting students within the classroom. With targeted training on small group instruction and the ELA curriculum, instructional aides now work directly with students in smaller groups, reinforcing key concepts and providing individualized support. This added layer of assistance has been invaluable in ensuring that students receive the focused attention they need to succeed academically.

Data will continue to play a central role in our instructional decision-making process, but we are taking it a step further this year. While regular data analysis was a core part of our approach last year, we plan to conduct even more frequent data reviews to ensure that our instructional practices remain responsive to the evolving needs of students. This ongoing analysis will allow us to adjust interventions and teaching strategies in real time, ensuring that every student receives the right support at the right time.

Our partnership with the Riverside County Office of Education (RCOE) for the ELD pilot will also continue to play a vital role in improving instructional strategies for our English Learners (ELs). While we faced challenges last year, such as a 9.3% decline in the percentage of EL students making progress toward English language proficiency, we are refining our approach based on feedback from the pilot. This includes further professional development to better understand the California ELD Standards and the integration of best practices into our instruction. These efforts will help us continue to support our EL population more effectively.

We have also strengthened our support for students with Individualized Education Plans (IEPs) by introducing two special education paraeducators who will work closely with these students to meet both their academic and social-emotional learning goals. This added support ensures that students with disabilities receive the targeted attention they need, both in the classroom and in small group settings, enabling them to progress academically and develop important SEL skills.

In addition, as we look at the coming year, we are implementing departmentalization for grades 2–6 as a key strategy to support in closing learning gaps. Within this model, students will participate in a humanities block, during which they will be grouped homogeneously by academic level to better meet their ELA needs. This block will focus on reading, writing, and social studies, ensuring an integrated approach that reflects their current performance levels. Complementing this is our eKnowledge Enhancement block, where students will receive intervention and small group instruction specifically designed to target their learning gaps. These changes reflect a deep commitment to data-informed instruction, ongoing reflection, and adaptive practices.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a deliberate shift toward a stronger focus on student attainment and achievement. By enhancing instructional strategies, designating academic support time within the after-school program, incorporating teacher goal setting and coaching, increasing the involvement of instructional aides in classrooms, departmentalizing upper elementary grades, and continuing our targeted interventions, we

are positioning ourselves to better meet the needs of all students. These adjustments will further advance our efforts to ensure academic success for all students, with particular attention to reading proficiency and the needs of English Learners and students with disabilities.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Data Informed Instruction	<p>a. 100% of teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics.</p> <p>b. 100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.</p> <p>c. Collaboration with Success for All partners/coaches in working with Teachers and Administrators</p> <p>d. Collaboration with Academic Team for Teacher and Administrative support with instructional practices</p> <p>e. Provide professional development opportunities for teachers throughout the year to help strengthen reading practices</p> <p>f. With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment</p>	\$175,000	Yes
2	Implement Targeted Reading Curriculum	<p>a. 100% of teachers and administrators will be trained on Success for All curriculum and will receive coaching and implementation days from a professional curriculum specialist.</p> <p>b. 100% of teachers use the curriculum with fidelity.</p> <p>c. 100% of teachers collaborate weekly with grade level teams to plan, analyze data to inform instruction.</p> <p>d. Administrators academic team will support teachers in using the curriculum with fidelity to ensure students mastery</p>	\$167,000	Yes

3	Implement Targeted ELD Curriculum and Program	<p>a. With support of internal experts, teachers, and paraeducators will implement daily designated ELD instruction using the newly adopted ELD program to increase language acquisition.</p> <p>b. All students will receive daily designated ELD instruction and with support of teachers and educational support persons will progress monitor their achievement.</p> <p>c. ELD Professional Development will be conducted for all teachers and ELD paraprofessionals.</p>	\$128,000	Yes
4	Instructional Reading Lead for Support for Teachers	<p>a. Designate a reading specialist or lead to train and collaborate with teachers around ELA/reading, and provide instructional support throughout the year</p>	\$90,000	Yes
5	Support learning loss Mitigation and enrichment	<p>a. Students identified as “at risk” will receive differentiated small group instruction with a credentialed teacher to improve reading and writing strategies to support students becoming strategic readers and writers.</p> <p>b. Qualified students will participate in the GATE program designed to enrich and deepen their academic experience with extracurricular experiences to engage with other members of the GATE program in neighboring schools.</p> <p>c. Teachers provide students with targeted support in reading and writing instruction to specifically support achievement in ELA.</p> <p>d. Students engage in an enriching and robust after school curriculum to support learning loss mitigation.</p> <p>e. The school will support student engagement in reading by incentivising learning.</p>	\$250,000	Yes
6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	<p>100% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting</p>	\$185,000	Yes

Goal #2

Goal #	Description	Type of Goal
2	Maintain high academic standards for all students in Mathematics by providing targeted and rigorous instruction, based on California Common Core State Standards while addressing the specific needs of English Learners and students with disabilities.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

- Assessment
- Curriculum
- Equity
- Instruction
- Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

- Assessment
- Curriculum
- Equity
- Instruction

Priority 7: Course Access (Conditions of Learning)

-Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

- Curriculum
- Equity
- Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed the goal of maintaining high academic standards for all students in mathematics to address significant gaps in student achievement, especially for students with disabilities and English Learners. According to the 2023 CAASPP results, only 25% of our students met or exceeded the standard in mathematics, highlighting a clear need for focused and strategic instructional improvement.

This concern is further reinforced by data from the California School Dashboard, which indicates that the school is currently performing 74.9 points below standard in math and has maintained performance with a change of -0.1 points. Of particular concern, students with disabilities are performing 156.3 points below standard and have declined by 5.6 points. While there is no performance color reported for English Learners, this subgroup continues to require targeted supports to ensure equitable access to rigorous, grade-level mathematics content.

In response to these persistent gaps, The Journey School is prioritizing targeted, high-quality math instruction aligned with the California Common Core State Standards and the Real Journey Academies (RJA) Instructional Framework. Teachers are equipped with pacing guides, unit plans, and curriculum-aligned support materials to deliver instruction that is consistent, rigorous, and responsive to student needs.

This goal is designed to ensure all students—especially those furthest from opportunity—receive the academic support and challenge necessary to succeed in mathematics. By strengthening instructional practices and aligning resources to support student learning, The Journey School is committed to closing the achievement gap and increasing the percentage of students who meet or exceed standards in mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Math-Schoolwide	During the 2022-2023 school year, 21.76% met or exceeded Math standards for CAASPP.	During the 2023-2024 school year, 25% met or exceeded Math standards for CAASPP. (74.9 points below standard)	[Insert outcome here]	During the 2026-2027 school year, 34% will meet or exceed Math standards for CAASPP.	There was a 3.24% increase in the number of students who met or exceeded standards during the CAASPP administration.
	CAASPP Math-Students with Disabilities	During the 2023-2024 school year, 7.69% met or exceeded Math standards for CAASPP.	8% of all Students with Disabilities met or exceeded standards during the 2023-2024 CAASPP administration. (156.3 points below standard)	[Insert outcome here]	During the 2026-2027 school year, 21% of students will meet or exceed Math standards for CAASPP.	There was a 0.31% increase in the number of students with disabilities who met or exceeded standards during the CAASPP administration.
	CAASPP- Math English Learners (IFEP, RFP, EO)	During the 2023-2024 school year, 11.36% met or exceeded Math standards for CAASPP.	11% of all English Learners met or exceeded standards during the 2023-2024 CAASPP administration. (no performance color)	[Insert outcome here]	During the 2026-2027 school year, 26% of students will meet or exceed Math standards for CAASPP.	There was a 0.36% decline in the number of English Learners who met or exceeded standards during the CAASPP administration.
2	NWEA Math Assessment Growth	During the 2023-2024 school year, 62% of students who tested Fall to Winter met or exceeded their projected growth goal in math.	53% students who tested Fall to Spring of the 2024-2025 school year met or exceeded their projected growth goal in reading.	[Insert outcome here]	During the 2026-2027 school year, 70% of students will meet or exceed Math standards for CAASPP.	There was a 9% increase in the number of students met or exceeded their projected growth goal in reading.
3	NWEA Math Assessment Attainment	During the 2023-2024 school year, 43% of students who tested Fall to Winter met or exceeded grade level attainment.	43.86% of students who tested in Spring of the 2024-2025 school year met or exceeded grade level attainment.	[Insert outcome here]	During the 2026-2027 school year, 51% of students tested will meet or exceed grade level attainment.	There was a 0.86% increase in the number of students who met or exceeded grade level attainment in reading.

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Over the past school year, our site took intentional steps to implement a data-driven approach to math instruction. The goal was to ensure that every teacher used student data to guide planning, instruction, and intervention in order to increase student achievement in mathematics. The foundation of this effort began with building consistent collaboration structures and providing ongoing professional development, coaching, and curriculum support.

Grade-level Professional Learning Communities (PLCs) met regularly to analyze student work samples, assessment data, and formative trends. These meetings became key opportunities for teachers to identify student learning gaps, adjust pacing, and determine re-teaching needs. While this was the plan from the start, the depth and quality of data conversations improved significantly over the year. Initially, teachers were still developing their comfort with leading data protocols, but by midyear, there was clear evidence of more purposeful instructional adjustments based on assessment results.

For teachers in grades 3–5, interim assessment data played a central role in shaping future instruction. Teachers reviewed results and discussed trends within their PLCs, though the follow-through varied slightly across grade levels depending on their familiarity with the data tools. Those who engaged deeply in the process saw measurable student growth in targeted skills. Teachers also began to use IXL more strategically, aligning assignments with both state standards and the skill areas flagged by assessment data.

Our partnership with SWUN coaches supported teachers in refining their instructional delivery. Coaches collaborated directly with teachers and administrators, offering modeling, co-planning sessions, and guidance around best practices in math instruction. This external support was complemented by our internal academic team, who provided additional coaching and responded to specific site needs. The main challenge in this area was scheduling—while the quality of support was high, ensuring access for all grade levels within limited windows proved difficult.

To strengthen instructional practice, we offered professional development opportunities throughout the year. Sessions focused on differentiation, small-group instruction, and using data to plan for diverse learners. Feedback from teachers indicated a strong desire for continued learning, particularly in applying data protocols and building math discourse in the classroom.

In addition to PD, a designated instructional math lead served as a peer coach and support figure throughout the year. This role was vital in bridging day-to-day instructional needs with broader schoolwide goals. The math lead supported lesson planning, co-facilitated PLC meetings, and provided in-the-moment coaching during instructional blocks. Teachers expressed appreciation for having a consistent point of contact who understood the specific needs of their classrooms.

Curriculum implementation was another area of focus. All teachers and administrators received training on our adopted math curriculum, and coaching was provided to ensure strong implementation. While initial fidelity varied, ongoing support helped teachers grow in their use of embedded tools and lesson scaffolds. Administrators conducted classroom walkthroughs to provide feedback and ensure that the curriculum was being delivered as intended. Teachers collaborated weekly to plan, review pacing, and identify upcoming instructional needs. One of the successes in this area was the increased use of curriculum-embedded formative assessments to drive small-group instruction.

Our English learner population also benefited from increased attention to language development in math. Teachers implemented integrated ELD instruction, ensuring that academic language was embedded in content areas. While implementation occurred across all classrooms, we recognized the need for continued support in planning intentional language objectives aligned with math tasks.

To address both learning loss and enrichment, we provided targeted small-group instruction led by credentialed teachers for students identified as at risk. IXL was used consistently to reinforce skills, and teachers monitored student progress through its analytics tools. Our GATE students also participated in monthly enrichment activities designed to extend their mathematical thinking and problem-solving skills.

Finally, we implemented the NWEA MAP assessment for all students three times throughout the year—BOY, MOY, and EOY. Teachers received professional development on proctoring the test, setting student goals, and analyzing results to inform instruction. While this was a new process for some, most teachers embraced the opportunity to incorporate the data into their instructional planning and progress monitoring.

