

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Journey

CDS Code: 33-10330-0138024

School Year: 2024-2025

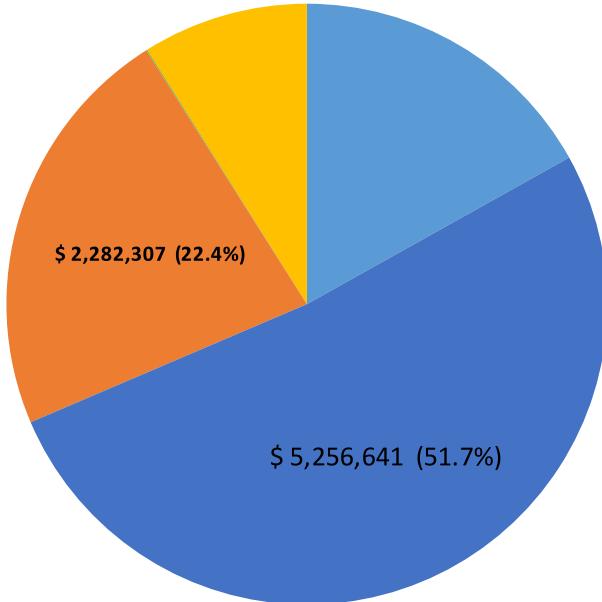
LEA contact information: Jacqueline Woods-Jefferson, Assistant Superintendent

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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 2024-2025 School Year

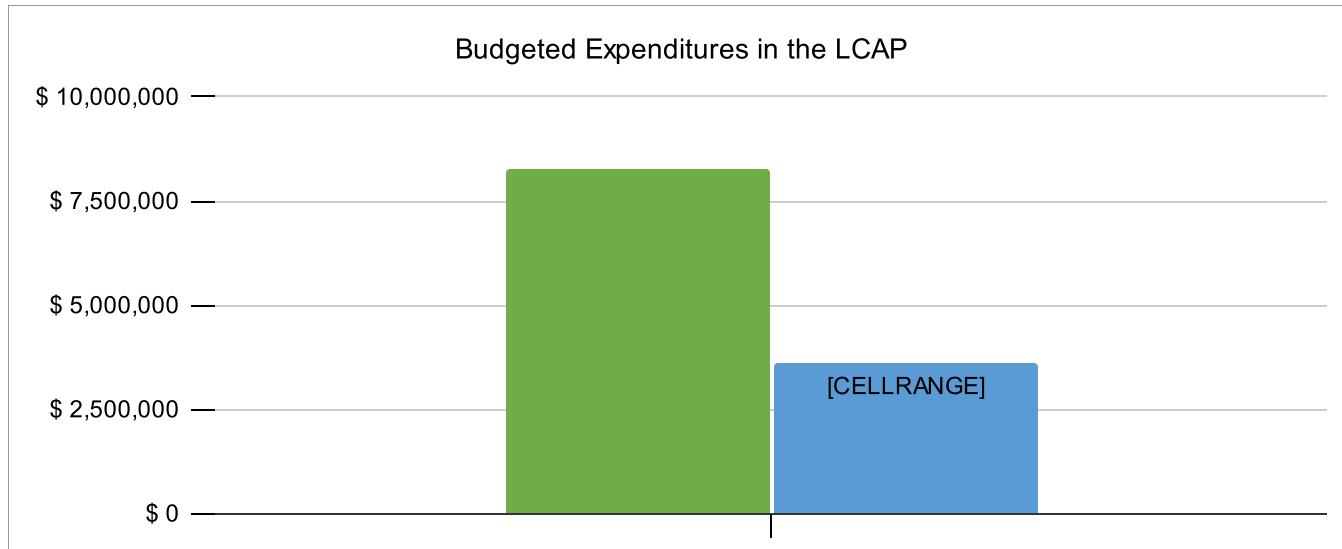
Projected Revenue by Fund Source



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 \$10,170,793.00, of which \$6,974,165.00 is Local Control Funding Formula (LCFF), \$2,282,307.00 is other state funds, \$6,050.00 is local funds, and \$908,271.00 is federal funds. Of the \$6,974,165.00 in LCFF Funds, \$1,717,524.00 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 2024-2025. 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 \$8,244,499.00 for the 2024-2025 school year. Of that amount, \$3,624,000.00 is tied to actions/services in the LCAP and \$4,620,499.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

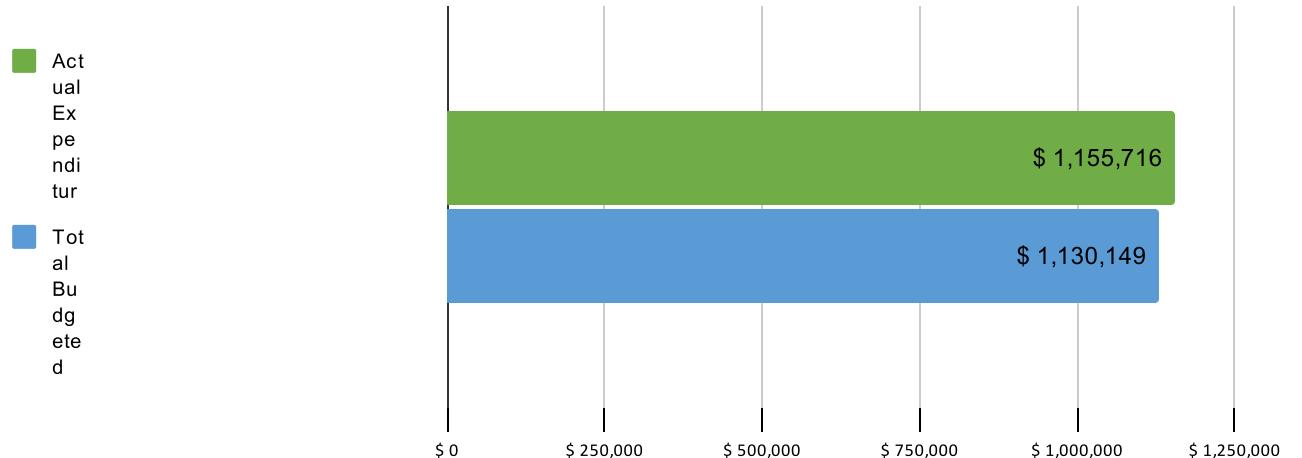
The LCAP includes all LCFF funds for the 2024-25 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal 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 2024-2025 School Year

In 2024-2025, Journey is projecting it will receive \$1,717,524.00 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 2023-2024

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2023-2024, Journey's LCAP budgeted \$1,130,149.00 for planned actions to increase or improve services for high needs students. Journey actually spent \$1,155,716.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal #1

Goal #1	Description
[Goal #1]	Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level—following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English-Language Arts	23.49% met or exceeded ELA in school year 2018/2019 CAASPP was not administered SY 19/20 due to COVID school closures	26.98% of all students met or exceeded standards during the 2020-21 CAASPP administration.	28.31% of all students met or exceeded standards during the 2021-22 CAASPP administration.	31.93% of all students met or exceeded standards during the 2022-23 CAASPP administration.	60% of students will meet or exceed their expected growth projections on the ELA CAASPP assessments.
NWEA English-Language Arts Assessment Growth	28.6% of the students met their Fall to Winter 19 projected growth in Language *A full NWEA assessment cycle was not administered during the 19/20 due to COVID school closures.	67.05% students tested met projected growth in reading	41% students who tested Fall to Winter met their projected growth goal in reading.	41% students who tested Fall to Winter met their projected growth goal in reading.	60% of students will meet their projected NWEA growth targets each year.
Internal Reading Assessment	28.6% of the students met grade level attainment in Reading.	44% met grade level attainment	34.55% of students met grade level attainment	43% of students met grade level attainment	60% of students will meet grade level attainment in reading.

Goal Analysis

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

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

Overall Implementation:

In our educational institution, collaboration among teachers within grade levels plays a crucial role in analyzing data to inform instructional practices. We embarked on a journey to implement the Success For All curriculum, aiming for its effective integration into our teaching methodologies. However, we encountered a notable challenge with 8 out of 23 teachers being new to this curriculum. Nonetheless, through strategic planning and concerted efforts, we devised actions to ensure both teacher and student success.

Planned Actions:

Professional Development: Recognizing the need for thorough understanding and proficiency in the Success For All reading curriculum, we organized comprehensive professional development sessions tailored to acquaint teachers with its nuances and methodologies. Additionally, sessions were conducted on differentiated instruction to cater to diverse student needs effectively.

Monthly Success For All Visits: To provide ongoing support and guidance, Success For All visits were scheduled monthly. These visits served as platforms for professional development, fostering collaboration among teachers, and offering targeted assistance in lesson planning and curriculum implementation.

Data Analysis: A systematic approach to data analysis was adopted, wherein teachers and administrators delved into Success For All data at various levels – school-wide, class-wide, and student-specific. This data-driven approach aimed to identify areas of improvement, track student progress, and inform instructional decisions accordingly.

Actual Implementation and Substantive Differences:

While our planned actions aligned with our implementation goals, the actual execution unfolded with certain notable differences and adaptations:

New Teacher Support: Recognizing the unique needs of new teachers, we implemented additional forms of support and one-on-one coaching sessions with grade level leads to provide personalized support. This hands-on approach proved instrumental in accelerating the acclimatization process and bolstering teacher confidence.

Tailored Professional Development: As the implementation progressed, we tailored professional development sessions based on observed needs and feedback from teachers. Flexibility in content delivery ensured relevance and applicability, maximizing teacher engagement and efficacy.

Enhanced Data Utilization: Beyond mere analysis, a concerted effort was made to translate NWEA data insights into actionable strategies. Regular data and collaborative meetings were convened to discuss data findings, share best practices, and brainstorm interventions to address student challenges effectively.

Challenges and Successes:

Challenges:

- Initial resistance or apprehension from some teachers towards adopting a new curriculum.
- Balancing the needs of veteran teachers with those new to the Success For All curriculum.
- Ensuring sustained commitment and buy-in from all stakeholders amidst competing priorities.

Successes:

- Gradual but evident improvement in student performance, as reflected in data trends over time.
- Increased collaboration and camaraderie among teachers within grade levels, fostering a supportive professional learning community.
- Enhanced teacher efficacy and confidence in implementing the Success For All curriculum, evidenced by qualitative feedback and observed instructional practices.

While the journey towards implementing the Success For All curriculum presented its share of challenges, strategic planning, targeted support, and a commitment to data-driven decision-making have been instrumental in driving its successful integration into our educational practices. Through ongoing reflection and adaptation, we continue to refine our implementation strategies, ensuring sustained growth and success for both teachers and students alike.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 1.1: Implement Targeted Reading Curriculum

Budgeted Expenditures: \$150,000.00

Estimated Actual Expenditures: \$192,267.15

Material Difference: -\$42,267.15

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 1.2: Support Data Analysis

Budgeted Expenditures: \$83,000.00

Estimated Actual Expenditures: \$99,331.02

Material Difference: -\$16,331.02

Explanation: The material difference was significant due to intensive support for data analysis focused on 2nd-6th grade student groups and programs. Previous years included TK-1st however the data showed a steady increase in development which attributed to to reallocation of resources.

Action 1.3: Implement New Targeted ELD Curriculum and Program

Budgeted Expenditures: \$138,050.00

Estimated Actual Expenditures: \$41,139.81

Material Difference: \$96,910.19

Explanation: The material difference was significant due to year over year purchasing and this year only required the purchase of consumable material and progression development was not required.