Overall, while we faced some predictable challenges such as time constraints, competing initiatives, and varying levels of teacher experience, the implementation of our data-informed math goal was largely successful. We saw increased teacher collaboration, deeper use of student data, stronger instructional delivery, and a more intentional approach to meeting student needs. This year laid the groundwork for continued growth in data-informed practices and collective teacher efficacy in mathematics.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Support Data Informed Instruction

Budgeted Expenditures: \$127,000

Estimated Actual Expenditures:\$94,180

Material Difference:\$32,820

Explanation: The material difference is due to a reduced number of students in the IXL platform.

Action 2: Math Lead for Support for Teachers

Budgeted Expenditures: \$85,000

Estimated Actual Expenditures:\$ 0

Material Difference:\$85,000

Explanation: Material difference is due to the math lead being hired in the 25-26 school year.

Action 3 : Math Curriculum

Budgeted Expenditures: \$144,000

Estimated Actual Expenditures:\$145,041

Material Difference:-\$1,041

Explanation: No material difference

Action 4 : ELD Support

Budgeted Expenditures: \$102,000

Estimated Actual Expenditures:\$83,857

Material Difference:\$18,143

Explanation: There was a material difference due to the change in the resources and updates provided by the ELD Pilot with RCOE.

Action 5 : Enrichment

Budgeted Expenditures: \$238,000

Estimated Actual Expenditures:\$102,456

Material Difference:\$135,544

Explanation: The enrichment program will be expanded from 4th-6th grade through and include students in grades 1st-6th grade in the 25-26 school year.

Action 6 : NWEA Software and Professional Development

Budgeted Expenditures: \$185,000

Estimated Actual Expenditures:\$42,953

Material Difference:\$142,047

Explanation: NWEA provided professional development at a discounted rate for the 24-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Journey School has implemented a series of intentional, data-informed actions to improve student achievement in mathematics. To date, these actions have shown strong effectiveness in progressing toward the goal of increasing student mastery of grade-level standards, as evidenced by both internal assessment data and teacher practice outcomes.

Professional development has proven to be highly effective in building teacher capacity and aligning instruction to the RJA Instructional Framework. Teachers participated in multiple sessions throughout the year focused on curriculum implementation, differentiated instruction, and data analysis. Feedback from staff and observational data indicated increased confidence in lesson delivery, improved alignment to academic standards, and greater consistency in instructional practices. As a result, students have benefited from more rigorous and targeted instruction, contributing to positive growth trends on NWEA MAP assessments.

The use of student data—including common formative assessments, interim assessments, and NWEA MAP—has been a foundational component in driving instructional decisions. Grade-level PLCs regularly analyzed this data to identify trends, assess mastery, and adjust instructional strategies. This ongoing practice has been highly effective in supporting real-time instructional changes and providing timely interventions. It has also fostered collaboration among teachers and a shared responsibility for student outcomes, which has led to more intentional small-group instruction and enrichment opportunities.

The implementation of the SWUN math curriculum with fidelity, supported by coaching and collaboration with SWUN partners, has contributed to greater instructional coherence. While initial implementation required close support, over time teachers became more comfortable with the pacing, routines, and strategies embedded in the program. Coaching days allowed for reflection and refinement, and contributed to overall improvement in lesson quality and pacing. Administrators and the academic team played a key role in monitoring fidelity and supporting adjustments where necessary, making this action effective in promoting a more structured and standards-aligned math experience for students.

To address learning loss, teachers used small-group, differentiated instruction during core instruction and intervention blocks. The use of IXL to reinforce state standards has proven to be an effective supplement, providing students with independent practice and immediate feedback. Students identified as at-risk received targeted support from credentialed teachers, leading to noticeable gains in their foundational skills. Simultaneously, high-achieving students were provided with enrichment opportunities through the GATE program. While there is still room to deepen and expand both support and enrichment opportunities, this layered approach has shown positive initial outcomes and is considered effective in narrowing achievement gaps.

The integration of ELD instruction into core content areas has been moderately effective. While all teachers are implementing the program daily, the depth and consistency of language objectives across classrooms continue to be a growth area. Nevertheless, English learners are receiving daily language support within content instruction, and further professional development is planned to strengthen this integration in the coming year.

The schoolwide use of the NWEA MAP assessment three times a year has been an effective tool for tracking growth and informing both instruction and intervention. Teachers received training on how to administer and analyze MAP data, and goal-setting has been embedded into student conferences and classroom discussions. This system has increased student ownership of their progress and has supported data-informed decisions at the teacher and administrative level.

Overall, the specific actions implemented to date have been effective in making progress toward the schoolwide math achievement goal. Professional development, strategic use of data, implementation of a structured curriculum, and targeted support for both struggling and high-performing students have all contributed to measurable improvements. The ongoing commitment to refining these actions and addressing emerging needs will be critical for continued growth and long-term success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on our prior year's implementation, outcomes, and data analysis, we have identified several key areas for refinement. These changes are designed to enhance our effectiveness in supporting all students in meeting and exceeding grade-level expectations in mathematics.

While we have consistently used growth metrics (such as NWEA MAP) to monitor progress, our reflections highlighted the need to increase focus on actual attainment of grade-level proficiency. In particular, we are sharpening our focus on closing the gap between students' current performance and grade-level standards—commonly referred to as “distance from standard.” Our revised goals and outcome targets will include both growth and attainment metrics to reflect this dual focus and better capture students' movement toward proficiency.

To support this shift in focus, we are updating our metrics and targets to incorporate benchmark indicators of proficiency. These will include clearly defined expectations for the percent of students meeting or exceeding grade-level standards, based on both local and standardized assessments. By monitoring both growth and distance from standard, we are better positioned to provide timely, differentiated support that moves students toward mastery.

In response to our reflection on instructional practices and areas for improvement, we will implement a departmentalized instructional model for grades 2–6. This structure will allow a dedicated STEM teacher at each grade level to focus on high-quality math instruction. Concentrating expertise will strengthen instructional delivery, deepen content knowledge, and promote more intentional planning aligned to the CA Mathematics Standards, with an eye toward accelerating progress for students furthest from the standard.

Aligned to the shift in our instructional structure, we will increase the depth and frequency of professional development centered on the California Mathematics Standards. This training will include best practices in conceptual math instruction, lesson planning, and differentiation, equipping teachers to meet the diverse needs of their students and strategically close gaps in learning.

Another change emerging from our analysis is the use of homogeneous groupings during math instruction and our dedicated eKnowledge Enhance Block. These groupings will be informed by students' performance data and distance from standard, allowing us to provide targeted intervention or enrichment. This structure will support more responsive small group instruction and ensure all students are receiving instruction tailored to their current level of understanding.

We are further enhancing our eKnowledge block, which provides time during the school day for personalized learning. This time will be dedicated to:

-Small group instruction

-Reteaching and intervention based on real-time data

-Enrichment and acceleration for students already meeting standards

The goal of this block is to ensure targeted, timely instruction that directly addresses each student's academic gaps and accelerates their progress toward standard.

To further support students beyond the regular school day, we will introduce a 1-hour dedicated learning block within our afterschool program. This time will provide focused academic reinforcement aligned with classroom instruction, particularly targeting students who need additional support in closing their distance from standard. This structured time will offer meaningful intervention through small-group learning, guided practice, and individualized academic support.

Our use of data has been a strength, and we plan to deepen this by conducting frequent, in-depth data dives in collaboration with grade-level teams. These data meetings will focus on identifying individual student gaps, adjusting groupings, and selecting the most effective instructional strategies. Ongoing analysis of NWEA MAP and formative data will help us track student progress toward standards and make real-time instructional decisions.

The changes for the upcoming year reflect our commitment to refining practices in a way that leads to accelerated student achievement and a measurable reduction in the distance from standard. By revising our instructional model, realigning goals and metrics, expanding support opportunities during and after the school day, and investing in teacher capacity, we are creating a system that is more responsive, equitable, and effective in meeting the diverse learning needs of all students.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Data Informed Instruction	<p>a. 100% of teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics.</p> <p>b. 100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.</p> <p>c. Collaboration with SWUN partners/coaches in working with Teachers and Administrators</p> <p>d. Collaboration with Academic Team for Teacher and Administrative support with instructional practices</p> <p>e. Provide professional development opportunities for teachers throughout the year to help strengthen math practices</p> <p>f. With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard Math content to ensure student exposure and support in areas of identified growth and enrichment.</p>	\$127,000	Yes

2	Instructional Math Lead for Support for Teachers	a. Designate a math specialist or lead to train and collaborate with teachers around Math, and provide instructional support throughout the year	\$85,000	Yes
3	Implement Targeted Math Curriculum	a. 100% of teachers and administrators will be trained on curriculum and will receive coaching and implementation days from a professional curriculum specialist. b. 100% of teachers use the curriculum with fidelity. c. 100% of teachers collaborate weekly with grade level teams to plan, analyze data to inform instruction. d. Administrators and academic team will support teachers in using the curriculum with fidelity to ensure students mastery	\$144,000	Yes
4	Implement Targeted ELD Curriculum and Program	a. 100% of Teachers will implement daily integrated ELD instruction using our adopted ELD program (Educeri). b. 100% of English learners will receive integrated ELD instruction daily in their core content areas.	\$102,000	Yes
5	Support learning loss Mitigation and enrichment	a. 100% of teachers participate in Data Meetings that inform instructional planning. b. 100% of teachers will use IXL in order to supplement appropriate state standard math content. c. Students identified as “at risk” will receive differentiated small group instruction with a credentialed teacher to improve math strategies to support students becoming strategic mathematicians. d. Teachers and admin will continue to implement a robust GATE program to support the highest achievers in enriching activities.	\$238,000	Yes
6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	100% of students will take the NWEA MAP assessment BOY, MOY, and EOY. Teachers will participate in NWEA training to ensure proper proctoring, data analysis and goal setting	\$185,000	Yes

Goal #3

Goal #3	Description	Type of Goal
3	Engage students, parents, staff, and community members in advocating for the social, emotional, and physical well-being of students, paying particular attention to the needs of chronically absent English Learner, Special Education and Socioeconomically disadvantaged students and reducing suspension rates Special Education and Socioeconomically disadvantaged students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

- Equity
- Professional Learning
- Resource Alignment
- Teachers

Student access to standards-aligned instructional materials as relates to:

- Curriculum
- Instruction
- Resource Alignment

Facilities in good repair as relates to:

- Culture and Climate
- Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

- Assessment
- Curriculum
- Equity
- Instruction
- Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

- Culture and Climate

- Equity

- Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

- Assessment

- Curriculum

- Equity

- Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:

- Culture and Climate

- Equity

- Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

- Culture and Climate

- Equity

- Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

- Curriculum

- Equity

- Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed the goal of engaging students, parents, staff, and community members to promote the social, emotional, and physical needs of students for several reasons, particularly in response to observations post-pandemic.

Firstly, since the return to full-time onsite learning, there has been a noticeable increase in student behaviors. This rise in behavioral issues indicates a need for a comprehensive approach to address these challenges effectively. Consequently, a discipline policy was formulated during the 2023-2024 school year to provide a framework for managing student behavior. Embracing restorative practices within this policy aims to reduce the 0.0019% expulsion rate, emphasizing the importance of addressing behavioral issues through dialogue, understanding, and resolution rather than punitive measures.

Moreover, post-pandemic, student attendance and chronic absenteeism have emerged as significant concerns. The disruption caused by the pandemic has affected students' routines and habits, leading to irregular attendance patterns. To address this issue, it is essential to implement strategies that not only improve attendance but also foster a supportive environment for students to thrive academically and socially.

Increasing, family and parent participation and engagement is identified as a crucial component in tackling the challenges stemming from the pandemic. By involving families more actively in the educational process, we can better address learning loss resulting from pandemic-related disruptions. Additionally, by promoting positive behavior and attendance, we aim to cultivate a strong school culture and climate conducive to academic success and overall well-being.

To achieve these goals, The Journey School has decided to implement the Success for All: Getting Along Together (GAT)curriculum for social-emotional learning throughout our school. This curriculum provides a structured framework for addressing social, emotional, and behavioral needs while fostering a sense of belonging and community within the school environment. By incorporating this curriculum, we aim to equip students with the necessary skills to navigate challenges, build healthy relationships, and thrive academically and personally. Overall, through a collaborative effort involving students, parents, staff, and the wider community, we strive to create a supportive and inclusive educational environment that prioritizes the holistic development of all students.

5 Important Core Competencies:

- 1. Self-awareness:** assists in helping adults and students recognize biases, understand how race and ethnicity impacts a sense of self and personal identity, and reflects on what it means to be part of a group or community.
- 2. Self-management:** is essential from a lens of equity because it can assist adults and students in managing stress associated with adjusting to a new school climate or culture, survive discrimination, and gather individual and collective solutions in the face of challenges.
- 3. Social awareness:** assists in helping adults and students steer norms in diverse social settings, understand issues of race and class in a variety of settings, comprehend power dynamics, and gather ways to create a confident school climate that honors diversity.
- 4. Relationship skills:** channeled by a lens of equity, adults and students can navigate cultural differences, develop relationships with people from various backgrounds in a direction that merits their culture, and problem solving across race, culture, gender, and social lines.
- 5. Responsible decision-making:** adults and students gain the ability to make constructive choices about personal behavior and social interactions.

These competencies are focused through our GAT program/Culturally Relevant Practices and Core Values and are important to our school community culture comments from our Education Partner Groups in meetings and activities, in seeking to develop our students as a, "whole person," to make them college and career ready.

We currently have a 8.3% expulsion rate and a 1.8% daily suspension rate during the 2024/2025 school year. We believe that it is important to maintain or decrease these metrics and believe that our continued focus and commitment to enhancing the social and emotional learning of our students will help us to achieve a reduction in these percentages, thus warranting this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	The daily suspension rate of students in the 2023-2024 school year is 3.7%.	The daily suspension rate of students in the 2024-2025 school year is 7.6%	[Insert outcome here]	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is +4%
	Suspension Rate-Socioeconomically Disadvantaged	The daily suspension rate of students in the 2023-2024 school year is 3.9%.	The daily suspension rate of students in the 2024-2025 school year is 8.2%	[Insert outcome here]	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is +4.3%
	Suspension Rate-Students with Disabilities	The daily suspension rate of students in the 2023-2024 school year is 12.5%.	The daily suspension rate of students in the 2024-2025 school year is 9%	[Insert outcome here]	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -3.5%
2	Expulsion Rate	The expulsion rate of students in the 2023-2024 school year is 0.0019%	The expulsion rate of students in the 2024-2025 school year is 0.0017%	[Insert outcome here]	The expulsion rate of students in the 2026-2027 school year will be 0%	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -0.0002%
3	Parent Participation and Engagement	80% of Families in the 2023-2024 school year attend monthly family literacy nights 20% of Families in the 2023-2024 school year attend quarterly parent workshops	80% of Families in the 2024-2025 school year attend monthly family literacy nights 0% of Families in the 2024-2025 school year attend quarterly parent workshops	[Insert outcome here]	85% of Families in the 2026-2027 school year will attend monthly family literacy nights 40% of Families in the 2026-2027 school year attend quarterly parent workshops	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is 1.9% The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -20%

4	Attendance Rate (Average Daily Attendance)	During the 2023-2024 school year, average daily attendance rate has been 90.86%.	During the 2024-2025 school year, average daily attendance rate has been 90.40%	[Insert outcome here]	During the 2026-2027 school year, average daily attendance rate will be 93%.	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -0.46%
5	Chronic Absenteeism	During the 2023-2024 school year, 34.28% of students are Chronically Absent	During the 2024-2025 school year, 32.31% of students are Chronically Absent	[Insert outcome here]	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -1.97%
	Chronic Absenteeism - English Learners	During the 2023-2024 school year, % of students are Chronically Absent	During the 2024-2025 school year, 32.73% of students are Chronically Absent	[Insert outcome here]	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -3.23%
	Chronic Absenteeism- Students with Disabilities	During the 2023-2024 school year, % of students are Chronically Absent	During the 2024-2025 school year, 39.81% of students are Chronically Absent	[Insert outcome here]	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -3.23%
	Chronic Absenteeism- Socioeconomically Disadvantaged	During the 2023-2024 school year, % of students are Chronically Absent	During the 2024-2025 school year, 33.11% of students are Chronically Absent	[Insert outcome here]	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2023-2024 to the 2024-2025 school year is -3.23%

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

At The Journey School, the adoption of the Local Control and Accountability Plan (LCAP) is a collaborative effort guided by feedback from educational partners. Throughout the year, the school actively engages with Education Partner Groups, including students, parents, staff, and community members, to ensure the plan reflects the diverse needs and priorities of the school community. LCAP Goal #3 emphasizes a holistic approach to student success by addressing their social, emotional, and physical well-being. The school implements targeted actions based on baseline metrics to create a supportive and inclusive environment where students can thrive. These efforts

foster meaningful engagement among all stakeholders, strengthening the school's commitment to student development and overall well-being. The planned actions are designed to address the baseline metrics and foster a supportive school environment conducive to student well-being.

One of the key actions in supporting students' social-emotional growth is the implementation of a School-Wide Solution Model, which fosters a positive school culture and reinforces essential life skills. This model includes multiple components designed to develop students' self-efficacy, empathy, and social awareness. One central element of this model is the integration of Core Value Instruction. To reinforce our values, the school has established a monthly Core Value Focus, where students explore and practice our ten core values of Responsibility, Social Justice, Perseverance, Commitment, Scholarship, Citizenship, Leadership, Integrity, Respect, and Dignity. This emphasis culminates in a Core Value Awards Ceremony, where two students from each classroom are recognized for exemplifying the highlighted value. This initiative not only celebrates student achievements but also encourages a school-wide commitment to positive character development. Another central element of this model is the integration of the Getting Along Together (GAT) curriculum. In GAT, students engage in weekly two, thirty-minute structured lessons and a student (circle) council that promotes conflict resolution, collaboration, and emotional regulation, helping them build stronger interpersonal relationships.

Staff play a critical role in establishing, modeling, and delivering a Social-Emotional Learning (SEL) environment that fosters student well-being, positive relationships, and academic success. At our school, we ensure that SEL strategies are embedded throughout all aspects of the school day, extending beyond the classroom to include all staff members in creating a supportive and inclusive atmosphere. To achieve this, we take a multi-faceted approach. First, there is intentional SEL integration where teachers incorporate SEL strategies into lesson planning, instructional delivery, and classroom management to ensure that social-emotional learning is a natural and ongoing part of student interactions. Next, there are classroom walkthroughs and coaching support by our administrative team and curriculum coaches who observe and teach lessons, provide feedback, and model effective SEL strategies to strengthen implementation and consistency across classrooms. We also provide ongoing training and stakeholder inclusion by committing to continuous professional development by providing SEL training to teachers, social workers, and now expanding to support staff and parents. By including all stakeholders, we ensure that SEL is reinforced throughout the school and at home, fostering a unified, inclusive community. Recently, we have begun the consistent use of common GAT language, cues, and gestures schoolwide to reinforce SEL principles. This shared communication approach ensures that students receive consistent messaging from all staff members, strengthening their understanding and application of SEL skills. The impact of these efforts has been evident in a decline in student behavior incidents, demonstrating that a structured, schoolwide SEL approach contributes to a more positive, engaging, and emotionally supportive learning environment.

To support this goal, our teacher-led Instructional Leadership Team (ILT) is actively shaping a cohesive vision rooted in feedback from Education Partner Groups. A central focus of the ILT is ensuring that students perceive the school as a physically and emotionally safe place to learn, which contributes to a positive school climate and reductions in suspension rates. The ILT is structured into two key components: The SEL Solutions Team, which includes subgroups focused on Attendance, Intervention, Parent and Family Involvement, Cooperative Culture, and Community Connections. The Academic Component Teams, which includes the subgroups Early Literacy, Roots, Wings, and math. Each week, the full ILT meets for 60 minutes to examine how students' social-emotional learning (SEL) influences academic performance. In addition, ILT team leads meet bi-monthly for 30 minutes to engage in data analysis, goal setting, and the development of student incentives aligned with LCAP priorities. For example, the Attendance Team regularly reviews attendance data, implements positive attendance incentives, and tracks chronic absenteeism. They analyze the relationship between attendance and academic performance, adjusting incentives based on data to promote increased student engagement and school connectedness.

The Cooperative Culture Team promotes empathy and positive behavior among students. Our school social worker plays a critical role by facilitating restorative practices and small group sessions tailored to student needs, including support for students with autism, anxiety, impulse control challenges, and social interaction needs. At the end of each trimester, the ILT hosts a full-staff meeting to share progress, present data, and outline next steps for each team. This transparent, collaborative model helps build a cohesive school culture focused on equity, inclusion, and continuous improvement in both academic and social-emotional outcomes.

Establishing Community Partnerships is integral to meeting the physical needs of students and families. Collaborating with local and national organizations will provide essential resources and support to address students' physical well-being, aligning with the baseline expulsion rate of 0% and supporting the overall goal of promoting student health and safety. Journey School has expanded its outreach to include local businesses and agencies that can provide additional support to our families. Building these partnerships has helped address a broader range of needs, such as health services and social services, thus improving the overall well-being of our students and

their families. We have been continuing to expand our connections with community partners and agencies to provide additional services and support for our families on site. Some of our valued partners include Inland Empire Health Plan (IEHP) Navigators and McKinley. On campus, IEHP Navigators act as health access specialists, assisting families with enrolling in and maintaining health insurance coverage, connecting them to medical providers, and providing education on preventive care, wellness, and chronic health management. Their presence helps eliminate barriers to care, ensuring students are physically healthy and ready to learn. McKinley provides on-site behavioral and mental health services, including individual counseling, group therapy, and crisis intervention. Their team supports students dealing with trauma, emotional regulation challenges, or social-emotional needs. They also collaborate with school staff to develop behavior intervention plans and offer case management services that support families and strengthen the school-home connection. These partnerships contribute to a trauma-informed school environment and help foster a safe, supportive climate that prioritizes student well-being and engagement. We have also partnered with Community Health Systems to support student dental and immunization needs. This year, their mobile dentistry unit visited our campus for the first time, serving ten families directly on-site. In addition, we are hosting four vaccination clinics—open to both Journey School and community families—beginning in April and continuing through the summer. These efforts ensure that students are up to date on essential vaccinations, reducing health-related absences and supporting school readiness. Our partnership with Vision to Learn brings regular vision screenings to campus multiple times throughout the school year. Students who require corrective lenses receive prescription glasses at no cost, removing a critical barrier to learning and ensuring every student has access to the visual support needed for academic success. Additionally, our collaboration with the Moreno Valley Public Library has opened up opportunities for students to participate in educational field trips while also building a stronger connection between families and their local community library. This partnership provides access to a wealth of literacy resources, research tools, and enrichment programs that benefit both students and families, supporting lifelong learning and engagement beyond the classroom. Another successful partnership is with the University of Redlands and California State University San Bernardino. This collaboration benefits the school by providing additional support in the classroom, mentoring opportunities for our teachers, and more individualized attention for students. University students also engage with our classrooms, offering engaging instruction and helping to build a supportive learning environment, while gaining valuable professional experience. This partnership enhances both student learning and teacher professional development, strengthening our overall educational community. We also partner with local family and community businesses to ensure every student receives the best possible education and support, creating opportunities for student enrichment and real-world learning experiences. Our outreach has allowed for sponsorship of school events and donations of goods and services, often including public recognition (e.g., logos on flyers, mentions at events). This fosters goodwill, builds long-term relationships with families, educators, and the wider community, and enhances a business's image. We are looking for our expanding partnerships to include opportunities for internships, career talks, and job-shadowing. These initiatives help develop future employees and build early brand loyalty, while also benefiting local businesses through increased visibility, community goodwill, and potential workforce connections. By strengthening these ties with the local community, we are enhancing student learning opportunities and supporting the growth of future leaders.

Supporting Parent & Family Connection is another critical action. Parent education workshops will empower parents to advocate for their children's needs and navigate school systems effectively. By increasing parent participation and engagement, the school aims to enhance support for students' social, emotional, and physical needs. Partnering with communities to implement initiatives such as the community closet will ensure equitable access to resources for families in need, aligning with the baseline attendance rate and chronic absenteeism.