Action 1.4: Support learning loss mitigation and enrichment

Budgeted Expenditures: \$157,607.00

Estimated Actual Expenditures: \$92,233.41

Material Difference: \$65,373.59

Explanation: The material difference was significant due to the reallocation of resources to provide MTSS that had a greater emphasis on grades 2nd -6th. The pivot allowed for a decrease in learning loss for middle of the year to end of the year NWEA assessment results. The assessment results also showed a gradual increase in student achievement in kindergarten and first grade.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions implemented to address the challenge of incorporating new teachers into the Success for All curriculum and to enhance differentiated instruction have proven to be effective in achieving progress toward the stated goals. Here's an analysis of the effectiveness of each action based on the provided data:

1. Comprehensive Professional Development Sessions on Success for All Reading Curriculum:

-Effectiveness: These sessions have proven effective in familiarizing teachers with the Success for All Reading Curriculum's intricacies and instructional methodologies. By providing a deep understanding of the curriculum objectives, teachers are better equipped to deliver instruction that aligns with the curriculum standards.

-Impact on Progress: The increase in the percentage of students meeting/exceeding reading attainment based on the NWEA Reading Assessment by 12.4% from the baseline suggests that teachers' understanding and implementation of the Success for All curriculum have positively influenced student performance.

2. Professional Development Workshops on Differentiated Instruction:

-Effectiveness: These workshops have equipped teachers with tools and strategies to cater to diverse student needs effectively. By promoting differentiated instruction, teachers can adapt their teaching approaches to accommodate varying student abilities, fostering inclusivity in the classroom.

-Impact on Progress: The substantial increase of 12.4% in the percentage of students meeting/exceeding reading growth for NWEA Reading Assessment from the baseline indicates that differentiated instruction strategies have contributed significantly to student progress and mastery.

3. Success for All Coaching Visits:

-Effectiveness: These visits have provided personalized support and guidance to teachers, facilitating their professional development and addressing any challenges encountered in implementing the Success for All Reading Curriculum. By offering ongoing assistance, teachers can refine their instructional practices and enhance student learning outcomes.

-Impact on Progress: The overall increase in the percentage of students meeting/exceeding CAASPP standards by 8.44% from the baseline reflects the positive impact of coaching visits on teacher effectiveness and student achievement.

Overall, the combination of comprehensive professional development, differentiated instruction workshops, and Success for All Reading Curriculum coaching visits has resulted in significant progress toward the stated goals. The data indicate notable improvements in student performance, demonstrating the effectiveness of these actions in enhancing teaching practices and promoting student success. Continued efforts in providing targeted support and fostering collaboration among teachers, administrators, and academic coaches will further contribute to sustained progress and achievement.

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

Reflecting on our past practices and the outcomes achieved, we have identified areas for refinement and enhancement in our approach for the coming year. Here are the changes made to our planned goal, metrics, target outcomes, or actions based on these reflections:

1. Emphasis on Attainment and Achievement:

-Recognizing the importance of both student attainment and achievement, we have decided to place a stronger emphasis on these metrics in our goal-setting process. While we have seen positive growth in NWEA math assessment data and attainment results, we aim to further prioritize and monitor student progress towards grade-level targets. This shift in focus will ensure that students not only demonstrate growth but also achieve proficiency in essential mathematical concepts.

2. Revision of Metrics and Target Outcomes:

- In light of our renewed emphasis on attainment and achievement, we will plan to revise our metrics and target outcomes to align more closely with our overarching goal. In addition to focusing on growth metrics, we will incorporate specific benchmarks for student attainment and achievement. These benchmarks will serve as tangible markers of success and guide our efforts in supporting students to reach grade-level proficiency.

3. Enhanced Targeted Instruction and Support:

- Building upon our previous practices of targeted instruction and internal school site changes, we will further refine our instructional strategies to address specific areas of need identified through data analysis. This may involve implementing additional interventions, differentiated instruction approaches, or personalized learning opportunities tailored to individual student requirements. By providing comprehensive support, we aim to ensure that all students have the necessary tools and resources to succeed academically.

4. Expansion of After-School Tutoring Opportunities:

- To complement our in-class instruction and support student learning outside of regular school hours, we will expand our after-school tutoring opportunities. These sessions will offer additional academic assistance and reinforcement of key concepts, particularly targeting students who require extra support in achieving grade-level proficiency. By providing accessible and targeted intervention, we aim to boost student achievement and facilitate progress towards our established goals.

5. Continued Emphasis on Data-Informed Instruction:

- Data will remain central to our instructional decision-making process, guiding our efforts in identifying areas of strength and areas for improvement. We will continue to conduct regular data analysis to monitor student progress, adjust instructional strategies, and inform

targeted interventions. By leveraging data effectively, we can ensure that our instructional practices remain responsive to the evolving needs of our students, ultimately driving improvements in attainment and achievement outcomes.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a deliberate shift towards prioritizing student attainment and achievement. By refining our instructional approaches, expanding support opportunities, and maintaining a data-informed focus, we are supporting further advancement of student success and progress towards our overarching goals.

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.

Goal #2

Goal #	Description
[Goal #2]	Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA Instructional Framework and utilizing the school's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Achievement and Growth Results	17.45% met or exceeded Math in school year 2018/2019 CAASPP was not administered SY 19/20 due to COVID school closures]	13.60% met or exceeded Math in school year 2020-2021.	20.29% met or exceeded Math in school year 2021-2022.	21.76% met or exceeded Math standards for CAASPP SY 2022-2023.	64% of students will meet or exceed their expected growth projections on the Math CAASPP assessments.
Internal Math Assessment	28.6% of the students met grade level attainment in Math.	N/A for 2021-22 SY	34.55% of students met grade level attainment	43% of students met grade level attainment	60% of students will meet grade level attainment in math
NWEA Mathematics Assessment	21.7% of the students met grade level attainment in Mathematics	70.03% of students who tested met projected growth in math	39.38% of students who tested Fall to Winter met their projected growth goal in math.	62% of students who tested Fall to Winter met their projected growth goal in math.	68% of students meet their projected NWEA growth targets each year.

Goal Analysis

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

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

Overall Implementation: Teachers collaborate within grade levels to analyze data that informs their instructional practices. This collaborative effort serves as a cornerstone for ensuring effective teaching strategies tailored to student needs. However, a significant challenge arose when a portion of our teaching staff, comprising 8 out of 23 teachers, were new to implementing the SWUN curriculum. This presented an initial hurdle, but through strategic planning and concerted efforts, we aimed to ensure both teacher and student success.

Planned Actions: To address the challenge of incorporating new teachers into the SWUN curriculum effectively, we devised a multifaceted approach. First and foremost, we organized comprehensive professional development sessions centered on the SWUN math curriculum. These sessions aimed to familiarize teachers with the curriculum's intricacies, instructional methodologies, and overarching objectives.

In addition to SWUN-specific training, we recognized the importance of differentiated instruction in catering to diverse student needs. Therefore, we facilitated professional development workshops focusing on differentiated instruction strategies. This equipped teachers with tools to adapt their teaching approaches according to varying student abilities, ensuring inclusive and effective classroom environments.

To provide ongoing support and guidance, SWUN math coaching visits were scheduled once per quarter. These visits served as opportunities for teachers to receive personalized professional development and assistance in lesson planning, implementation, and addressing any challenges encountered along the way.

Actual Implementation and Challenges: Despite our carefully planned actions, a few challenges persisted during the implementation phase. The integration of new teachers into the SWUN curriculum proved to be more time-consuming than anticipated. Some educators required additional support and time to fully grasp the curriculum's nuances and align their instructional practices accordingly.

Moreover, balancing the demands of SWUN curriculum implementation alongside differentiated instruction proved challenging for certain teachers. Adapting teaching methodologies to address diverse student needs while adhering to the prescribed curriculum guidelines required careful planning and ongoing professional development support.

Successes Experienced: Despite these challenges, our collaborative efforts yielded notable successes. Teachers gradually acclimated to the SWUN curriculum, leveraging professional development opportunities and coaching visits to enhance their instructional practices. Over time, we observed increased confidence and proficiency among both new and experienced teachers in delivering effective SWUN-based instruction.

Furthermore, the emphasis on differentiated instruction positively impacted student engagement and learning outcomes. Teachers reported greater flexibility in catering to individual student needs, leading to enhanced academic performance and a more inclusive learning environment.

Additionally, the regular analysis of math NWEA data, conducted collaboratively by teachers and administrators, proved instrumental in identifying areas for improvement and guiding instructional decision-making. This data-informed approach facilitated targeted interventions and personalized support, ultimately contributing to student growth and mastery across grade levels.

Therefore, while challenges were encountered during the implementation of collaborative data analysis, SWUN curriculum integration, and differentiated instruction, our proactive planning and concerted efforts resulted in significant successes. Through ongoing professional development, coaching support, and data-driven practices, we continue to strive towards optimizing teaching and learning experiences for all students.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 2.1: Implement New Targeted Math Curriculum

Budgeted Expenditures: \$98,000.00

Estimated Actual Expenditures: \$180,597.98

Material Difference: -\$82,597.98

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 2.2: Support Data Informed Instruction

Budgeted Expenditures: \$64,219.00

Estimated Actual Expenditures: \$168,320.83

Material Difference: -\$104,101.83

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 2.3: Implement New Targeted ELD Curriculum and Program

Budgeted Expenditures: \$76,063.00

Estimated Actual Expenditures: \$41,139.81

Material Difference: \$34,923.19

Explanation: The material difference was significant due to year over year purchasing and this year only required the purchase of consumable material and professional development was not required.

Action 2.4: Support learning loss Mitigation and enrichment

Budgeted Expenditures: \$168,920.00

Estimated Actual Expenditures: \$87,703.90

Material Difference: \$81,216.10

Explanation: The material difference was significant due to the reallocation of resources to provide MTSS that had a greater emphasis on grades 2nd -6th. The pivot allowed for a decrease in learning loss for middle of the year to end of the year NWEA assessment results. The assessment results also showed a gradual increase in student achievement in kindergarten and first grade.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions implemented to address the challenge of incorporating new teachers into the SWUN curriculum and to enhance differentiated instruction have proven to be effective in achieving progress toward the stated goals. Here's an analysis of the effectiveness of each action based on the provided data:

1. Comprehensive Professional Development Sessions on SWUN Math Curriculum:

- **Effectiveness:** These sessions have proven effective in familiarizing teachers with the SWUN curriculum's intricacies and instructional methodologies. By providing a deep understanding of the curriculum objectives, teachers are better equipped to deliver instruction that aligns with the curriculum standards.
- **Impact on Progress:** The increase in the percentage of students meeting/exceeding math attainment based on the NWEA Math Assessment by 14.4% from the baseline suggests that teachers' understanding and implementation of the SWUN curriculum have positively influenced student performance.

2. Professional Development Workshops on Differentiated Instruction:

- **Effectiveness:** These workshops have equipped teachers with tools and strategies to cater to diverse student needs effectively. By promoting differentiated instruction, teachers can adapt their teaching approaches to accommodate varying student abilities, fostering inclusivity in the classroom.

- **Impact on Progress:** The substantial increase of 40.3% in the percentage of students meeting/exceeding math growth for NWEA Math Assessment from the baseline indicates that differentiated instruction strategies have contributed significantly to student progress and mastery.