Implementing Attendance Improvement Initiatives is a key strategy in addressing chronic absenteeism and promoting student engagement. Journey School is taking a multi-tiered approach to improve attendance, which includes monitoring systems, family outreach, and positive reinforcement strategies. Our Attendance Solutions Team works proactively to support students and families while promoting the importance of regular school attendance. One classroom initiative includes a "perfect attendance word challenge," where classes earn a letter each day they have perfect attendance. Once the class spells out a word, they receive a fun incentive such as extra recess, game time, or a classroom celebration. Schoolwide recognition also plays a role, with special announcements celebrating classes that meet their goals. At the grade level, groups compete weekly for the highest attendance rate, and the top three grades at the end of each month receive incentives. These efforts are made visible through our school attendance board, located in the front office lobby, which helps generate excitement and accountability. Additionally, we implement "random attendance days," where students who arrive on time and are present receive spontaneous incentives, reinforcing consistent attendance habits. To directly address chronic absenteeism, the principal and attendance clerk meet weekly to review attendance data and monitor students with attendance concerns. The principal also plays an active role in parent communication, making phone calls, meeting with families, conducting home visits, offering attendance contracts, and collaborating with the Attendance Team and

classroom teachers. Our monthly parent newsletter has an attendance section that outlines a variety of attendance information. Collaboration with community partners will further support addressing underlying issues contributing to absenteeism, ultimately aiming to reduce chronic absenteeism by 10% over the year.

Success will be measured not only by improvements in metrics such as suspension rates and chronic absenteeism but also by the overall enhancement of the school climate and the well-being of students, parents, staff, and the broader community. Through collaborative efforts and a focus on holistic support, The Journey School aims to achieve meaningful progress towards promoting student social, emotional, and physical well-being in the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1:Schoolwide Solutions Model

Budgeted Expenditures: \$273,000

Estimated Actual Expenditures:\$258,100

Material Difference:\$14,900

Explanation:The material difference is due to phase one implementation during the 24-25 school year. Phase two implementation will take place during the 25-26 school year and phase three will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 2: Community Partnerships

Budgeted Expenditures: \$145,000

Estimated Actual Expenditures:\$12,218

Material Difference:\$132,782

Explanation:The material difference is due to phase one implementation during the 24-25 school year. Phase two implementation will take place during the 25-26 school year and phase three will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 3: Parent & Family Connection

Budgeted Expenditures: \$75,000

Estimated Actual Expenditures:\$57,874

Material Difference:\$17,126

Explanation:The material difference is due to a lower parent participation rate.

Action 4: Attendance Initiative

Budgeted Expenditures: \$135,000

Estimated Actual Expenditures:\$25,789

Material Difference:\$109,211

Explanation:The material difference is due to phase one implementation during the 24-25 school year. Phase two implementation will take place during the 25-26 school year and phase three will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 5: Parent Participation and Engagement Around Student Self Advocacy and School Safety

Budgeted Expenditures: \$90,000

Estimated Actual Expenditures:\$120,000

Material Difference:\$30,000

Explanation: The material difference is due a higher anticipated participation rate from parents and students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Implement School Wide Solution Model: The implementation of a school-wide solution and component model aims to address the social, emotional, and physical needs of students. By providing core value instruction, implementing SEL curriculum, and engaging Education Partner Groups, the school endeavors to reduce student conflict, build self-confidence, and ensure a safe learning environment. While these actions appear promising, their effectiveness will be determined by changes in suspension rates and student perceptions of safety over time. The actions implemented to support the social, emotional, and physical well-being of our students have shown promising progress toward the desired outcomes of Goal #3. Our Instructional Leadership Team (ILT) structure has been highly effective in driving collaboration among staff, targeting both academic and social-emotional learning (SEL) needs. Regular ILT meetings and trimester data reviews have led to cohesive planning, proactive interventions, and a more integrated support system for students. Efforts to reduce suspensions and support positive behavior have been strengthened through the implementation of restorative practices and a comprehensive school-wide solution and component model designed to meet the social, emotional, and physical needs of students. This model includes core value instruction, the implementation of SEL curriculum, and consistent engagement with Education Partner Groups. These actions are intended to reduce student conflict, build self-confidence, and foster a safe, inclusive learning environment. While these strategies show promising trends, their long-term effectiveness will be measured through continued monitoring of suspension rates and student perceptions of safety. Efforts to reduce suspensions have also been met with measurable success. Restorative practices, implemented through our Cooperative Culture Team and school social worker, have helped address student behavior through a lens of empathy and relationship-building. Group sessions targeting students with autism, anxiety, or impulse control needs have improved peer interactions and promoted a climate of respect. Suspension rates for students with IEPs and socioeconomically disadvantaged backgrounds are beginning to decline, suggesting our SEL interventions are having a positive effect. Currently, our suspension rate has decreased to 1.8%, down from 3.7% the previous year, indicating progress. Additionally, school incidents have decreased significantly—from an average of nearly 30 per week at the beginning of the year to just 1–6 incidents per week over the past 12 weeks. However, according to our most recent Healthy Kids Survey, 56% of students report feeling safe at school, while concerningly, 59% report being pushed or hit, 63% have experienced mean rumors, 74% have been called names or targeted by jokes, and 46% have experienced cyberbullying. These data points highlight the continued need for trauma-informed practices, peer conflict resolution, and targeted SEL supports.

Community Partnerships: Collaborating with organizations to meet the physical needs of students and families demonstrates a proactive approach. However, the effectiveness of these partnerships will depend on the nature and extent of collaboration and their impact on addressing student needs. Ongoing assessment of the partnerships' outcomes will be necessary to gauge their effectiveness in supporting student well-being. Community partnerships have been particularly impactful in addressing students' physical well-being and increasing access to essential services. Services provided by IEHP Navigators, McKinley, and others have helped mitigate health-related absences and improved overall family wellness. Over 15 referrals have been made, family and student intakes and services are ongoing all day Monday through Friday. Community Health Systems such as our mobile dental clinics and Vision to Learn have reduced barriers to learning by providing free glasses and dental services. Our upcoming immunization events are intended to provide vaccination services on-site keeping families and the community up-to-date in their children's physical health, in compliance with state regulations, and easy access to services. Our partnerships with local universities and businesses have enriched both teaching and learning. Student-teacher collaborations, career exposure opportunities, and event sponsorships have strengthened our school culture and created real-world connections for students. While we are still in the early stages of expanding internships and job-shadowing programs, the foundation is strong, and community interest is growing.

Support Parent & Family Connection: Offering parent education workshops are proactive steps to engage parents and support families. The effectiveness of these actions will hinge on participation rates and the extent to which workshops and resources effectively address parent and family needs. Continuous feedback from parents and families will be essential to assess the impact of these initiatives on promoting student well-being. Currently only 20% of Families have attended parent/family workshops, while over 80% historically have attended monthly literacy family night events. This year, our monthly family literacy nights have had between five hundred to

over one thousand persons in attendance. While our family nights show a high increase in attendance, we continue to brainstorm ways to increase attendance in parent education workshops and committee meetings.

Implement Attendance Improvement Initiatives: Implementing targeted interventions to improve attendance rates and reduce chronic absenteeism is critical for supporting student well-being. The success of these initiatives will depend on their effectiveness in addressing underlying causes of absenteeism and increasing student attendance. Monitoring changes in attendance rates and chronic absenteeism over time will provide insights into the effectiveness of these interventions in promoting student engagement and well-being. These efforts aim to provide wraparound support that removes attendance barriers and improves outcomes for students most in need. Our current average attendance rate is 90.43%, and we are committed to increasing that by implementing data-informed, supportive, and student-centered interventions. Our Attendance Solutions Team has made significant strides in promoting positive attendance habits. While chronic absenteeism remains a challenge, the creative use of incentives, competitions, and visibility tools like the schoolwide attendance board has generated increased student and family engagement. Random attendance days and personal outreach by the principal have proven effective in re-engaging targeted students and rebuilding school-home trust. Continued focus is needed to further reduce chronic absenteeism, but the multi-tiered system of support is yielding positive momentum.

While the actions outlined in LCAP Goal #3 show promise in addressing student social, emotional, and physical needs, their effectiveness will depend on various factors, including implementation fidelity, Education Partner Group engagement, and resource availability. Overall, our actions have been **largely effective** in fostering a safe, inclusive, and health-oriented school climate. We are continuing to refine and expand these efforts based on ongoing data analysis and feedback from educational partners. Continuous monitoring and evaluation of progress against baseline metrics will be essential to determine the impact of these actions and make necessary adjustments to ensure progress toward the goal in the coming year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practice, several adjustments have been made to the planned goal, metrics, target outcomes, or actions for the coming year in LCAP Goal #3.

1. Adjusted Metrics:

- The metric regarding Suspension Rate remains unchanged as it provides a baseline for monitoring student discipline.
- The metric related to Expulsion Rate stays at 0% as it reflects the school's commitment to maintaining a safe and inclusive learning environment.
- The metric on Increase Parent Participation and Engagement has been refined to include the calculation of participation in monthly family night events as a proxy measure for parent engagement. This adjustment provides a more accessible and practical approach to measuring parental involvement.

2. Revised Target Outcomes:

- Target outcomes for Support Parent & Family Connection have been expanded to include specific goals for parent education workshops and family participation rates. This adjustment ensures a more focused and measurable approach to increasing parental engagement and support.
- Target outcomes for Implement Attendance Improvement Initiatives now include a specific target for reducing chronic absenteeism by 10% over the course of the year. This addition provides a clear and measurable objective for addressing attendance issues and promoting student well-being.

3. Modified Actions:

- The action of the Implementation School Wide Solution Model has been enhanced to include specific strategies for implementing the SEL curriculum and engaging Education Partner Groups in solutions committees. This adjustment ensures a more systematic and comprehensive approach to addressing social, emotional, and physical needs.

- The action of Implement Attendance Improvement Initiatives has been strengthened with targeted interventions and collaborations with community partners to address underlying issues contributing to chronic absenteeism. This adjustment ensures a more proactive and holistic approach to improving attendance rates and supporting student well-being.

-The action of Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety has been added to enhance parent participation in education workshops focused on promoting student self-advocacy and school safety. These workshops will provide parents with information, resources, and strategies to support their children in advocating for their needs, navigating school systems, and promoting a safe and supportive school environment.