3. SWUN Math Coaching Visits:

- **Effectiveness:** These visits have provided personalized support and guidance to teachers, facilitating their professional development and addressing any challenges encountered in implementing the SWUN curriculum. By offering ongoing assistance, teachers can refine their instructional practices and enhance student learning outcomes.

- **Impact on Progress:** The overall increase in the percentage of students meeting/exceeding CAASPP standards by 4.31% from the baseline reflects the positive impact of coaching visits on teacher effectiveness and student achievement.

Overall, the combination of comprehensive professional development, differentiated instruction workshops, and SWUN math coaching visits has resulted in significant progress toward the stated goals. The data indicate notable improvements in student performance, demonstrating the effectiveness of these actions in enhancing teaching practices and promoting student success. Continued efforts in providing targeted support and fostering collaboration among teachers, administrators, and academic coaches will further contribute to sustained progress and achievement.

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

Reflecting on our past practices and the outcomes achieved, we have identified areas for refinement and enhancement in our approach for the coming year. Here are the changes made to our planned goal, metrics, target outcomes, or actions based on these reflections:

1. Emphasis on Attainment and Achievement:

-Recognizing the importance of both student attainment and achievement, we have decided to place a stronger emphasis on these metrics in our goal-setting process. While we have seen positive growth in NWEA math assessment data and attainment results, we aim to further prioritize and monitor student progress towards grade-level targets. This shift in focus will ensure that students not only demonstrate growth but also achieve proficiency in essential mathematical concepts.

2. Revision of Metrics and Target Outcomes:

- In light of our renewed emphasis on attainment and achievement, we will plan to revise our metrics and target outcomes to align more closely with our overarching goal. In addition to focusing on growth metrics, we will incorporate specific benchmarks for student attainment and achievement. These benchmarks will serve as tangible markers of success and guide our efforts in supporting students to reach grade-level proficiency.

3. Enhanced Targeted Instruction and Support:

- Building upon our previous practices of targeted instruction and internal school site changes, we will further refine our instructional strategies to address specific areas of need identified through data analysis. This may involve implementing additional interventions, differentiated instruction approaches, or personalized learning opportunities tailored to individual student requirements. By providing comprehensive support, we aim to ensure that all students have the necessary tools and resources to succeed academically.

4. Expansion of After-School Tutoring Opportunities:

- To complement our in-class instruction and support student learning outside of regular school hours, we will expand our after-school tutoring opportunities. These sessions will offer additional academic assistance and reinforcement of key concepts, particularly targeting students who require extra support in achieving grade-level proficiency. By providing accessible and targeted intervention, we aim to boost student achievement and facilitate progress towards our established goals.

5. Continued Emphasis on Data-Informed Instruction:

- Data will remain central to our instructional decision-making process, guiding our efforts in identifying areas of strength and areas for improvement. We will continue to conduct regular data analysis to monitor student progress, adjust instructional strategies, and inform targeted interventions. By leveraging data effectively, we can ensure that our instructional practices remain responsive to the evolving needs of our students, ultimately driving improvements in attainment and achievement outcomes.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a deliberate shift towards prioritizing student attainment and achievement. By refining our instructional approaches, expanding support opportunities, and maintaining a data-informed focus, we are supporting further advancement of student success and progress towards our overarching goals.

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.

Goal #3

Goal #	Description
[Goal #3]	Engage students, parents, staff and community members to promote the social, emotional and physical needs of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	During the 2019-2020 school year, the suspension rate was at 5%. Due to covid, the 2020-2021 school year suspension rate was at 0%.	Suspension rate 1%	The suspension rate for this current school year has been 1.3%.	The suspension rate for this school year has been 6.2%.	3% or less suspension rate
Expulsion Rate	0% expulsion rate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	Maintain 0% expulsion rate
Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family climate surveys.	During the 2020-2021 school year survey participation was 15%.	During the 2021-2022 school year, 23.11 % of Journey families engaged in school participation and engagement surveys.	During 22-23, Journey did not release a Parent and Family Climate Survey.	Although Journey did not release a Parent and Family Climate Survey, it was calculated that over 80% of families participated in monthly family night events. Our School Site Council is also comprised of 12-15 members monthly.	Increase parent and family climate survey responses to 80%

Attendance Rate	During the 2019-20 school year, 92% of students attended school in person or virtually via our flex model.	The year to date attendance rate has been 89.64% for the 22-23 school year.	The year to date attendance rate has been 89.55% for the 22-23 school year.	The year to date attendance rate has been 90.87% for the 23-24 school year to date.	Average daily attendance will be equal to or greater than 96%.
Chronic Absenteeism	Chronic absenteeism during the 19-20 school year was 18%.	Chronic absenteeism during the 20-21 school year was 40.61%.	Chronic absenteeism during the 22-23 school year was 41.15%.	Chronic absenteeism during the 23-24 school year was 33.73%.	Chronic absenteeism will be at a rate of 10%.

Goal Analysis

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

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

Overall Implementation:

In our pursuit to support a positive school culture and climate, we implemented various strategies aimed at fostering a conducive learning environment while addressing disciplinary challenges and improving attendance rates. One significant initiative was the creation of a new discipline policy, which sought to maintain high expectations for student conduct while promoting fairness and consistency in disciplinary actions.

Planned Actions:

1. New Discipline Protocol: The introduction of a new discipline policy aimed to provide clear guidelines for addressing behavioral issues while maintaining a positive school culture. The policy emphasized proactive measures to prevent disciplinary incidents and outlined appropriate consequences for infractions.
2. Increased Parent Engagement: To enhance parental involvement and support, we implemented various initiatives such as school site councils, advisory committees, parent workshops, and family literacy nights. These efforts aimed to strengthen the home-school partnership, empower parents to support their children's learning, and foster a sense of community within the school.
3. Attendance Improvement Strategies: Recognizing the importance of regular school attendance, we established an Attendance Solutions Team comprising administrators, teachers, and office staff. This team collaborated to develop incentives, goals, and support mechanisms to improve attendance rates. Additionally, we implemented a new SART/SARB policy to address attendance issues effectively and ensure parental understanding of the importance of attendance.
4. Compliance Improvement Monitoring (CIM): To address the overrepresentation of disciplinary actions among students with disabilities and African American students, the Journey School has developed a Compliance Improvement Monitoring (CIM) team. Through the CIM data collection and school improvement plan, we identified suspension rates as an area of concern and developed a systematic approach to address it.

One of our key initiatives involved the implementation of an autocratic communication system. This system ensures that all relevant school personnel are promptly informed about suspensions or disciplinary actions through automatic emails. By notifying teachers, office personnel, special education staff, and administration, we're able to ensure continuity of support services such as SAI, speech, and occupational therapy, even when students are suspended from school. This ensures that students don't experience a loss of academic support during disciplinary actions.

Moreover, by increasing communication and data collection efforts, we're able to monitor compliance more effectively while working towards reducing suspension rates. This comprehensive approach reflects our commitment to equity and fostering a supportive environment for all students.

Actual Implementation and Challenges:

Despite our planned actions, the implementation of the new discipline protocol resulted in an unexpected increase in suspension rates from the baseline. While the intention was to maintain high expectations for student conduct, the stringent enforcement of disciplinary measures may have contributed to the rise in suspension incidents.

However, it is worth noting that despite the increase in suspension rates, the school successfully maintained a 0% expulsion rate, indicating a commitment to fair and equitable disciplinary practices.

In terms of attendance improvement strategies, although our Average Daily Attendance (ADA) experienced a decline, efforts to address chronic absenteeism yielded positive results. Challenges such as post-pandemic attendance fluctuations and parental compliance were mitigated through the collaborative efforts of the Attendance Solutions Team and the implementation of new SART/SARB policies.

Successes Experienced:

Despite challenges, the school made significant strides in improving attendance rates and fostering a positive school culture. The comprehensive approach to parent engagement, including workshops and family literacy nights, resulted in increased participation and strengthened the home-school partnership.

Additionally, the proactive measures implemented by the Attendance Solutions Team, such as monthly perfect attendance raffles and regular data analysis, contributed to a notable decline in chronic absenteeism. The use of communication platforms like ParentSquare further enhanced transparency and collaboration between the school and parents, facilitating effective communication regarding attendance initiatives and disciplinary policies.

All-in-all, while challenges were encountered in implementing the new discipline protocol and addressing attendance issues, the collaborative efforts of staff, parents, and administrators resulted in tangible improvements in school culture and attendance rates. Moving forward, continued reflection and adjustment of strategies will be essential to sustain and further enhance these positive outcomes.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 3.1: Implement School Wide Solution Model

Budgeted Expenditures: \$58,450.00

Estimated Actual Expenditures: \$144,226.50

Material Difference: -\$85,776.50

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 3.2: Community Partnerships

Budgeted Expenditures: \$23,300.00

Estimated Actual Expenditures: \$14,583.85

Material Difference: \$8,716.15

Explanation: The material difference was not significant.

Action 3.3: Support Parent & Family Connection

Budgeted Expenditures: \$39,122.00

Estimated Actual Expenditures: \$53,209.17

Material Difference: -\$14,087.17

Explanation: The actual expenditures exceeded the budgeted expenditure.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the specific actions implemented to date in making progress toward the goal of fostering a positive school culture and climate can be evaluated based on the outcomes achieved and the extent to which the intended objectives were met. Here's an analysis of the effectiveness of each planned action:

1. New Discipline Protocol:

-Effectiveness: The introduction of a new discipline policy aimed to provide clear guidelines for addressing behavioral issues while maintaining a positive school culture has been effective in several ways. By emphasizing proactive measures and outlining appropriate consequences for infractions, the policy has helped establish consistency and fairness in disciplinary actions. Additionally, the focus on preventive measures has contributed to creating a safer and more conducive learning environment.

-Impact on Progress: The consistent implementation of the new discipline protocol, coupled with transparent communication with stakeholders, has likely contributed to improvements in student behavior and overall school climate. While there may have been challenges initially, the proactive approach appears to have yielded positive results in promoting a positive school culture.

2. Increased Parent Engagement:

-Effectiveness: The implementation of various initiatives aimed at enhancing parental involvement and support has been highly effective in strengthening the home-school partnership and fostering a sense of community within the school. By establishing school site councils, advisory committees, parent workshops, and family literacy nights, parents have been empowered to actively engage in their children's education and contribute to the school's success.

-Impact on Progress: The consistent meeting of parent groups and transparent communication about goals related to student discipline, attendance, and family involvement have likely contributed to a more supportive and inclusive school environment. Increased parental engagement correlates with improvements in student behavior, attendance, and academic outcomes, indicating the effectiveness of these initiatives.

3. Attendance Improvement Strategies:

-Effectiveness: The establishment of an Attendance Solutions Team and the implementation of a new SART/SARB policy have been effective in addressing attendance issues and ensuring parental understanding of the importance of regular school attendance. By developing incentives, goals, and support mechanisms, the team has actively worked to improve attendance rates and reduce chronic absenteeism.

-Impact on Progress: The efforts of the Attendance Solutions Team, coupled with transparent communication and consistent monitoring of attendance trends, have likely contributed to improvements in overall attendance rates. The implementation of incentives and the collaboration between administrators, teachers, and office staff demonstrate a proactive approach to addressing attendance challenges and fostering a culture of attendance within the school community.

Overall, the planned actions aimed at supporting a positive school culture and climate have been effective in making progress toward the stated goals. The consistent implementation of disciplinary protocols, increased parental engagement, and targeted attendance improvement strategies have contributed to creating a safer, more inclusive, and supportive learning environment for students, staff, and families. Continued efforts to sustain these initiatives and adapt to evolving needs will be essential for further progress and success.

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

Reflecting on our prior practices and the outcomes achieved, we have identified areas for refinement and enhancement in our approach for the coming year. Our revised goal is to cultivate a positive school culture where all students feel safe, supported, and engaged in their learning. To achieve this, we will emphasize setting clear behavior expectations and fostering a shared understanding among students and families through proactive communication and engagement. Here are the changes made to our planned goal, metrics, target outcomes, or actions based on these reflections:

1. Revised Goal and Metrics:

-While our previous goal focused on fostering a positive school culture and climate through disciplinary protocols, parental engagement, and attendance improvement strategies, we have refined our goal to emphasize specific outcomes and metrics. In addition to maintaining a positive school culture, our revised goal now places greater emphasis on achieving high average daily attendance rates and decreasing suspension rates as key indicators of student engagement and school success. We aim to achieve this by setting clear behavior expectations and fostering a shared understanding among students and families through proactive communication and engagement.

2. Enhanced Target Outcomes:

-Building upon our successes in increasing parental participation in family events, such as Family Night events, we have set a target outcome to further improve average daily attendance rates and suspension rates. This shift in focus reflects our commitment to ensuring consistent student attendance and positive behavior, which is essential for maximizing learning opportunities and academic achievement.

3. Adjustments to Planned Actions:

In addition to maintaining existing strategies such as disciplinary protocols, parental engagement events, and data-informed incentives, we will implement new actions to support our revised goal:

In alignment with our revised goal and target outcomes, we have adjusted our actions to prioritize initiatives that directly support improving average daily attendance (ADA) and positive behavior. While maintaining existing strategies such as disciplinary protocols, parental engagement events, and data-informed incentives, we will allocate additional resources and efforts towards promoting regular school attendance and positive behavior choices.

Focus on Positive Behavior:

-Townhall Meetings: At the start of the school year, we will hold townhall meetings to ensure all students and families have a clear understanding of behavior expectations. These meetings will provide an opportunity to communicate school policies, reinforce positive behavior norms, and address any questions or concerns from families.

Behavior Expectations: We will establish and communicate clear behavior expectations to students through classroom discussions, school assemblies, and visual aids. Consistent messaging and reinforcement will help create a supportive and respectful school environment conducive to learning.

Data Analysis: We will continue to utilize data to monitor suspension rates, identify trends, and implement targeted interventions as needed. By analyzing suspension data, we can proactively address behavioral issues and implement strategies to reduce suspensions while promoting positive alternatives to disciplinary actions.

Family Engagement Events: We will expand our family engagement events to include workshops and discussions on topics related to behavior management and conflict resolution. By involving families in discussions about behavior expectations and providing support resources, we aim to strengthen the home-school partnership and promote positive behavior both in and out of school.

Ongoing Communication: We will maintain open and transparent communication channels with students, families, and staff to address behavioral concerns promptly and collaboratively. Regular updates, newsletters, and parent-teacher conferences will facilitate ongoing dialogue and support our shared goal of creating a safe and respectful school community.

Focus on Average Daily Attendance:

Recognizing the importance of average daily attendance as a critical metric for school success, we will implement targeted interventions and incentives to encourage consistent attendance among students. This may include implementing attendance challenges, recognition programs, and personalized support for students facing attendance barriers.

Continued Data-Informed Decision-Making: We will continue to leverage data to inform our decision-making processes, monitor progress, and identify areas for improvement. Data analysis will guide the selection and implementation of strategies aimed at increasing average daily attendance rates, ensuring that our efforts remain evidence-based and effective.

Expansion of Family Engagement Events: While maintaining our successful family engagement events, we will explore opportunities to further enhance parental involvement and support. This may include expanding the scope and frequency of family events to encompass topics related to attendance awareness and strategies for promoting regular school attendance.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a strategic shift towards prioritizing average daily attendance and positive behavior as key determinants of school success. By refining our focus and aligning our efforts with this overarching goal, we aim to further strengthen our school culture, enhance student engagement, and maximize learning outcomes for 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.

Goal #4

Goal #4	Description
[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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & Family Engagement Data	An average of 50.5% of parents and families participate and engage in school opportunities.	An average of 80% of parents and families have participated in school opportunities.	An average of 80% of parents and families in the 2022-23 school year have participated in school opportunities such as Literacy Family Nights, Showcases and Performance Nights, Festivals and Parent Academy meetings.	An average of 80% of parents and families in the 2023-2024 school year participate in school wide events such as Family Literacy Nights, School Performances, and school town hall meetings.	An average of 80% of parents and families participate and engage in school opportunities.
Increase Community Partnerships	The Journey School has 4 local partnerships	We have maintained those partnerships and created two more community groups raising our total number to 6 partners.	Currently, The Journey School has maintained 3 local partnerships this year: Young Visionaries, Raising Kings and the DARE Program.	This year, Journey has added several additional partnerships this school year for a total of 9 partners.	Increase local community partnerships to 10.
Maintain High Academic Standards for achievement	90% of teachers fully engage in professional development opportunities.	We continue to have 90% or more engagement in professional development activities.	We have continued to have 90% or more of Teacher engagement in professional development meetings, school wide training, training with curriculum coaches and cross school activities.	100% of teachers fully engage in professional development opportunities.	100% of teachers fully engage in professional development opportunities.

Goal Analysis

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

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

Overall Implementation Description:

The implementation of Goal #4 in the Local Control Accountability Plan (LCAP) has been marked by substantial progress and notable achievements in fostering a community that actively promotes academic achievement, character development, safe learning environments, and access to resources for our students. Our efforts have focused on engaging teachers, administrators, parents, and community members to collaborate in supporting the educational goals of our students.

Substantive Differences in Planned Actions and Actual Implementation:

While our planned actions largely aligned with our actual implementation, there were a few substantive differences that emerged during the process. Firstly, we initially anticipated a gradual increase in parent and family engagement, aiming for an average of 80% participation by the third year. However, we surpassed this target earlier than anticipated, achieving an 80% participation rate by the second year itself. This accelerated progress reflects the enthusiastic response from our parent community and the effectiveness of our engagement initiatives such as Family Literacy Nights, School Performances, and town hall meetings. Similarly, in terms of community partnerships, while we aimed to maintain the existing partnerships and add two more, we exceeded expectations by forming several additional partnerships beyond our initial target including, Too Rise Up, La Michoacana, Moreno Valley High School Youth Folkloric Dancers, Joanna Dickensons Nick Nacks and more, NaShe Cosmetics, Black History Memorabilia shop by Chetarra McKnight, and Hair Braiding by Elisabeth Akintimoye. This expansion in community partnerships underscores the willingness of local organizations to collaborate with us in supporting the holistic development of our students. In terms of maintaining high academic standards for achievement, our planned actions closely mirrored the actual implementation. We consistently achieved 90% or more teacher engagement in professional development opportunities, which is crucial for enhancing instructional practices and ensuring the delivery of high-quality education to our students. Moreover, we exceeded our target by achieving 100% teacher engagement in professional development opportunities by the third year, reflecting our commitment to continuous improvement and professional growth among our educators.

Challenges and Successes Experienced with Implementation:

Throughout the implementation process, we encountered both challenges and successes. One significant challenge we faced was the ongoing impact of the COVID-19 pandemic, which necessitated adapting our engagement initiatives to comply with health and safety protocols. However, despite these challenges, we successfully leveraged virtual platforms and innovative approaches to maintain strong connections with our stakeholders and sustain momentum in achieving our goals. A key success of our implementation was the overwhelming response from our parent community, with a notable increase in participation and engagement in school activities. This heightened involvement not only reinforces the importance of building strong partnerships with parents but also demonstrates the positive impact of collaborative efforts in supporting student success. Furthermore, the expansion of community partnerships and the continued commitment of our teachers to professional development were significant successes that further strengthened our school community and enhanced the overall educational experience for our students.

The implementation of Goal #4 in our LCAP has been marked by significant progress, with substantive achievements in promoting active citizenship and supporting the academic, social, and emotional growth of our students. Despite challenges, our collective efforts have yielded

positive outcomes, reflecting our unwavering dedication to fostering a thriving learning environment where every student can reach their full potential.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 4.1: Fully Credentialed teachers

Budgeted Expenditures: \$0.00

Estimated Actual Expenditures: \$0.00

Material Difference: \$0.00

Explanation: There was no material difference.

Action 4.2: Misassigned teachers

Budgeted Expenditures: \$0.00

Estimated Actual Expenditures: \$0.00

Material Difference: \$0.00

Explanation: There was no material difference.

Action 4.3: Parent & Community Committees/Councils

Budgeted Expenditures: \$18,344.00

Estimated Actual Expenditures: \$37,244.56

Material Difference: -\$18,900.56

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 4.4: Parent & Stakeholder Engagement

Budgeted Expenditures: \$36,000.00

Estimated Actual Expenditures: \$2,672.83

Material Difference: \$33,327.17

Explanation: The material difference was significant due to the school receiving grant funding to cover the majority of the costs of the anticipated expenditures.

Action 4.5: Professional Development Survey Results

Budgeted Expenditures: \$19,074.00

Estimated Actual Expenditures: \$1,043.79

Material Difference: \$18,030.21

Explanation: The material difference was significant due to the school changing the metric to collect professional development survey results. The school will incur more significant costs during the 24-25 school year as they will be returning to previous platform utilized.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent & Family Engagement Initiatives: The implementation of various engagement initiatives such as Family Literacy Nights, School Performances, and town hall meetings has proven highly effective in increasing parent and family participation. The significant rise from a baseline of 50.5% to 80% participation demonstrates the success of these efforts in fostering a strong sense of community involvement and support for our educational goals. Parents have become more actively engaged in their children's education, contributing to improved academic outcomes and a more enriching school experience.

Community Partnerships: The establishment and expansion of community partnerships have been instrumental in providing additional resources and support for our students. While initially aiming to maintain existing partnerships and add two more, the actual implementation exceeded expectations by forming several additional partnerships. These collaborations have enriched our school community by providing diverse opportunities for students to access extracurricular activities, mentorship programs, and other resources that contribute to their overall development.

Teacher Engagement in Professional Development: The high level of teacher engagement in professional development opportunities has been a cornerstone of our success in maintaining high academic standards. With 90% or more teachers fully engaging in professional development activities, we have seen continuous improvement in instructional practices and curriculum delivery. Achieving 100% teacher engagement by the third year underscores the effectiveness of our strategies in supporting teacher growth and enhancing their capacity to meet the diverse needs of our students. Overall, the specific actions undertaken to date have been highly effective in making progress toward the goal of promoting active citizenship and supporting student achievement. These actions have fostered a collaborative and supportive school community, enriched the learning environment, and contributed to improved academic outcomes for our students.

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

Reflecting on our prior practice and the outcomes achieved thus far, we have identified areas for refinement and enhancement in our approach to 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. As a result, we have made several adjustments to our planned goal, metrics, target outcomes, and actions for the coming year:

Revised Goal Statement: While the overarching goal remains unchanged, we have refined the goal statement to emphasize the importance of fostering a collaborative and inclusive school community that prioritizes the holistic development of every student. The revised goal statement underscores our commitment to promoting active citizenship, character development, and equitable access to resources to support student success.