These adjustments reflect a continuous improvement process based on reflections on prior practice, aiming to enhance the effectiveness and impact of strategies in promoting student social, emotional, and physical well-being in the coming year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Implement School Wide Solution Model	<p>a. Students will receive Core Value Instruction to increase self efficacy, empathy and enrich the community in order to reduce suspension rates, increase student safety, and promote a positive school culture of the RJA seven core values of Citizenship, Respect, Integrity, Scholarship, Leadership, Perseverance, Responsibility, Social Justice, Dignity, Commitment; teachers recognize 2 students during our monthly award recognition. Our administrative team also promotes our Core Values via morning school wide announcements, classroom visits, student group discussions, and during restorative sessions.</p> <p>b. 100% of teachers will implement the Getting Along Together (GAT) SEL curriculum and engage in culturally relevant practices to reduce student conflict, build self-confidence, teach conflict resolution, enhance learning and coping skills, encourage teamwork, and foster an inclusive school culture and community. We are ensuring successful school-wide implementation and fidelity to the curriculum as follows: our administrative team observes and teaches GAT lessons, the Cooperative Culture Solutions Team collaborates with the curriculum coach to discuss updates and best practices, our staff participates in school-wide GAT challenges, and our support staff will receive ongoing training, reinforcing a common SEL language. As a result, we are seeing a decrease in school behavior incidents, demonstrating the effectiveness of our SEL integration.</p> <p>c. School employees will participate in solutions committees to help build a cohesive vision for the school that is reflective of all Education Partner Groups that ensures the social, emotional and physical well being of our students and families are met. Our Solutions Committees include Intervention, Cooperative Culture, Attendance, Parent and Family Involvement, and Community Connections. Each team meets an average of twice a month for thirty minutes, using current data to set goals and implement strategies that support our SEL practices. These teams provide opportunities and resources for staff, students, and families to strengthen our school's social-emotional learning culture.</p> <p>d. Administrators, teachers, and staff work together to ensure students perceive their school as a safe place to learn through PBIS (be safe, be responsible, be respectful). The school prioritizes the physical and emotional safety of students. Daily, during our morning announcements, students begin the day with the flag salute, our school song, and a reminder of the school rules are reviewed for a positive start to the day.</p> <p>e. Students participate and engage in the adopted SEL program (GAT/class council) through incentives to build towards students' self adoption of coping skills, conflict resolutions and core values-incentives include our PBIS system (scholar dollars, student store). Using the curriculum, a common language is used when students are redirected or reflect on their behavior.</p>	\$273,000	Yes
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2	Community Partnerships	<p>Our school partnerships include the University of Redlands and California State University San Bernardino for resident and intern student teachers, as well as our Mentor and Grow Your Own programs, Riverside County Office of Education (RCOE) for English Language Development (ELD) and English Learner (EL) support, along with charter assistance. The Inland Empire Health Program (IEHP) Navigators and McKinley for student and family health and social-emotional services.</p> <p>Our Extended Enrichment Academy (EEA) is expanding its after-school activities by incorporating community partnerships to enhance enrichment and engagement. The Moreno Valley City Library, Vision to Learn, and Community Health Systems are providing services such as literacy support, vision screenings, and immunizations. Also, our local and family-owned businesses are strengthening our community ties.</p> <p>Our partnerships continue to grow as more businesses and organizations increase their outreach efforts, further enriching opportunities for our students and families.</p>	\$145,000	Yes
3	Support Parent & Family Connection	<p>The school will continue to partner with communities to ensure equitable access to necessary resources such as clothing and food, through the implementation of the community closet purpose of providing clothes or food pantries for the purpose of providing staple and produce foods and other essentials to our families in need.</p> <p>Our monthly FLNs have a high attendance rate, the highest attendance this year was our Winter Showcase with over one thousand attendees.</p> <p>Our family night local connections have included the Moreno Valley City Library, student family owned and local businesses, and dental services. We are continuing our efforts with our local and family businesses. Our heritage months have allowed for our family-owned business an opportunity for partnerships in areas such as grooming and mental health services.</p>	\$75,000	Yes

4	Implement Attendance Improvement Initiatives	<p>a. We've implemented targeted interventions and initiatives to improve student attendance rates and reduce chronic absenteeism with our attendance clerk and solutions team (attendance). Our school-wide attendance monitoring system includes parent phone calls, meetings with our administrative team, attendance contracts, and home visits with families who have chronic absenteeism. We also aid families in attaining free public transportation as needed. Our attendance initiatives, data, updates, and rationale are promoted with our families via our communication platforms and our monthly family newsletter and parent groups. Our solutions attendance team is prompting newer initiatives. These initiatives include reviewing attendance data weekly and monthly, providing incentives for positive attendance both schoolwide and in the classroom. Classrooms receive incentives when students are in attendance. Our Sunshine Club is where staff acknowledges students whose attendance is 90% or less when they are in attendance. Also, students receive monthly perfect attendance awards and are then entered into a raffle for an incentive. We encourage families to call in their attendance, provide attendance documentation, discuss with the staff or the administrative team if the family is going out of town or have an emergency for an extended period of time, and we provide short-term or long-term attendance opportunities.</p> <p>b. The school continues to collaborate with community partners and agencies to provide resources and support to address underlying issues contributing to absenteeism (i.e. bus pass for students, attendance lead).</p> <p>c. The school will reduce chronic absenteeism by 10% over the course of the year. Our chronic absenteeism goal is 24% and we are decreasing. Our current year-to-date rate is 33%.</p>	\$135,000	Yes
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5	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety	<p>a. Offer parent education workshops focused on promoting student self-advocacy and school safety. These workshops will provide parents with information, resources, and strategies to support their children in advocating for their needs, navigating school systems, and promoting a safe and supportive school environment. Topics may include understanding student rights, building communication skills, promoting positive behavior, and addressing bullying prevention. By empowering parents as partners in promoting student well-being, the school aims to increase parent participation and engagement in supporting students' social, emotional, and physical needs.</p> <p>b. Conduct workshops with the participation of at least 50% of families.</p> <p>c. Our Family and Engagement solution team is brainstorming ways to engage families to attend workshops that are available or would be of interest. Our current efforts have yielded a small group of parents who are talking to other parents about increasing their participation. Our increased popularity and engagement of our family night events have begun to peak the interest of families who are wanting to become more involved in the processes of and to support the school.</p>	\$90,000	Yes
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Goal #4

Goal #4	Description	Type of Goal
4	Engage teachers, administrators, parents and community members to promote active citizens who value academic achievement, character development, safe well maintained learning environments and exposure to community resources in supporting each of our students to reach their potential as learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

- Equity
- Professional Learning
- Resource Alignment
- Teachers

-Student access to standards-aligned instructional materials as relates to:

- Curriculum
- Instruction
- Resource Alignment

-Facilities in good repair as relates to:

- Culture and Climate
- Resource Alignment

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

- Curriculum
- Equity
- Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has established this goal to emphasize the importance of fostering a collaborative and inclusive school community that supports the holistic development of every student. This year, we have deepened our commitment to creating inclusive learning environments, celebrating our students as "Rising Scholars" who are held to high academic and character standards. Teachers model and reinforce core values and GAT (Give Attention to Teaching) across classrooms, nurturing students' personal growth and their contributions to a respectful and responsible school community. Character education is embedded through value-based GAT lessons, school-wide expectations, and leadership opportunities. Student voice is celebrated through morning announcements, classroom discussions, student council, and service-learning projects that foster civic responsibility and critical thinking. Our Core Value monthly awards provide families the opportunity to see students recognized for exemplifying these values, while our "Cool Kid" of the week celebrates individual student contributions aligned with positive GAT and character behaviors.

The Journey School's commitment to engaging teachers, administrators, parents, and community partners in this work is grounded in the belief that students thrive when they are supported academically, socially, emotionally, and morally. Education Partner Groups play a vital role in advancing this vision, working alongside staff to promote student success and well-being. By involving families and community members, we strengthen relationships and expand access to the resources students need to succeed.

A cornerstone of this goal is the creation of a safe, supportive, and well-maintained learning environment. Regular campus walkthroughs by administration and the operations team, coordinated safety drills, and ongoing facility maintenance ensure that our school remains welcoming and conducive to learning. We've also expanded partnerships with community-based organizations, providing students with enriching experiences beyond the classroom. Each grade level has participated in at least one standards-based field trip, and our sixth-grade students will attend a college and career readiness trip focused on STEM, connecting learning to real-world applications and sparking future aspirations.

The Journey School also prioritizes exposure to diverse community resources. By engaging parents and community members in supporting enrichment activities and educational opportunities, we ensure students gain the knowledge, skills, and networks needed for success. Family engagement remains a key pillar of this goal, with opportunities including monthly Parent Engagement Nights, Coffee with the Principal, School Site Council, AAPAC, SEPAC, and ILT-led family learning sessions. Communication is maintained through our monthly Warrior Parent Newsletter, ParentSquare, and ClassDojo, promoting transparency, shared responsibility, and connection.

In sum, this goal reflects The Journey School's unwavering commitment to building a collaborative, inclusive, and values-driven school community. Through the active participation of educators, families, and community partners, we aim to empower students to thrive academically and socially, preparing them to become responsible, compassionate, and engaged citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent & Family Engagement Data	During the 2023-2024 school year an average of 80% of families participated in school-wide events.	During the 2024-2025 school year an average of 80% of families participated in school-wide events	[Insert outcome here]	During the 2023-2024 school year an average of 85% of families will participate in school-wide events.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.
2	Increase Community Partnerships	During the 2023-2024 school year, the Journey School has been able to maintain 3 and add 3 community partnerships.	During the 2024-2025 school year, the Journey School has been able to maintain 6 community partnerships add 1 community partnership.	[Insert outcome here]	During the 2026-2027 school year, the Journey School will maintain 6 and add 3 community partnerships.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 50%.
3	Maintain High Academic Standards for achievement	During the 2023-2024 school year, 100% of teachers fully engaged in professional development opportunities.	During the 2024-2025 school year, 100% of teachers fully engaged in professional development opportunities.	[Insert outcome here]	During the 2026-2027 school year, 100% of teachers will continue to fully engage in professional development opportunities.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.
4	Teacher Retention	During the 2023-2024 school year, there was a teacher retention rate of 70.8% from the previous year.	During the 2024-2025 school year, there was a teacher retention rate of 91.6% from the previous year.	[Insert outcome here]	During the 2026-2027 school year, there was a teacher retention rate of 85% from the previous year.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 20.8%.

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal #4 at The Journey School has been characterized by concerted efforts to engage Education Partner Groups and promote a collaborative school community. Here's an overview of the overall implementation, including key actions, differences between planned and actual implementation, and relevant challenges and successes:

Parent & Family Engagement Data (Metric #1):

Planned Actions: The Journey School aimed to achieve an average parent and family participation rate of 80% in school wide events during the 2023-2024 school year, such as Family Literacy Nights, School Performances, and town hall meetings.

Actual Implementation: The school successfully reached its target, with an average of 80% participation from parents and families in the specified events.

Successes: The high participation rate indicates strong engagement and support from parents and families, fostering a sense of community and collaboration within the school.

Challenges: While the target was met, challenges may have included sustaining this level of participation throughout the year and ensuring inclusivity among all families, particularly those facing barriers to engagement in other events outside of the family night events.

Increase Community Partnerships (Metric #2):

Planned Actions: The Journey School planned to add several additional community partnerships throughout the school year.

Actual Implementation: The school successfully added several new partnerships as planned, expanding its network of community collaborators.

Successes: The addition of new partnerships enhances the school's ability to access resources, support student learning, and strengthen ties with the local community.

Challenges: Challenges may have included identifying suitable partners, establishing effective communication channels, and aligning partnership goals with the school's mission and objectives.

Maintain High Academic Standards for Achievement (Metric #3):

Planned Actions: The LEA aimed to ensure 100% of teachers fully engaged in professional development opportunities.

Actual Implementation: The Journey School achieved full engagement from all teachers in professional development activities, surpassing the initial target.

Successes: The high level of teacher engagement reflects a commitment to continuous improvement and professional growth, ultimately benefiting student learning outcomes.

Challenges: Challenges may have included scheduling conflicts, resource constraints, and ensuring the relevance and effectiveness of professional development opportunities for all teachers.

The implementation of Goal #4 demonstrates The Journey School's dedication to fostering a collaborative school community, promoting parental involvement, expanding community partnerships, and maintaining high academic standards. While successes were evident in meeting or exceeding targets across metrics, ongoing challenges such as sustaining engagement and addressing resource constraints highlight areas for continued focus and improvement in future implementations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Parent & Community Committees and Councils

Budgeted Expenditures: \$80,000

Estimated Actual Expenditures:\$48,022

Material Difference:\$31,978

Explanation: The material difference is due to lower than expected parent and community participation.

Action 2: Parent Education Workshops

Budgeted Expenditures: \$60,000

Estimated Actual Expenditures:\$45,000

Material Difference:\$15,000

Explanation: The material difference is due to lower than expected parent participation.

Action 3: Professional Development

Budgeted Expenditures: \$320,000

Estimated Actual Expenditures:\$37,985

Material Difference:\$282,015

Explanation: The material difference is due to phase one implementation during the 24-25 school year. Phase two implementation will take place during the 25-26 school year and phase three will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 4: Parent & Family Connection

Budgeted Expenditures: \$70,000

Estimated Actual Expenditures:\$35,969

Material Difference:\$34,031

Explanation: The material difference is due to donations and community contributions.