Updated Metrics: In response to our reflections on prior practice, we have decided to revise and expand our metrics to provide a more comprehensive assessment of our progress towards the goal. In addition to measuring parent and family engagement and community

partnerships, we will incorporate new metrics to evaluate student perceptions of school climate, character development, and access to community resources. These additional metrics will provide valuable insights into the effectiveness of our efforts in creating a supportive and inclusive learning environment.

Adjusted Target Outcomes: Building on our previous successes, we have set ambitious yet achievable target outcomes for the coming year. Based on our analysis of past performance, we have raised the target participation rates for parent and family engagement initiatives and community partnerships to further strengthen our connections with stakeholders and expand opportunities for student enrichment. Additionally, we have established new target outcomes related to student perceptions of school climate and character development, aiming to foster a positive and inclusive learning environment that promotes social-emotional growth and academic success.

Enhanced Actions and Strategies: Informed by our reflections on prior practice, we have developed enhanced actions and strategies to advance towards our goal. These include implementing targeted outreach efforts to engage diverse parent and community groups, expanding the range of community partnerships to address specific student needs and interests, and integrating character education initiatives into the curriculum to promote positive behavior and ethical decision-making. Additionally, we will prioritize professional development opportunities for teachers to further enhance their capacity to support student development and create inclusive learning environments. The changes made to the planned goal, metrics, target outcomes, and actions for the coming year reflect our commitment to continuous improvement and our dedication to fostering a supportive and inclusive school community that empowers every student to reach their full potential as learners and active citizens.

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.

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 [2024-2025]

General Information

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

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 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 in Moreno Valley located at 25560 Alessandro Blvd. Moreno Valley, CA 92553 began serving students in the fall of 2014. The Journey School offers grades TK/K - 6th with an enrollment of over 520 students. The Journey School serves students.

Student Subgroup	# Students (%)
Total	520 (100.00%)
Female	244 (46.92%)
Male	275 (52.88%)
Non-Binary	1 (0.19%)
(200) Asian	1 (0.19%)
(300) Native Hawaiian/Other Pac Islander	7 (1.35%)
(400) Filipino	4 (0.77%)
(600) Black or African American	202 (38.85%)
(700) White	18 (3.46%)
Hispanic/Latino	254 (48.85%)
Multi	34 (6.54%)
ELL	54 (10.38%)
SPED	68 (13.08%)

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 variations in terms of academic performance this year. While there is a notable improvement in English Language Arts scores, with a commendable increase of 6 points, the stability in Mathematics performance, maintaining a 2.8-point score, is also promising. However, a significant concern arises with the decline in English Learner Progress, plummeting by 33.3%. This decline demands urgent attention and targeted interventions to support the progress of English learners within the school community. It's imperative to delve deeper into the root causes of this decline and implement strategies to reverse this trend.

Academic Engagement:

The data concerning academic engagement, particularly chronic absenteeism, raises a red flag. Despite efforts to address attendance issues, there has been a 2% increase in chronic absenteeism, reaching a concerning rate of 43.6%. This indicates a persistent challenge in ensuring consistent student attendance, which can significantly impact academic performance and overall student well-being. It underscores the need for proactive measures to identify and address the underlying reasons contributing to absenteeism, whether they be health-related, familial, or stemming from disengagement with school activities.

Conditions and Climate:

The increase in the suspension rate by 2.9%, resulting in 3.6% of students being suspended at least one day. While it's essential to maintain discipline and uphold a safe learning environment, such an increase in suspensions warrants a closer examination of disciplinary policies and practices. It prompts reflection on whether disciplinary actions are effectively addressing behavioral issues or inadvertently exacerbating them. Alternative approaches to discipline, such as restorative justice practices, may merit exploration to foster a more supportive and inclusive school climate where all students feel valued and respected.

While there are notable successes in academic performance, The Journey School faces critical challenges in student engagement and school climate. Addressing these challenges requires a multifaceted approach involving collaboration among administrators, teachers, students, and parents. It necessitates data-informed decision-making, targeted interventions, and a commitment to fostering a positive and inclusive school culture conducive to academic success 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 sessions, 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. February 13, 2024 - LCAP Putting it all together/Differentiated Assistance:

During this session, we engaged in a virtual LCAP Putting It All Together/Differentiated Assistance professional learning session. The focus was on partnering to conduct a thorough analysis of the educational system to enhance outcomes for students. Discussions included topics such as building relationships, data analysis methods, utilizing various data sources like Dashboard, DataQuest, Ed Data, CAASPP, and Equity Challenge, local measurement mapping, prioritizing action plans, and determining next steps. Breakout sessions were held after each discussion for further exploration and processing of information. We were encouraged to have access to relevant data reports. Additionally, reference was made to data protocols for assistance during the breakout sessions, although their use was optional.

2. January 23, 2024 - Orientation and Intake Meeting for Charter Schools- San Diego County Office of Education

3. April 30, 2024- Root Cause Institute- San Diego County Office of Education

During this session, we explored opportunities to align DA work with Federal Program Monitoring (FPM) requirements, with an emphasis on improving academic outcomes for various typologies of English learners. Participants explored key research-based practices shaped in collaboration with key partners such as West ED, CABE, Stanford University's Understanding Language, and QTEL.

- Resource Folders: [Lifting Outcomes for ELs/MLs; 24-25 Culturally Sustaining ELD Collaborative](#)

4. May 1, 2024 -July 1, 2024: DA coaches collaborate with the Journey school as the LEA, to strategize and execute the initial Root Cause plan, fulfill technical assistance prompts in the LCAP using the provided template, and submit the LCAP with targeted actions to enhance identified areas for Differentiated Assistance.

5. Summer 2024-Fall 2024: Professional learning will be offered to the Journey School by the DA coaches and will align to high need indicators/student groups.

6. July 1, 2024- August 1, 2024: The Journey School will develop Aim statements with driver diagrams. This will align with our LCAP actions that target DA eligibility.

7. Fall 2024: Continued professional learning, Plan-Do-Study Acts (PDSAs) for change ideas.

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.

San Diego County of Education 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 their designated point of contact for both DA and CSI, SDCOE will support with aligning efforts to maximize the impact of technical assistance and continuous improvement initiatives. In addition to the scheduled sessions and ongoing support, The Journey School will 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. The Journey School is actively engaged in leveraging technical assistance and professional learning opportunities to enhance our continuous improvement efforts.

Using various surveys including those collected during School Site Council meetings, African American Parent Advisory Meetings and English Language Parent Advisory Council Meetings, parents and other educational partners provided recommendations and suggestions to help develop the CSI plan. The staff and students were also surveyed on what areas of focus should be included and developed within the plan. The school administration also conducted empathy interviews to understand the true needs for improvement and used this data to prioritize the actions steps within the CSI plan.

The needs assessments provided both qualitative and quantitative data. The needs assessment included a review of the data from the CAASPP, NWEA and SBAC Interim Assessments and Parent/Student/Staff surveys. From these results there was a profound need to support the academic development of our diverse student groups and social emotional learning of students.

The Journey School adopted and modified what Bambrick-Santoyo (2016) explained in his text *Get Better Faster*. Using this model provided time to plan how the data collected from the needs assessment would shape the CSI plan. The LEA focused on the follow elements:

- Identifying the educational needs, professional practice gaps, and or barriers to our target audience.
- Sharpening a program's priority-based strategic improvement plan.
- Refining learning objectives that are specific to the goals of an activity.

Using these guardrails allows for the plan to engage all our partners with a specific path for measuring, monitoring and refining our practices.

In response to the data the leadership team has integrated evidenced based interventions which have been added to the plan. The school will also continue the use of Success for All to support the implementation of the CSI plan. Success for All is a evidenced based approach supported by John Hopkins University to focus on strengthening the academic growth of students in English Language Arts using solutions teams. For more than three decades, Success for All has helped children to read, learn and succeed through our cooperative learning strategies and proven, research-based programs. The school will also continue the use of the SWUN Math program we started using last year, but will be expanding the amount of time our students engage in math activities. Most importantly, Journey will be returning to the

emphasis on Small-Group Instruction where teachers focus on working with small groups designed to accelerate student learning at their own pace.

The school will also implement the following evidence based learning strategies and interventions:

-The school has had in place an immersion approach to English Learner (EL) programming; but, is now integrating, for the first time, dedicated English Learner (EL) support personnel. The EL program will also be supported by a full-time EL Learning Specialist who will oversee implementation, as well as provide professional development to the teaching staff and direct support to students.

-To better support students who need more intensive supports, we will put in place enhanced Multi-Tiered Systems of Support (MTSS) through enhanced and expanded Counseling Programs; extended Tutoring Services to support students; and, utilizing data more effectively to include an enhanced an Early Warning system that will allow us to put student supports in place early as issues are discovered. The school will also offer an MTSS Learning Period to offer remedial support for students who need extra support; and, enhanced enrichment programming for gifted and high achieving students.

Administrators meet with staff and upper administration to determine school performance on a rubric. This data then is presented to the school team in Solutions Teams, where changes to programs and solutions to problems are discussed and implemented. Quarterly reports are created around goals and shared with the school team for evaluation.

In addition, administrators participate in Performance Management meetings every three weeks, where all aspects of school achievement are reviewed, tasks assigned and reported on and resources assigned.

Journey completed a significant Resource Inequities Review. The goal of a Resource Inequities Review is as follows:

-To ensure that all students have equitable support and access to various resources such as programs, rigorous curriculum, interventions, effective teachers, etc., such that all students can achieve at high levels. To achieve this goal, Journey regards the Resource Inequities Review process as the application of an equity lens during the comprehensive needs assessment.

-Through the needs assessment we discovered seven areas of focus to ensure we are addressing any possible inequities as a school leadership team. Our school committed to using communication, community, compassion, collaboration, conflict, centering success and centering self-reflection as areas of deep introspection in selected vendors, community partners and curricular material.

-Journey uses four prompts to determine if any identifiable inequities exist and determines actions and strategies that will address any that arise. The school also provides reflection questions that cover a range of areas where inequities may exist to support school teams as they seek to identify ways in which resources may or may not be used equitably.

During the Resource Inequities Review, the school identified a substantial finding in teacher quality due to a lack of experience. Several teachers have less than three years of experience in the field and will require specific and targeted professional development addressed in our plan and LCAP goals.

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
- Bullying

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

- Reading 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

Throughout the year we acquired feedback from multiple educational partners. Each month, we held School Site Council, African American Parent Advisory Committee, and English Learning Advisory Council meetings to gather feedback from various educational partners. We also held monthly staff meetings to gather their input as well. At the summation of the school year, we assembled a three day steering committee consisting of teachers, administrators, and classified staff in order to analyze the trends found within each Education Partner Group group to present goals and action steps. After analyzing the feedback from each of the educational partners, trends in their ideas and input emerged. We intentionally used the input from these groups to guide our decisions in creating our goals and action steps for the LCAP. The goals and action steps chosen fully align with the feedback and trends found within our Education Partner Group groups.