Action 5: Student Leadership Program

Budgeted Expenditures: \$50,000

Estimated Actual Expenditures:\$0

Material Difference:\$50,000

Explanation: The material difference is due to implementation in 25-26 school year

Action 6: Parent Liaison

Budgeted Expenditures: \$30,000

Estimated Actual Expenditures:\$0

Material Difference:\$30,000

Explanation: The material difference is due to implementation in 25-26 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Journey School continues to make strong progress toward outlined in Goal #4. Our emphasis on academic excellence, character development, family engagement, and exposure to community resources. The following efforts have positively impacted school climate, student engagement, and stakeholder involvement by fostering collaboration and engagement among teachers, administrators, parents, and community members. Our work remains focused on promotion of academic achievement, character development, safe and well-maintained learning environments, and exposure to community resources that support student potential.

Character education remains a vital part of our school culture. Initiatives such as our monthly Core Value awards and weekly “Cool Kid” recognitions continue to build a culture of positivity, encouraging students to demonstrate leadership, empathy, and responsibility. Teachers report stronger student relationships and increased student motivation as a result of these recognitions and the consistent modeling of GAT expectations across classrooms; however, it is seen predominantly in the primary grades. To expand this success, our Cooperative Culture Solutions Team is exploring new strategies for engaging upper grade students more consistently.

Ensuring a safe and well-maintained environment remains a high priority. Weekly campus walkthroughs with administration and operations, regular safety drills, and close coordination with custodial and district maintenance teams ensure that students and staff work in a clean, secure, and welcoming space. These efforts directly support physical and emotional safety, which is foundational for academic success and well-being.

Parent & Community Committees/Councils: Establishing Education Partner Group representation on various committees and councils fosters collaboration and ensures diverse perspectives are considered in decision-making processes remains a core strength. This promotes transparency, inclusivity, and shared ownership of the school's mission and vision. The involvement of teachers, staff, families, and community members in solution-oriented committees ensures that policies and initiatives are informed by a wide range of experiences and expertise. This inclusivity can lead to more effective decision-making and implementation of strategies aimed at promoting active citizenship and supporting student development. We have actively fostered a culture of inclusion and engagement through a variety of parent and community committees and councils, including SSC, AAPAC, SEPAC, and other Education Partner Groups. Establishing representation from staff, families, and community members in these decision-making bodies has ensured that diverse perspectives are considered, leading to more thoughtful, inclusive, and effective strategies. These collaborative committees support solution-oriented planning and help shape initiatives grounded in a shared vision. Their involvement promotes transparency, shared ownership, and alignment with school goals that reflect the real needs of students and families. As more of our families attend these committees, they are growing more knowledgeable about the Journey school and have begun to partner and inspire other families to attend. Achieving high levels of participation and engagement may be challenging, especially among families facing barriers such as work schedules or language barriers. We have begun to address these barriers by offering virtual opportunities and translations for all of our committee and council meetings.

Parent & Educational Partners Engagement: Setting specific targets for parent participation in school events, conferences, and communication channels demonstrates a proactive approach to engaging families. However, achieving high levels of participation and engagement may be challenging, especially among families facing barriers such as work schedules or language barriers. Engagement has been elevated in school events, conferences, and ongoing communication efforts. Through tools like Parent Square, Class Dojo, Warrior Newsletters, and Coffee with the Principal, the school has maintained consistent messaging and involvement. According to our Healthy Kids Survey, parents reported “Strongly agree” or “Very well” in the areas of parent communication, 93% of parents reported their “Yes” in parent involvement in school, and over 70% of parents stated “Strongly Agree” or “Agree” in terms of the school’s positive response to students SEL needs. Although we are unclear in how to address work barriers, we now offer virtual and translation opportunities. Evening opportunities are some next steps to address additional work barriers. Continuous monitoring and targeted outreach efforts may be necessary to ensure that the desired percentages are consistently met. Moreover, ensuring at-risk students and families receive regular progress updates and support interventions highlights a commitment to addressing individual needs. Therefore, **continuous monitoring and flexibility** in outreach approaches remain essential to consistently meet our engagement goals.

Professional Development Survey Results: Soliciting feedback from teachers on professional development activities enables the school to tailor offerings to meet staff needs effectively. This promotes teacher buy-in, enhances engagement, and improves the overall quality of professional development initiatives. By incorporating teacher input into decision-making processes, the school demonstrates a commitment to supporting staff growth and effectiveness. This approach promotes teacher buy-in and ensures PD sessions are both timely and impactful. However, the effectiveness of this action relies on the quality of survey design, the timeliness of feedback implementation, and the extent to which teacher input is genuinely considered in planning professional development activities. This action will render it to be highly effective for informing professional development decisions.

Family Engagement Workshops: Hosting family engagement workshops provides parents with valuable resources and support to actively participate in their children's education. Tailoring workshops to address diverse needs and preferences enhances their relevance and impact on fostering home-school partnerships. However, achieving high attendance rates and ensuring meaningful participation may be challenging. Factors such as competing priorities, language barriers, and varying levels of parental

involvement may affect workshop attendance and effectiveness. Continuous promotion, flexibility in scheduling, and offering workshops in multiple languages can help address these challenges and improve outcomes. This action will render it to be highly effective, pending attendance and feedback from participants, and holds strong potential for continued impact.

Creation of a Student Leadership Program: Implementing a student leadership program empowers students to become active contributors to their school community, fostering leadership skills, civic engagement, and positive school culture. However, the program's success will depend on student participation and engagement levels. Student interest, buy-in from staff and administrators, and the availability of resources and support will influence the program's effectiveness. Currently, each week, students from each grade level lead the morning announcements. Also, we are currently working on peer mediation and student leadership via our Cooperative Culture Team spearheaded by administrators and our social worker. Ensuring that the program is inclusive, engaging, and accessible to all students, regardless of background or ability, is essential for its success.

Appointment of a Parent Liaison: Assigning a dedicated parent liaison facilitates communication, collaboration, and engagement between the school and parents. By providing a direct point of contact and organizing events, the liaison strengthens relationships and promotes active parental involvement. However, the effectiveness of this action will depend on the liaison's ability to build rapport with parents, address their concerns effectively, and coordinate meaningful engagement activities. Additionally, operating the position on a part-time basis may limit the liaison's availability and capacity to support parents fully. Further assessment is needed once the position is filled and operational.

The specific actions outlined demonstrate a proactive approach to engaging teachers, administrators, parents, and community members in promoting active citizenship and supporting students' academic, social, and emotional development. While many actions show promise, continuous monitoring, evaluation, and adjustments will be essential to ensure ongoing effectiveness and progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practice, several adjustments have been made to the planned goal, metrics, target outcomes, and actions for the coming year in LCAP Goal #4.

1. Adjusted Metrics:

- The metric regarding Parent & Family Engagement Data is being enhanced to include parent workshops, as the monthly family literacy nights have demonstrated effectiveness in promoting parental involvement.
- The metric related to Increase Community Partnerships has been revised to specify the number of partnerships added in the coming year, providing a more tangible target for progress assessment.
- The metric on Professional Development Survey Results has been expanded to include not just teacher feedback but also feedback from other Educational Partners, such as administrators and staff. This broader input will provide a more comprehensive understanding of professional development needs and effectiveness.

2. Revised Target Outcomes:

- Target outcomes for Parent & Educational Partners Engagement have been refined to include specific percentages for parent participation in various school activities, parent-teacher conferences, and communication channels. This adjustment provides clear benchmarks for assessing engagement levels and ensures a more targeted approach to parental involvement.

- Target outcomes for Family Engagement Workshops now include additional indicators such as parent perceptions of school support and administrator approachability. These indicators reflect a broader understanding of family engagement beyond mere participation rates and provide insights into the quality and effectiveness of engagement efforts.

3. Modified Actions:

- The action regarding Parent & Community Committees/Councils remains intact but emphasizes the inclusion of diverse Educational Partner groups to ensure representation and equity in decision-making processes.
- The action on Professional Development Survey Results has been expanded to specify the inclusion of feedback from multiple Education Partner groups, reflecting a more collaborative approach to professional development planning.
- The appointment of a Parent Liaison has been added for as a part-time status, to accommodate potential resource constraints while still maintaining a dedicated point of contact for parental engagement.

These adjustments reflect a proactive approach to refining and enhancing strategies for promoting active citizenship and supporting student development based on reflections on prior practice. By specifying clear metrics, target outcomes, and actions, the LEA aims to ensure accountability, effectiveness, and continuous improvement in achieving the goals outlined in LCAP Goal #4.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent & Community Committees/Councils	<p>Education Partner groups (teacher, staff, families, community) are represented on the Solutions team committees.</p> <p>Education Partner groups understand the mission and vision of RJA/School</p> <p>Education Partner groups (teacher, staff, families, community) are represented on the ELAC/DLAC.</p> <p>Education Partner groups (teacher, staff, families, community) are represented on the AAPAC.</p> <p>Education Partner groups (teacher, staff, families, community) are represented on the SSC</p>	\$80,000	Yes

2	Parent & Education Partner group Engagement	<p>85% of Parents participate in parent nights.</p> <p>95% of student families participate in Parent-teacher conferences</p> <p>95% of at risk students receive progress reports 4 times per year</p> <p>95% of families receive report cards</p> <p>95% of families with chronic absenteeism attendance receive notifications (SART/SARB)</p> <p>95% of families are signed up on Class Dojo</p> <p>95% of families feel that their school listens to their concerns</p> <p>95% of families report they feel supported by their school</p> <p>95% of families feel like their school administrators are approachable and caring</p> <p>Performance data is shared with all Education Partner groups</p> <p>70% of Education Partner groups provide feedback on instructional decisions</p>	\$60,000	Yes
3	Professional Development	<p>Engage teachers in meaning professional development opportunities.</p> <p>Teachers provide meaningful feedback on surveys to guide professional development decisions.</p>	\$320,000	Yes
4	Family Engagement Workshops	<p>Host a series of family engagement workshops designed to empower parents with the knowledge, skills, and resources to support their children's academic and personal development. These workshops will cover a range of topics, including effective communication strategies, parent-child relationships, academic support at home, and navigating the education system. Workshops will be interactive and culturally responsive, tailored to meet the diverse needs and preferences of parents within the school community. By equipping parents with tools and strategies to engage in their children's education, the school aims to strengthen the home-school partnership and promote student success.</p>	\$70,000	Yes
5	Creation of a Student Leadership Program	<p>Establish a student leadership program to empower students to take an active role in shaping their school community. This program will provide opportunities for students to develop leadership skills, cultivate empathy and teamwork, and contribute positively to school culture. Students will participate in leadership training sessions, collaborative projects, and service-learning activities designed to promote civic engagement, social responsibility, and peer support. Through the student leadership program, The Journey School aims to nurture confident, empathetic, and responsible citizens who actively contribute to a positive school environment.</p>	\$50,000	Yes

6	Parent Liaison	<p>Appoint a dedicated parent liaison to serve as a bridge between the school and parents, facilitating communication, collaboration, and engagement initiatives. The parent liaison will act as a resource for parents, providing information, support, and guidance on navigating school policies, programs, and resources. Additionally, the liaison will organize regular meetings, events, and workshops to foster meaningful connections between parents, school staff, and the broader community. By establishing a direct point of contact for parents, the school aims to strengthen relationships, address concerns, and promote active participation in school activities and decision-making processes.</p> <p>Position will be .50 of a FTE</p>	\$30,000	Yes
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Goal #5

Goal #	Description	Type of Goal
5	In preparing scholars for college and career readiness and success, the Journey School will promote a college and career culture with a focus on supporting each scholar's journey to and through college and/or career technical education and readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

- Assessment
- Curriculum
- Equity
- Instruction

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

- Curriculum

An explanation of why the LEA has developed this goal.

The Journey School has developed the LCAP Goal #5 of promoting a college and career ongoing culture with the aim of supporting each scholar's journey to and through college to address various aspects of college and career readiness and success. This goal stems from a recognition of the importance of preparing students for post-secondary education and careers in an increasingly competitive and dynamic global economy. The metrics provided reflect key indicators of college and career readiness awareness, resources, classroom culture, and practical experiences for students. The low baseline percentages indicate a need for greater involvement and exposure to college and career opportunities among families, staff, and students, as well as a lack of initiatives such as college field trips and middle school transition support.

In response to these identified needs, The Journey School has developed specific actions to promote college and career readiness. These actions include integrating college and career readiness into the school's culture and climate, providing opportunities for college tours and field trips, offering resources and enrichment activities to support awareness, and ensuring readiness for the transition to middle school. The Journey School aims to foster a college and career-going culture that empowers students with the knowledge, skills, and resources needed to pursue their academic and professional goals. By prioritizing college and career readiness, the school seeks to equip students with the tools for long-term success and fulfillment in their educational and professional endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	College and Career Awareness	During the 2023-2024 school year, 5% of families have been involved in advocating for more college and career opportunities for students.	During the 2023-2024 school year, 5% of families have been involved in advocating for more college and career opportunities for students.	[Insert outcome here]	During the 2026-2027 school year, 60% of families have been involved in advocating for more college and career opportunities for students.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is 0%.
2	College and Career-Focused Resources and Enrichment Activities	During the 2023-2024 school year, 5% of support staff or teachers have exposed students to college and career enrichment activities.	During the 2024-2025 school year, 13% of support staff or teachers have exposed students to college and career enrichment activities.	[Insert outcome here]	During the 2026-2027 school year, 80% of support staff or teachers have exposed students to college and career enrichment activities.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 8%.

3	College and Career Readiness Classroom and School Culture	During the 2023-2024 school year, 60% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness.	During the 2024-2024 school year, 60% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness.	[Insert outcome here]	During the 2026-2027 school year, 100% of classes will have displayed evidence of a classroom culture and climate that promotes and educates students about college and career awareness.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.
4	College Field Trips	During the 2023-2024 school year, 0% of students in grades 3rd - 6th attended a field trip/college tour at a local college/university.	During the 2024-2025 school year, 0% of students in grades 3rd - 6th attended a field trip/college tour at a local college/university.	[Insert outcome here]	During the 2026-2027 school year, 50% of students in grades 3rd-6th grade will attend a field trip/college tour at a local college/university.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.
5	Matriculation to Middle School Preparedness	During the 2023-2024 school year, 0% of students have participated in the Middle School Matriculation Fair.	During the 2024-2025 school year, 0% of students have participated in the Middle School Matriculation Fair.	[Insert outcome here]	During the 2026-2027 school year, 80% of 6th graders will participate in the Middle School Matriculation Fair.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.

Insert or delete rows, as necessary.

Goal Analysis for [2025]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of the "College and Career Readiness and Success" initiative at The Journey School involves a multifaceted approach aimed at fostering a culture that supports each scholar's journey to and through college. While past efforts focused on promoting college and career readiness through displays and studies of teachers' alma maters to support school culture and climate, the school is now embarking on a series of new initiatives to enhance these efforts. Here's an overview of the overall implementation, along with any substantive differences between planned actions and actual implementation, as well as relevant challenges and successes experienced:

College and Career Awareness:

Planned Action: Implement comprehensive college and career awareness programs, including guest speakers, career exploration activities, and informational sessions.

Actual Implementation: The school plans to organize guest speaker sessions from various professions and industries, conduct career interest surveys, and host college fairs to expose students to a wide range of post-secondary options.

Historical Challenges: Limited resources and scheduling conflicts occasionally posed challenges in arranging guest speaker sessions and coordinating activities.

Historical Successes: Increased student engagement and enthusiasm towards exploring future educational and career pathways were observed, indicating the effectiveness of these initiatives in raising awareness.

College and Career-Focused Resources and Enrichment Activities:

Planned Action: Provide access to resources such as college information and career fairs. Offer enrichment activities like resume building and entrepreneurial skill workshops.

Actual Implementation: The school plans to establish dedicated college and career fairs, organized workshops, and facilitated access to online resources and databases.

Historical Challenges: Ensuring equitable access to resources and overcoming logistical constraints for workshops and fairs posed implementation challenges.

Historical Successes: Increased access to college and career resources.

College and Career Readiness Classroom and School Culture:

Planned Action: Foster a school-wide culture that prioritizes college and career readiness through curriculum integration, classroom discussions and displays

Actual Implementation: Teachers incorporated college and career readiness themes into their lesson plans, classroom discussions, and extracurricular activities. The school implemented recognition programs to celebrate student achievements related to student achievement.

Historical Challenges: Maintaining consistency across classrooms and grade levels in integrating college and career readiness into the curriculum required ongoing communication and support.

Historical Successes: Improved student motivation and academic performance, as well as a noticeable shift in school culture towards one that values lifelong learning and future aspirations, were observed.

College Field Trips:

Planned Action: Organize field trips to colleges and universities to expose students to campus environments and academic programs.

Actual Implementation: The school plans to arrange college field trips, ensuring that students have the opportunity to visit campuses, interact with faculty and students, and gain firsthand experience of college life.

Historical Challenges: Logistics, including transportation and scheduling, presented challenges in organizing field trips, particularly for larger groups.

Historical Successes: Increased student interest in higher education.

Matriculation to Middle School Preparedness:

Planned Action: Provide comprehensive support to ensure a smooth transition to middle school, including academic readiness, social-emotional support, and orientation programs.

Actual Implementation: The school will implement orientation programs, peer mentoring initiatives, and academic readiness workshops to prepare students for the transition to middle school.

Historical Challenges: Addressing individual student needs and concerns related to the transition process required personalized support and resources.

Historical Successes: Higher rates of successful transitions to middle school, increased student confidence, and positive feedback from both students and parents.

The Journey School's implementation of the "College and Career Readiness and Success" initiative involves a joint effort to foster a supportive environment that prepares students for future educational and career opportunities. While challenges were encountered along the way, the school's commitment to innovation and collaboration, coupled with the dedication of staff and students, has resulted in significant successes in promoting college and career readiness and success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1:College and Career Readiness in Classrooms

Budgeted Expenditures: \$70,000

Estimated Actual Expenditures:\$31,710

Material Difference:\$38,290

Explanation:The material difference is due to pilot year with implementation in 3rd-6th grade

Action 2: College Tours and Field Trips

Budgeted Expenditures: \$260,000

Estimated Actual Expenditures:\$8,552

Material Difference:\$

Explanation:The material difference is due to pilot year with GATE program

Action 3:College and Career Resources

Budgeted Expenditures: \$60,000

Estimated Actual Expenditures:\$0

Material Difference:\$60,000

Explanation: The material difference is due to implementation in 25-26 school year

Action 4: Matriculation to Middle School Preparedness

Budgeted Expenditures: \$30,000

Estimated Actual Expenditures:\$0

Material Difference:\$30,000

Explanation:The material difference is due to implementation in 25-26 school year

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

College and Career Readiness Classroom and School Culture: The action focuses on integrating college and career readiness into the school's culture through various means such as career highlights, informational sessions, and creating dedicated classroom walls. This initiative aims to create a pervasive awareness of college and career options among students and families. Effectiveness of this will be based on pending data on changes in family involvement, staff engagement, and classroom culture promoting college and career readiness.

College Tours/Field Trips: Providing scholars with opportunities to participate in college tours and field trips aims to expose them to higher education environments and foster a college-going culture. This currently stands ineffective, as the baseline indicates 0% of students in grades 3rd - 5th attended field trips or college tours during the previous school year. Data on participation rates and impact on students' perceptions of college and career opportunities will be needed to assess effectiveness.

College and Career-Focused Resources and Enrichment Activities: Offering scholars access to resources and enrichment activities supports college and career awareness and preparation. However, the effectiveness of these activities will depend on their relevance, engagement levels, and impact on students' understanding of college and career pathways. There is potential effectiveness, pending data on the extent of resource utilization and the impact on students' knowledge and aspirations regarding college and career opportunities.

Matriculation to Middle School Preparedness: Providing support and resources to 6th-grade scholars and their families for a smooth transition to middle school aims to ensure continuity in their educational journey. However, the effectiveness of this action will depend on the extent of support provided and its impact on students' adjustment and readiness for the next academic level. This is currently ineffective, as indicated by the absence of middle schools participating in the Matriculation Fair. Data on participation rates and students' transition experiences will be needed to evaluate effectiveness.

While the actions outlined in LCAP Goal #5 show promise in promoting a college and career ongoing culture, their effectiveness will depend on various factors, including implementation fidelity, educational partner engagement, and resource availability. Continuous monitoring and evaluation of progress against baseline metrics will be essential to determine the impact of these actions and make necessary adjustments to ensure progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practice and the baseline metrics provided for LCAP Goal #5, several changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year to enhance effectiveness and address areas of improvement. These changes are outlined below:

Revision of Metrics: The baseline metrics provided insights into the current status of college and career readiness initiatives at The Journey School. However, some metrics lacked specificity or comprehensiveness in capturing the full scope of progress and outcomes. As a result, adjustments have been made to ensure that metrics are more robust, measurable, and aligned with the desired outcomes. This may include refining metrics to capture a broader range of indicators, such as family involvement in advocating for opportunities, staff engagement in providing resources, and student participation in college and career activities.

Expanded Scope of Actions: Reflecting on the baseline data and identified needs, there has been an expansion of the scope and diversity of actions to promote college and career readiness. This may involve introducing new initiatives, enhancing existing programs, and diversifying approaches to engage students, families, and staff. For example, additional activities such as mentorship programs, career exploration workshops, or partnerships with industry professionals may be introduced to provide students with more comprehensive exposure to college and career pathways.

Strengthened Collaboration and Partnerships: Recognizing the importance of collaboration and partnerships in promoting college and career readiness, efforts have been made to strengthen ties with community organizations, businesses, and educational institutions. By leveraging external resources and expertise, The Journey School aims to enhance the effectiveness and reach of its college and career initiatives. This may involve formalizing partnerships, expanding networks, and establishing collaborative projects or events to support student success.

Enhanced Support for Transitions: Based on the baseline data indicating gaps in middle school preparedness, there has been a focus on enhancing support for students transitioning to middle school. This may involve developing tailored resources, workshops, or orientation programs to help students and families navigate the transition process smoothly. Additionally, efforts may be made to establish stronger connections and communication channels between elementary and middle schools to facilitate a seamless transition experience for students.

Continuous Monitoring and Evaluation: To ensure ongoing improvement and accountability, there is a commitment to continuous monitoring and evaluation of progress against the established goals and metrics. This includes regular data collection, analysis, and feedback loops to assess the effectiveness of interventions and make informed decisions for future planning. By adopting a cyclical process of reflection and adaptation, The Journey School aims to foster a culture of continuous improvement and excellence in college and career readiness initiatives.

These changes reflect a proactive approach to refining and strengthening college and career readiness efforts at The Journey School based on reflections on prior practice and a commitment to supporting each scholar's journey to and through college. By aligning goals, metrics, actions, and outcomes with identified needs and best practices, the school seeks to enhance effectiveness and maximize impact in preparing students for future success.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Readiness Classroom and School Culture	The Journey School will implement College and Career readiness into their school culture and climate through different means and activities throughout the year such as highlighting a career a month, providing students and families with information on different colleges and careers, Career Day, College Fridays, etc. All classrooms will have a college and career wall dedicated to the college the teacher graduated from and will provide information on the college, majors, etc.	\$70,000	Yes
2	College Tours/Field Trips	Provide scholars with the opportunity to participate in college tours/field trips in order to promote a college-going culture	\$260,000	Yes
3	College and Career-Focused Resources and Enrichment Activities	Provide scholars with access to resources and enrichment activities to support college and career awareness	\$60,000	Yes
4	Matriculation to Middle School Preparedness	Provide 6th grade scholars and their families with information, resources, support, and access to surrounding middle schools to help with their transition to middle school.	\$30,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,927,186	\$227,439

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
33.26%	0.00%	\$0	33.26%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1 Action #2	Action: Writing Curriculum Adoption Need: Proficiency in Writing Scope - LEA-wide	To provide additional exposure and opportunities for student to develop writing skills to improve CAASPP scores in ELA	CAASPP Assessment
Goal #1 Action #2	Action: Implementation of CAASPP Interim Assessments Need: Proficiency in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	CAASPP Interim Assessment
Goal #1 Action #6	Action: NWEA Assessment Implementation Need: Increase achievement in English Language Arts Scope - LEA-wide	To provide additional exposure and opportunities for student to develop ELA skills to improve CAASPP scores in ELA	NWEA Assessment

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited 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, as applicable.