Educational Partner(s)	Process for Engagement
School Site Council Parents, Teachers, Administration and Staff	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. It was important to these Education Partner Groups that we continue the work towards increasing student success through quality instruction that meets the needs of all students. 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.
English Language Advisory Council (ELAC) Parents, Teachers and Staff	When speaking with the partners involved in ELAC meetings, some trends noticed included incorporating bilingual reading materials into the classroom, as well as in the resources sent home. The committee sought educational partners engagement through survey, Class Dojo, parent newsletter, phone calls, and emails. Monthly meetings are held to collaborate with partners in support of English learners and their education.

<p>African American Parent Advisory Council (AAPAC) Teachers, Parents and Staff</p>	<p>The African American Parent Advisory Committee (AAPAC) is responsible for advising school administration on services, programs, activities and instructional practices that are needed to support the growth and achievement of African American students at The Journey School.</p> <p>It is the goal of AAPAC to 1) raise the level of awareness about culturally sensitive issues related to the education of African American students, 2) support a system of cultural acceptance, AND educational equity for all students, 3) provide the knowledge, skills and resources necessary to increase the engagement of parents, caregivers, and the community, 4) advocate, being the liaison of educational and cultural needs of students and families to staff and teachers, and 5) create parental, social, and cultural connections through collaborative events and forums. The committee solicits Education Partner Group engagement through survey, Class Dojo, email and phone calls. Monthly meetings are held to collaborate with Education Partner Groups encompassing all essential aspects in support of African American students and their education.</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>

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 have actively engaged with multiple Education Partner Group 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 parent Education Partner 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 group, we meticulously 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, programmatic initiatives, and support services, ensuring that our strategies are responsive to the evolving needs of our school community. 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 #1

Goal #	Description	Type of Goal
[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 by ensuring they receive targeted instruction in English Language Arts (ELA), following the RJA (Real Journey Academies) Instructional Framework and utilizing RJA's adopted pacing plans, unit plans, and curriculum support materials aligned to the California Common Core State Standards. This decision stems from several critical factors.

Firstly, based on Mid-Year (MOY) NWEA data analysis, it has been observed that only 43% of 1st-6th grade students are currently meeting or exceeding grade-level standards in English-Language Arts. This data highlights a significant gap between current student performance and the academic standards set forth by the state. Addressing this gap is imperative to ensure that all students have the opportunity to succeed academically and meet the established standards.

Moreover, the impact of learning loss resulting from the COVID-19 pandemic has been substantial. Disruptions to traditional learning environments, shifts to remote or hybrid instruction, and other challenges have contributed to gaps in student knowledge and skills, particularly in core subjects like ELA. Therefore, it is crucial for The Journey School to institute a goal focused on ensuring all students receive targeted, rigorous instruction aligned with high academic standards in ELA.

By adhering to the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans, and curriculum support materials, The Journey School aims to provide consistent and effective instruction that is aligned with the California Common Core State Standards. This approach ensures that instruction is targeted, rigorous, and comprehensive, thereby increasing the likelihood of student success and proficiency in ELA.

Overall, by prioritizing targeted instruction in ELA and aligning curriculum and instructional practices with state standards, The Journey School aims to address current performance gaps, mitigate learning loss, and ultimately, ensure that all students have the opportunity to achieve academic excellence in English Language Arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP English-Language Arts Schoolwide	31.93% of all students met or exceeded standards during the 2022-23 CAASPP administration.	[Insert outcome here]	[Insert outcome here]	55% of all students will meet or exceed standards during the 2025-26 CAASPP administration.	[Insert current difference from baseline here]
	CAASPP English-Language Arts Students with Disabilities	4% of all Students with Disabilities met or exceeded standards during the 2022-2023 CAASPP administration.	[Insert outcome here]	[Insert outcome here]	25% of all Students with Disabilities will meet or exceed standards during the 2025-2026 CAASPP administration.	[Insert current difference from baseline here]
	CAASPP English-Language Arts English Learners	12% of all English Learners met or exceeded standards during the 2022-2023 CAASPP administration.	[Insert outcome here]	[Insert outcome here]	26% of all English Learners will meet or exceed standards during the 2025-2026 CAASPP administration.	[Insert current difference from baseline here]

[Metric #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.	[Insert outcome here]	[Insert outcome here]	60% students who tested Fall to Winter of the 2026-2027 school year will meet or exceed their projected growth goal in reading.	[Insert current difference from baseline here]
[Metric #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.	[Insert outcome here]	[Insert outcome here]	52% of students who tested Fall to Winter of the 2026-2027 school year will meet or exceed grade level attainment.	[Insert current difference from baseline here]
[Metric #4]	English Learner Reclassification Rate	During the 2023-2024 school year, 41% of students progressed at least one English Language Performance Indicator (ELPI) level.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 58% of students progress at least one English Language Performance Indicator (ELPI) level.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Overall Implementation:

In our educational institution, collaboration among teachers within grade levels plays a crucial role in analyzing data to inform instructional practices. We embarked on a journey to implement the Success For All curriculum, aiming for its effective integration into our teaching

methodologies. Our ongoing implementation is to ensure all new staff are trained and our current staff are continuing to meet the needs of students learning gaps for reading. Nonetheless, through strategic planning and concerted efforts, we devised actions to ensure both teacher and student success.

Planned Actions:

Professional Development: Recognizing the need for thorough understanding and proficiency in the Success For All reading curriculum, we organized comprehensive professional development sessions tailored to acquaint teachers with its nuances and methodologies. Additionally, sessions were conducted on differentiated instruction to cater to diverse student needs effectively.

Data Analysis: A systematic approach to data analysis was adopted, wherein teachers and administrators delved into Success For All data at various levels – school-wide, class-wide, and student-specific. This data-driven approach aimed to identify areas of improvement, track student progress, and inform instructional decisions accordingly.

Targeting Reading Learning Loss: Address reading learning loss among students through targeted interventions using IXL, an online learning platform, afterschool enrichment sessions, and small group instruction facilitated by credentialed teachers.

Actual Implementation and Substantive Differences:

While our planned actions aligned with our implementation goals, the actual execution unfolded with certain notable differences and adaptations:

New Teacher Support: Recognizing the unique needs of new teachers, we implemented additional forms of support and one-on-one coaching sessions with grade level leads to provide personalized support. This hands-on approach proved instrumental in accelerating the acclimatization process and bolstering teacher confidence.

Tailored Professional Development: As the implementation progressed, we tailored professional development sessions based on observed needs and feedback from teachers. Flexibility in content delivery ensured relevance and applicability, maximizing teacher engagement and efficacy.

Enhanced Data Utilization: Beyond mere analysis, a concerted effort was made to translate NWEA data insights into actionable strategies. Regular data and collaborative meetings were convened to discuss data findings, share best practices, and brainstorm interventions to address student challenges effectively.

Monitor Progress and Adjust Interventions:

- Collect ongoing data on student performance and progress in reading using formative assessments, IXL reports, and teacher observations.
- Analyze data to identify trends and areas of improvement or continued need.
- Regularly review intervention effectiveness and adjust strategies as necessary to ensure maximum impact on student learning outcomes.

Implement IXL Online Learning Platform:

- Provide access to IXL for all students to supplement classroom instruction.
- Utilize IXL's personalized learning pathways to address individual reading skill gaps.

- Monitor student progress on IXL regularly and adjust interventions as needed.

Conduct Afterschool Enrichment Sessions:

-Offer one-hour daily afterschool enrichment sessions focused on reading comprehension, vocabulary development, and fluency.

-Design activities that are engaging and interactive, incorporating diverse texts and multimedia resources.

-Foster a supportive and encouraging environment to motivate students to participate actively and develop a love for reading.

Provide Small Group Instruction for At-Risk Scholars:

-Identify students at risk of reading learning loss based on assessment data and teacher observations.

-Form small groups of at-risk scholars, ensuring a low student-to-teacher ratio for personalized attention.

-Schedule regular small group sessions led by credentialed teachers to target specific reading skill deficits and provide intensive support.

-Utilize evidence-based instructional strategies and materials tailored to meet the diverse needs of each group.

Collaborate with Educational Partners:

-Communicate regularly with parents/guardians to keep them informed of their child's progress in reading interventions and provide suggestions for supporting learning at home.

-Collaborate with classroom teachers to align intervention efforts with classroom instruction and integrate targeted strategies into the curriculum.

-Seek feedback from students to ensure interventions are meeting their needs and preferences, and adjust approaches accordingly.

Challenges and Successes:

Historically our challenges have included:

- Initial resistance or apprehension from some teachers towards implementing the SFA curriculum to fidelity.

- Balancing the needs of veteran teachers with those new to the Success For All curriculum.

- Ensuring sustained commitment and buy-in from all Education Partner Groups amidst competing priorities.

Historically our successes have included:

- Gradual but evident improvement in student performance, as reflected in data trends over time.

- Increased collaboration and camaraderie among teachers within grade levels, fostering a supportive professional learning community.

- Enhanced teacher efficacy and confidence in implementing the Success For All curriculum, evidenced by qualitative feedback and observed instructional practices.

While the journey towards implementing the curriculum presented its share of challenges, strategic planning, targeted support, and a commitment to data-driven decision-making have been instrumental in driving its successful integration into our educational practices.

Through ongoing reflection and adaptation, we continue to refine our implementation strategies, ensuring sustained growth and success for both teachers and students alike.

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.

N/A

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

Historical Effectiveness of Specific Actions in Progress Toward the Goal:

1. Professional Development:

Effectiveness: Professional development sessions have proven highly effective in empowering teachers and administrators to implement curriculums, differentiate instruction, and utilize data effectively to inform instruction. Teachers and administrators report feeling more confident and equipped to deliver targeted instruction following the RJA Instructional Framework.

Impact on Progress: The success of professional development is evident in the observed increase in student attainment and growth in NWEA assessments. Teachers' enhanced skills and confidence have translated into improved student performance, reflecting the alignment between instructional practices and academic standards.

2. Data Analysis:

Effectiveness: Data analysis processes have been instrumental in identifying areas of student need and informing instructional decision-making. By analyzing student performance data, educators can pinpoint specific learning gaps and tailor instruction to address these areas effectively.

Impact on Progress: The systematic analysis of data has enabled educators to track student progress, monitor the effectiveness of interventions, and adjust instructional strategies accordingly. This targeted approach has contributed to measurable improvements in student attainment and growth over time.

New Action added to Support Progress Toward the Goal:

1. Targeting Reading Learning Loss:

Effectiveness: The focus on targeting reading learning loss is expected to be effective in addressing student needs and promoting academic growth. By implementing targeted interventions and providing additional support to students struggling in reading, educators will be able to mitigate learning gaps and foster improved literacy skills.

Impact on Progress: The emphasis on targeting reading learning loss is expected to result in noticeable improvements in student reading attainment and growth. Through differentiated instruction and targeted interventions, educators will successfully support students in reaching proficiency levels aligned with California Common Core State Standards.

Planned Actions for Continued Progress:

1. Professional Development: Continued investment in professional development opportunities will ensure that educators remain equipped with the knowledge and skills necessary to deliver high-quality instruction aligned with academic standards.

2. Data Analysis: Ongoing data analysis processes will enable educators to identify evolving student needs, monitor progress, and refine instructional practices to maximize student outcomes.

3. Targeting Reading Learning Loss: Further efforts to target reading learning loss will involve implementing evidence-based interventions, providing targeted support to at-risk students, and monitoring progress closely to ensure continued growth and success.

Overall, the historical effectiveness of specific actions in making progress toward the goal of maintaining high academic standards for all students in ELA has been significant. By focusing on professional development, data analysis, and targeting reading learning loss, the Journey School has successfully aligned instructional practices with academic standards, resulting in improved student attainment and growth. Moving forward, continued emphasis on these strategies will be essential for sustaining and furthering progress toward achieving academic excellence 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 past practices and the outcomes achieved, we have identified areas for refinement and enhancement in our approach for the coming year. Here are the changes made to our planned goal, metrics, target outcomes, or actions based on these reflections:

1. Emphasis on Attainment and Achievement:

-Recognizing the importance of both student attainment and achievement, we have decided to place a stronger emphasis on these metrics in our goal-setting process. While we have seen positive growth in NWEA reading assessment data and attainment results, we aim to further prioritize and monitor student progress towards grade-level targets. This shift in focus will ensure that students not only demonstrate growth but also achieve proficiency in essential reading concepts.

2. Revision of Metrics and Target Outcomes:

- In light of our renewed emphasis on attainment and achievement, we will plan to revise our metrics and target outcomes to align more closely with our overarching goal. In addition to focusing on growth metrics, we will incorporate specific benchmarks for student attainment and achievement. These benchmarks will serve as tangible markers of success and guide our efforts in supporting students to reach grade-level proficiency.

3. Enhanced Targeted Instruction and Support:

- Building upon our previous practices of targeted instruction and internal school site changes, we will further refine our instructional strategies to address specific areas of need identified through data analysis. This may involve implementing additional interventions, differentiated instruction approaches, or personalized learning opportunities tailored to individual student requirements. By providing comprehensive support, we aim to ensure that all students have the necessary tools and resources to succeed academically.

4. Expansion of After-School Tutoring Opportunities:

- To complement our in-class instruction and support student learning outside of regular school hours, we will expand our after-school tutoring opportunities. These sessions will offer additional academic assistance and reinforcement of key concepts, particularly targeting students who require extra support in achieving grade-level proficiency. By providing accessible and targeted intervention, we aim to boost student achievement and facilitate progress towards our established goals.

5. Continued Emphasis on Data-Informed Instruction:

- Data will remain central to our instructional decision-making process, guiding our efforts in identifying areas of strength and areas for improvement. We will continue to conduct regular data analysis to monitor student progress, adjust instructional strategies, and inform targeted interventions. By leveraging data effectively, we can ensure that our instructional practices remain responsive to the evolving needs of our students, ultimately driving improvements in attainment and achievement outcomes.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a deliberate shift towards prioritizing student attainment and achievement. By refining our instructional approaches, expanding support opportunities, and maintaining a data-informed focus, we are supporting further advancement of student success and progress towards our overarching goals.

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	Support Data Informed Instruction	<ul style="list-style-type: none"> 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. b. 100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction. c. Collaboration with Success for All partners/coaches in working with Teachers and Administrators d. Collaboration with Academic Team for Teacher and Administrative support with instructional practices e. Provide professional development opportunities for teachers throughout the year to help strengthen reading practices 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 	\$175,000	Yes
2	Implement Targeted Reading Curriculum	<ul style="list-style-type: none"> 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. 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 academic team will support teachers in using the curriculum with fidelity to ensure students mastery 	\$167,000	Yes
3	Implement Targeted ELD Curriculum and Program	<ul style="list-style-type: none"> 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. b. All students will receive daily designated ELD instruction and with support of teachers and educational support persons will progress monitor their achievement. c. ELD Professional Development will be conducted for all teachers and ELD paraprofessionals. 	\$128,000	Yes
4	Instructional Reading Lead for Support for Teachers	<ul style="list-style-type: none"> a. Designate a reading specialist or lead to train and collaborate with teachers around ELA/reading, and provide instructional support throughout the year 	\$90,000	Yes

5	Support learning loss Mitigation and enrichment	<ul style="list-style-type: none"> 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. 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. c. Teachers provide students with targeted support in reading and writing instruction to specifically support achievement in ELA. d. Students engage in an enriching and robust after school curriculum to support learning loss mitigation. e. The school will support student engagement in reading by incentivising learning. 	\$250,000	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

Insert or delete rows, as necessary.

Goal #2

Goal #	Description	Type of Goal
[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 by ensuring they receive targeted math instruction, following the RJA (Real Journey Academies) Instructional Framework and utilizing the school's adopted pacing plans, unit plans, and curriculum support materials aligned to the California Common Core State Standards. This goal has been established in response to a critical observation regarding student performance in mathematics.

Currently, approximately 57% of our students are not meeting or exceeding grade-level standards in mathematics. This statistic underscores a significant gap between current student achievement levels and the rigorous academic standards outlined by the California Common Core State Standards. Addressing this gap is essential to ensure that all students have the opportunity to succeed academically and reach their full potential in mathematics.

To effectively address this challenge, The Journey School has instituted a goal focused on providing targeted instruction with high academic standards aligned to both the California Common Core State Standards for mathematics and the RJA Instructional Framework. By aligning instructional practices with these standards and frameworks, The Journey School aims to provide students with consistent, cohesive, and rigorous math instruction that is tailored to their individual learning needs.

Utilizing the school's adopted pacing plans, unit plans, and curriculum support materials further ensures that instruction is structured, comprehensive, and aligned with the standards and frameworks. This approach enables teachers to deliver instruction that is both targeted and cohesive, fostering a deeper understanding of mathematical concepts and promoting student success.

Overall, by prioritizing targeted math instruction aligned with high academic standards, The Journey School aims to close the achievement gap in mathematics and ensure that all students have the opportunity to achieve proficiency and mastery in this critical subject area.

Through this goal, The Journey School is committed to providing students with the necessary tools and support to excel academically and thrive in their mathematical learning journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP Math-Schoolwide	During the 2023-2024 school year, 21.76% met or exceeded Math standards for CAASPP.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 34% will meet or exceed Math standards for CAASPP.	[Insert current difference from baseline here]

	CAASPP Math- Students with Disabilities	During the 2023-2024 school year, 7.69% met or exceeded Math standards for CAASPP.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 21% of students will meet or exceed Math standards for CAASPP.	[Insert current difference from baseline here]
	CAASPP- Math English Learners (IFEP, RFEP, EO)	During the 2023-2024 school year, 11.36% met or exceeded Math standards for CAASPP.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 26% of students will meet or exceed Math standards for CAASPP.	[Insert current difference from baseline here]
[Metric #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.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 70% of students will meet or exceed Math standards for CAASPP.	[Insert current difference from baseline here]
[Metric #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.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 51% of students tested will meet or exceed grade level attainment.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Overall Implementation:

At The Journey School, collaboration among teachers within grade levels plays a crucial role in analyzing data to inform instructional practices. As we implement the SWUN math curriculum we are aiming for effective integration into our teaching. Our ongoing implementation is to ensure all new staff are trained and our current staff are continuing to meet the needs of students learning gaps for reading. Nonetheless, through strategic planning and concerted efforts, we devised actions to ensure both teacher and student success.

Planned Actions:

Professional Development: Recognizing the need for thorough understanding and proficiency in the SWUN math curriculum, we organized comprehensive professional development sessions tailored to acquaint teachers with its nuances and methodologies. Additionally, sessions were conducted on differentiated instruction to cater to diverse student needs effectively.

Data Analysis: A systematic approach to data analysis was adopted, wherein teachers and administrators delved into SWUN math data at various levels – school-wide, class-wide, and student-specific. This data-driven approach aimed to identify areas of improvement, track student progress, and inform instructional decisions accordingly.

Targeting Reading Learning Loss: Address math learning loss among students through targeted interventions using IXL, an online learning platform, afterschool enrichment sessions, and small group instruction facilitated by credentialed teachers.

Actual Implementation and Substantive Differences:

While our planned actions aligned with our implementation goals, the actual execution unfolded with certain notable differences and adaptations:

New Teacher Support: Recognizing the unique needs of new teachers, we implemented additional forms of support and one-on-one coaching sessions with grade level leads to provide personalized support. This hands-on approach proved instrumental in accelerating the acclimatization process and bolstering teacher confidence.

Tailored Professional Development: As the implementation progressed, we tailored professional development based on observed needs and feedback from teachers. Flexibility in content delivery ensured relevance and applicability, maximizing teacher engagement and efficacy.

Enhanced Data Utilization: Beyond mere analysis, a concerted effort was made to translate NWEA data insights into actionable strategies. Regular data and collaborative meetings were convened to discuss data findings, share best practices, and brainstorm interventions to address student challenges effectively.

Monitor Progress and Adjust Interventions:

- Collect ongoing data on student performance and progress in math using formative assessments, IXL reports, and teacher observations.
- Analyze data to identify trends and areas of improvement or continued need.
- Regularly review intervention effectiveness and adjust strategies as necessary to ensure maximum impact on student learning outcomes.

Implement IXL Online Learning Platform:

- Provide access to IXL for all students to supplement classroom instruction.
- Utilize IXL's personalized learning pathways to address individual reading skill gaps.
- Monitor student progress on IXL regularly and adjust interventions as needed.

Conduct Afterschool Enrichment Sessions:

- Offer one-hour daily afterschool enrichment sessions focused on math concepts.
- Foster a supportive and encouraging environment to motivate students to participate actively and develop a love for math.

Provide Small Group Instruction for At-Risk Scholars:

- Identify students at risk of math learning loss based on assessment data and teacher observations.
- Form small groups of at-risk scholars, ensuring a low student-to-teacher ratio for personalized attention.
- Schedule regular small group sessions led by credentialed teachers to target specific math skill deficits and provide intensive support.
- Utilize evidence-based instructional strategies and materials tailored to meet the diverse needs of each group.

Collaborate with Educational Partners:

- Communicate regularly with parents/guardians to keep them informed of their child's progress in math interventions and provide suggestions for supporting learning at home.
- Collaborate with teachers to align intervention efforts with classroom instruction and integrate targeted strategies into the curriculum.
- Seek feedback from students to ensure interventions are meeting their needs and preferences, and adjust approaches accordingly.

Challenges and Successes:

Historically our challenges have included:

- Initial resistance or apprehension from some teachers towards implementing the SWUN curriculum to fidelity.
- Balancing the needs of veteran teachers with those new to the SWUN math curriculum.
- Ensuring sustained commitment and buy-in from all Education Partner Groups amidst competing priorities.

Historically our successes have included:

- Gradual but evident improvement in student performance, as reflected in data trends over time.

- Increased collaboration and camaraderie among teachers within grade levels, fostering a supportive professional learning community.
- Enhanced teacher efficacy and confidence in implementing the SWUN math curriculum, evidenced by qualitative feedback and observed instructional practices.

While the journey towards implementing the curriculum presented its share of challenges, strategic planning, targeting support, and a commitment to data-driven decision-making have been instrumental in driving its successful integration into our educational practices. Through ongoing reflection and adaptation, we continue to refine our implementation, ensuring sustained growth and success for our students and teachers.

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.

N/A

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

Historical Effectiveness of Specific Actions in Progress Toward the Goal:

1. Professional Development:

Effectiveness: Professional development sessions have proven highly effective in empowering teachers and administrators to implement curriculums, differentiate instruction, and utilize data effectively to inform instruction. Teachers and administrators report feeling more confident and equipped to deliver targeted instruction following the RJA Instructional Framework.

Impact on Progress: The success of professional development is evident in the observed increase in student attainment and growth in NWEA assessments. Teachers' enhanced skills and confidence have translated into improved student performance, reflecting the alignment between instructional practices and academic standards.