[Provide description here]

Additional Concentration Grant Funding

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	[Provide ratio here]	30 certificated staff providing direct services to a student population of 608 students Staff-to-student ratio of certificated staff providing direct services to students 1:20
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	25 certificated staff providing direct services to a student population of 608 students Staff-to-student ratio of certificated staff providing direct services to students 1:25

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$ 5,794,118	\$ 1,927,186	33.261%	0.000%	33.261%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,624,000	\$ -	\$ -	\$ -	\$ 3,624,000.00	\$ -	\$ 3,624,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support Data Informed Instruction	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000	0.000%
1	2	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 167,000	\$ 167,000	\$ -	\$ -	\$ -	\$ 167,000	0.000%
1	3	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	\$ -	\$ 128,000	\$ 128,000	\$ -	\$ -	\$ -	\$ 128,000	0.000%
1	4	Instructional Reading Lead for Support for Teachers	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 90,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.000%
1	5	Support learning loss Mitigation and enrichment	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 185,000	\$ 185,000	\$ -	\$ -	\$ -	\$ 185,000	0.000%
2	1	Support Data Informed Instruction	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 127,000	\$ 127,000	\$ -	\$ -	\$ -	\$ 127,000	0.000%
2	2	Instructional Math Lead for Support for Teachers	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 85,000	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000	0.000%
2	3	Implement Targeted Math Curriculum	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 144,000	\$ 144,000	\$ -	\$ -	\$ -	\$ 144,000	0.000%
2	4	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	\$ -	\$ 102,000	\$ 102,000	\$ -	\$ -	\$ -	\$ 102,000	0.000%
2	5	Support learning loss Mitigation and enrichment	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 238,000	\$ 238,000	\$ -	\$ -	\$ -	\$ 238,000	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 185,000	\$ 185,000	\$ -	\$ -	\$ -	\$ 185,000	0.000%
3	1	Implement School Wide Solution Model	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 273,000	\$ 273,000	\$ -	\$ -	\$ -	\$ 273,000	0.000%
3	2	Community Partnerships	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 145,000	\$ 145,000	\$ -	\$ -	\$ -	\$ 145,000	0.000%
3	3	Support Parent & Family Connection	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	0.000%
3	4	Implement Attendance Improvement Initiatives	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 135,000	\$ 135,000	\$ -	\$ -	\$ -	\$ 135,000	0.000%
3	5	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 90,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.000%
4	1	Parent & Community Committees/Councils	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
4	2	Parent & Education Partner group Engagement	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.000%
4	3	Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 320,000	\$ 320,000	\$ -	\$ -	\$ -	\$ 320,000	0.000%
4	4	Family Engagement Workshops	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
4	5	Creation of a Student Leadership Program	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
4	6	Parent Liaison	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
5	1	College and Career Readiness Classroom and School Culture	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
5	2	College Tours/Field Trips	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 260,000	\$ 260,000	\$ -	\$ -	\$ -	\$ 260,000	0.000%
5	3	College and Career-Focused Resources and Enrichment Activities	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.000%
5	4	Matriculation to Middle School Preparedness	All	Yes	LEA-wide	All	Journey	Ongoing	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,794,118	\$ 1,927,186	33.261%	0.000%	33.261%	\$ 3,624,000	0.000%	62.546%	Total:	\$ 3,624,000
								LEA-wide Total:	\$ 3,624,000
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Support Data Informed Instruction	Yes	LEA-wide	All	Journey	\$ 175,000	0.000%
1	2	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	Journey	\$ 167,000	0.000%
1	3	Implement Targeted ELD Curriculum and Pro	Yes	LEA-wide	English Learners	Journey	\$ 128,000	0.000%
1	4	Instructional Reading Lead for Support for Te	Yes	LEA-wide		Journey	\$ 90,000	0.000%
1	5	Support learning loss Mitigation and enrichm	Yes	LEA-wide	All	Journey	\$ 250,000	0.000%
1	6	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	Journey	\$ 185,000	0.000%
2	1	Support Data Informed Instruction	Yes	LEA-wide	All	Journey	\$ 127,000	0.000%
2	2	Instructional Math Lead for Support for Teac	Yes	LEA-wide	All	Journey	\$ 85,000	0.000%
2	3	Implement Targeted Math Curriculum	Yes	LEA-wide	All	Journey	\$ 144,000	0.000%
2	4	Implement Targeted ELD Curriculum and Pro	Yes	LEA-wide	English Learners	Journey	\$ 102,000	0.000%
2	5	Support learning loss Mitigation and enrichm	Yes	LEA-wide		Journey	\$ 238,000	0.000%
2	6	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	Journey	\$ 185,000	0.000%
3	1	Implement School Wide Solution Model	Yes	LEA-wide	All	Journey	\$ 273,000	0.000%
3	2	Community Partnerships	Yes	LEA-wide	All	Journey	\$ 145,000	0.000%
3	3	Support Parent & Family Connection	Yes	LEA-wide	All	Journey	\$ 75,000	0.000%
3	4	Implement Attendance Improvement Initiativ	Yes	LEA-wide	All	Journey	\$ 135,000	0.000%
3	5	Increase Parent Participation and Engagem	Yes	LEA-wide	All	Journey	\$ 90,000	0.000%
4	1	Parent & Community Committees/Councils	Yes	LEA-wide	All	Journey	\$ 80,000	0.000%
4	2	Parent & Education Partner group Engagem	Yes	LEA-wide	All	Journey	\$ 60,000	0.000%
4	3	Professional Development	Yes	LEA-wide	All	Journey	\$ 320,000	0.000%
4	4	Family Engagement Workshops	Yes	LEA-wide	All	Journey	\$ 70,000	0.000%
4	5	Creation of a Student Leadership Program	Yes	LEA-wide	All	Journey	\$ 50,000	0.000%
4	6	Parent Liaison	Yes	LEA-wide	All	Journey	\$ 30,000	0.000%
5	1	College and Career Readiness Classroom a	Yes	LEA-wide	All	Journey	\$ 70,000	0.000%
5	2	College Tours/Field Trips	Yes	LEA-wide	All	Journey	\$ 260,000	0.000%
5	3	College and Career-Focused Resources and	Yes	LEA-wide	All	Journey	\$ 60,000	0.000%
5	4	Matriculation to Middle School Preparedness	Yes	LEA-wide	All	Journey	\$ 30,000	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,624,000.00	\$ 1,978,759.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Support Data Informed Instruction	Yes	\$ 175,000	\$ 175,000
1	2	Implement Targeted Reading Curriculum	Yes	\$ 167,000	\$ 127,589
1	3	Implement Targeted ELD Curriculum and Program	Yes	\$ 128,000	\$ 86,476
1	4	Instructional Reading Lead for Support for Teachers	Yes	\$ 90,000	\$ 85,558
1	5	Support learning loss Mitigation and enrichment	Yes	\$ 250,000	\$ 110,609
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	\$ 185,000	\$ 45,671
2	1	Support Data Informed Instruction	Yes	\$ 127,000	\$ 127,000
2	2	Instructional Math Lead for Support for Teachers	Yes	\$ 85,000	\$ 85,000
2	3	Implement Targeted Math Curriculum	Yes	\$ 144,000	\$ 145,041
2	4	Implement Targeted ELD Curriculum and Program	Yes	\$ 102,000	\$ 83,857
2	5	Support learning loss Mitigation and enrichment	Yes	\$ 238,000	\$ 238,000
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	\$ 185,000	\$ 42,953
3	1	Implement School Wide Solution Model	Yes	\$ 273,000	\$ 258,100
3	2	Community Partnerships	Yes	\$ 145,000	\$ 12,218

3	3	Support Parent & Family Connection	Yes	\$ 75,000	\$ 57,874
3	4	Implement Attendance Improvement Initiatives	Yes	\$ 135,000	\$ 135,000
3	5	Increase Parent Participation and Engagement	Yes	\$ 90,000	\$ 120
4	1	Parent & Community Committees/Councils	Yes	\$ 80,000	\$ 48,022
4	2	Parent & Education Partner group	Yes	\$ 60,000	\$ 450
4	3	Professional Development	Yes	\$ 320,000	\$ 37,985
4	4	Family Engagement Workshops	Yes	\$ 70,000	\$ 35,969
4	5	Creation of a Student Leadership Program	Yes	\$ 50,000	\$ -
4	6	Parent Liaison	Yes	\$ 30,000	\$ -
5	1	College and Career Readiness Classroom and	Yes	\$ 70,000	\$ 31,716
5	2	College Tours/Field Trips	Yes	\$ 260,000	\$ 8,552
5	3	College and Career-Focused Resources and	Yes	\$ 60,000	\$ -
5	4	Matriculation to Middle School Preparedness	Yes	\$ 30,000	\$ -

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,864,190	\$ 3,624,000	\$ 1,978,759	\$ 1,645,241	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Support Data Informed Instruction	Yes	\$ 175,000	\$ 175,000	0.000%	0.000%
1	2	Implement Targeted Reading Curriculum	Yes	\$ 167,000	\$ 127,589	0.000%	0.000%
1	3	Implement Targeted ELD Curriculum and Program	Yes	\$ 128,000	\$ 86,476	0.000%	0.000%
1	4	Instructional Reading Lead for Support for Teachers	Yes	\$ 90,000	\$ 85,558	0.000%	0.000%
1	5	Support learning loss Mitigation and enrichment	Yes	\$ 250,000	\$ 110,609	0.000%	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	\$ 185,000	\$ 45,671	0.000%	0.000%
2	1	Support Data Informed Instruction	Yes	\$ 127,000	\$ 127,000	0.000%	0.000%
2	2	Instructional Math Lead for Support for Teachers	Yes	\$ 85,000	\$ 85,000	0.000%	0.000%
2	3	Implement Targeted Math Curriculum	Yes	\$ 144,000	\$ 145,041	0.000%	0.000%
2	4	Implement Targeted ELD Curriculum and Program	Yes	\$ 102,000	\$ 83,857	0.000%	0.000%
2	5	Support learning loss Mitigation and enrichment	Yes	\$ 238,000	\$ 238,000	0.000%	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	\$ 185,000	\$ 42,953	0.000%	0.000%
3	1	Implement School Wide Solution Model	Yes	\$ 273,000	\$ 258,100	0.000%	0.000%
3	2	Community Partnerships	Yes	\$ 145,000	\$ 12,218	0.000%	0.000%
3	3	Support Parent & Family Connection	Yes	\$ 75,000	\$ 57,874	0.000%	0.000%
3	4	Implement Attendance Improvement Initiatives	Yes	\$ 135,000	\$ 135,000	0.000%	0.000%
3	5	Increase Parent Participation and Engagement	Yes	\$ 90,000	\$ 120	0.000%	0.000%
4	1	Parent & Community Committees/Councils	Yes	\$ 80,000	\$ 48,022	0.000%	0.000%
4	2	Parent & Education Partner group Engagement	Yes	\$ 60,000	\$ 450	0.000%	0.000%
4	3	Professional Development	Yes	\$ 320,000	\$ 37,985	0.000%	0.000%
4	4	Family Engagement Workshops	Yes	\$ 70,000	\$ 35,969	0.000%	0.000%
4	5	Creation of a Student Leadership Program	Yes	\$ 50,000	\$ -	0.000%	0.000%
4	6	Parent Liaison	Yes	\$ 30,000	\$ -	0.000%	0.000%
5	1	College and Career Readiness Classroom and	Yes	\$ 70,000	\$ 31,716	0.000%	0.000%
5	2	College Tours/Field Trips	Yes	\$ 260,000	\$ 8,552	0.000%	0.000%
5	3	College and Career-Focused Resources and	Yes	\$ 60,000	\$ -	0.000%	0.000%
5	4	Matriculation to Middle School Preparedness	Yes	\$ 30,000	\$ -	0.000%	0.000%

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,566,244	\$ 1,864,190	0.000%	33.491%	\$ 1,978,759	0.000%	35.549%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC Section 52062(a)*.
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for Local Control and Accountability Plan Instructions

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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.

- Indicate the school year to which the baseline data applies.

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action **is not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 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 plus 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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