2. Data Analysis:

Effectiveness: Data analysis processes have been instrumental in identifying areas of student need and informing instructional decision-making. By analyzing student performance data, educators can pinpoint specific learning gaps and tailor instruction to address these areas effectively.

Impact on Progress: The systematic analysis of data has enabled educators to track student progress, monitor the effectiveness of interventions, and adjust instructional strategies accordingly. This targeted approach has contributed to measurable improvements in student attainment and growth over time.

New Action added to Support Progress Toward the Goal:

1. Targeting Math Learning Loss:

Effectiveness: The focus on targeting math learning loss is expected to be effective in addressing student needs and promoting academic growth. By implementing targeted interventions and providing additional support to students struggling in math, educators will be able to mitigate learning gaps and foster improved mathematical skills.

Impact on Progress: The emphasis on targeting math learning loss is expected to result in noticeable improvements in student math attainment and growth. Through differentiated instruction and targeted interventions, educators will successfully support students in reaching proficiency levels aligned with California Common Core State Standards.

Planned Actions for Continued Progress:

1. Professional Development: Continued investment in professional development opportunities will ensure that educators remain equipped with the knowledge and skills necessary to deliver high-quality instruction aligned with academic standards.

2. Data Analysis: Ongoing data analysis processes will enable educators to identify evolving student needs, monitor progress, and refine instructional practices to maximize student outcomes.

3. Targeting Math Learning Loss: Further efforts to target reading learning loss will involve implementing evidence-based interventions, providing targeted support to at-risk students, and monitoring progress closely to ensure continued growth and success.

Overall, the historical effectiveness of specific actions in making progress toward the goal of maintaining high academic standards for all students in math has been significant. By focusing on professional development, data analysis, and targeting math learning loss, the Journey School has successfully aligned instructional practices with academic standards, resulting in improved student attainment and growth. Moving forward, continued emphasis on these strategies will be essential for sustaining and furthering progress toward achieving academic excellence 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 past practices and the outcomes achieved, we have identified areas for refinement and enhancement in our approach for the coming year. Here are the changes made to our planned goal, metrics, target outcomes, or actions based on these reflections:

1. Emphasis on Attainment and Achievement:

-Recognizing the importance of both student attainment and achievement, we have decided to place a stronger emphasis on these metrics in our goal-setting process. While we have seen positive growth in NWEA math assessment data and attainment results, we aim to further prioritize and monitor student progress towards grade-level targets. This shift in focus will ensure that students not only demonstrate growth but also achieve proficiency in essential mathematical concepts.

2. Revision of Metrics and Target Outcomes:

- In light of our renewed emphasis on attainment and achievement, we will plan to revise our metrics and target outcomes to align more closely with our overarching goal. In addition to focusing on growth metrics, we will incorporate specific benchmarks for student attainment and achievement. These benchmarks will serve as tangible markers of success and guide our efforts in supporting students to reach grade-level proficiency.

3. Enhanced Targeted Instruction and Support:

- Building upon our previous practices of targeted instruction and internal school site changes, we will further refine our instructional strategies to address specific areas of need identified through data analysis. This may involve implementing additional interventions, differentiated instruction approaches, or personalized learning opportunities tailored to individual student requirements. By providing comprehensive support, we aim to ensure that all students have the necessary tools and resources to succeed academically.

4. Expansion of After-School Tutoring Opportunities:

- To complement our in-class instruction and support student learning outside of regular school hours, we will expand our after-school tutoring opportunities. These sessions will offer additional academic assistance and reinforcement of key concepts, particularly targeting students who require extra support in achieving grade-level proficiency. By providing accessible and targeted intervention, we aim to boost student achievement and facilitate progress towards our established goals.

5. Continued Emphasis on Data-Informed Instruction:

- Data will remain central to our instructional decision-making process, guiding our efforts in identifying areas of strength and areas for improvement. We will continue to conduct regular data analysis to monitor student progress, adjust instructional strategies, and inform targeted interventions. By leveraging data effectively, we can ensure that our instructional practices remain responsive to the evolving needs of our students, ultimately driving improvements in attainment and achievement outcomes.

In summary, the changes made to our planned goal, metrics, target outcomes, and actions for the coming year reflect a deliberate shift towards prioritizing student attainment and achievement. By refining our instructional approaches, expanding support opportunities, and maintaining a data-informed focus, we are supporting further advancement of student success and progress towards our overarching goals.

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	Support Data Informed Instruction	<ul style="list-style-type: none"> 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. b. 100% of teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction. c. Collaboration with SWUN partners/coaches in working with Teachers and Administrators d. Collaboration with Academic Team for Teacher and Administrative support with instructional practices e. Provide professional development opportunities for teachers throughout the year to help strengthen math practices 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. 	\$127,000	Yes
2	Instructional Math Lead for Support for Teachers	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
[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 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 on through our Getting Along Together program/Culturally Relevant Practices, 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 0.0019% expulsion rate and a 3.7% daily suspension rate during the 2023/2024 school year. We believe that it is important to maintain 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
[Metric #1]	Suspension Rate	The daily suspension rate of students in the 2023-2024 school year is 3.7%.	[Insert outcome here]	[Insert outcome here]	The daily suspension rate of students in 2026-2027 school year will be 2.5%	[Insert current difference from baseline here]
[Metric #2]	Expulsion Rate	The expulsion rate of students in the 2023-2024 school year is 0.0019%	[Insert outcome here]	[Insert outcome here]	The expulsion rate of students in the 2026-2027 school year will be 0%	[Insert current difference from baseline here]
[Metric #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	[Insert outcome here]	[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	[Insert current difference from baseline here]
[Metric #4]	Attendance Rate (Average Daily Attendance)	During the 2023-2024 school year, average daily attendance rate has been 90.86%.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, average daily attendance rate will be 93%.	[Insert current difference from baseline here]
[Metric #5]	Chronic Absenteeism	During the 2023-2024 school year, 34.28% of students are Chronically Absent	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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 overall implementation plan for LCAP Goal #3 entails a comprehensive approach to engaging students, parents, staff, and community members to promote the social, emotional, and physical needs of students. 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 involves implementing a School-Wide Solution Model. This includes providing Core Value Instruction to students to enhance self-efficacy and empathy, engaging teachers in implementing a Social-Emotional Learning (SEL) curriculum, and involving school employees in solutions committees to shape a cohesive vision reflective of Education Partner Groups' input. Additionally, efforts will focus on ensuring students perceive the school as a safe place to learn, prioritizing both physical and emotional safety. The implementation of this model aims to reduce suspension rates and foster a positive school culture.

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.

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 will target chronic absenteeism by implementing interventions such as attendance monitoring systems, outreach to families, and providing incentives for regular attendance. 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.

N/A

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 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.

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.

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.

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.

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. 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.</p> <p>b. 100% of Teachers will implement the SEL curriculum and engage in culturally relevant practices in order to reduce student conflict, build self confidence, teach conflict resolution, increase learning and coping skills, encourage teamwork, and create an inclusive school culture and community.</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.</p> <p>d. Administrators, teachers, and staff will work together to ensure students perceive their school as a safe place to learn. The school will prioritize the physical and emotional safety of students.</p> <p>e. Students participate and engage in the adopted SEL program through incentives to build towards students self adoption of coping stills, conflict resolutions and core values.</p>	\$273,000	Yes
2	Community Partnerships	The school will partner with organizations both local and nationally to ensure that the physical needs of students and families are met.	\$145,000	Yes
3	Support Parent & Family Connection	The school will continue to partner with communities to ensure equitable access to necessary resources such as clothing, through the implementation of the community closet purpose of providing clothes and other essentials to our families in need.	\$75,000	Yes

4	Implement Attendance Improvement Initiatives	<p>a. Implement targeted interventions and initiatives to improve student attendance rates and reduce chronic absenteeism. This may include implementing a school-wide attendance monitoring system, conducting outreach to families of chronically absent students to identify and address barriers to attendance, providing incentives for regular attendance, and offering support services to students and families in need.</p> <p>b. The school will collaborate with community partners and agencies to provide resources and support to address underlying issues contributing to absenteeism.</p> <p>c. The school will reduce chronic absenteeism by 10% over the course of the year.</p>	\$135,000	Yes
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>	\$90,000	Yes

Goal #4

Goal #4	Description	Type of Goal
[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 developed the goal of engaging 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. This goal has been established to underscore the importance of fostering a collaborative and inclusive school community that prioritizes the holistic development of every student.

The Journey School's commitment to creating an environment where teachers, administrators, parents, and community members actively engage in promoting these core values is driven by the recognition that students thrive when they receive support not only academically, but also socially, emotionally, and morally. By involving Education Partner Groups in promoting academic achievement, character development, and exposure to community resources, The Journey School aims to foster the holistic development of every student, helping them reach their full potential as learners and active citizens.

Understanding the pivotal role of collaboration between the school and the broader community, The Journey School involves parents and community members in supporting student learning and well-being. This not only strengthens ties with the community but also leverages additional resources and support systems for students. This collaborative approach enhances the overall educational experience and promotes a sense of belonging and ownership within the community.

Furthermore, creating a safe, supportive, and well-maintained learning environment is fundamental for student success. By engaging Education Partner Groups in promoting safe learning environments, The Journey School demonstrates its commitment to providing a nurturing and conducive setting where students feel valued, respected, and empowered to learn and grow.

Additionally, The Journey School recognizes the value of exposing students to a diverse array of community resources and opportunities. By involving parents and community members in providing access to these resources, the school enriches the educational experience and equips students with the knowledge, skills, and networks necessary for success both inside and outside the classroom.

This goal reflects The Journey School's unwavering dedication to creating a collaborative, inclusive, and supportive school community that prioritizes the holistic development of every student. Through the active engagement of teachers, administrators, parents, and community members, The Journey School seeks to promote academic achievement, character development, safety, and exposure to community resources, ultimately empowering students to reach their full potential as learners and active citizens.

Measuring and Reporting Results

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

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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

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. 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.

Parent & Educational Partners Engagement: Setting specific targets for parent participation in school events, conferences, and communication channels demonstrates a proactive approach to engaging families. Moreover, ensuring at-risk students and families receive regular progress updates and support interventions highlights a commitment to addressing individual needs. However, achieving high levels of participation and engagement may be challenging, especially among families facing barriers such as work schedules or language barriers. Continuous monitoring and targeted outreach efforts may be necessary to ensure that the desired percentages are consistently met. Continuous monitoring is necessary to ensure targets are consistently met.

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. 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.

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. Additionally, ensuring that the program is inclusive 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 70% of Education Partner groups provide feedback on instructional decisions</p>	\$60,000	Yes
3	Professional Development	<p>Engage teachers in meaningful 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	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.	\$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

Goal #5

Goal #	Description	Type of Goal
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
- Equity
- Professional Learning

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.	[Insert outcome here]	[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.	[Insert current difference from baseline here]
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.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 80% of support staff or teachers have exposed students to college and career enrichment activities.	[Insert current difference from baseline here]
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.	[Insert outcome here]	[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.	[Insert current difference from baseline here]

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.	[Insert outcome here]	[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.	[Insert current difference from baseline here]
5	Matriculation to Middle School Preparedness	During the 2023-2024 school year, 0% of students have participated in the Middle School Matriculation Fair.	[Insert outcome here]	[Insert outcome here]	During the 2026-2027 school year, 80% of 6th graders will participate in the Middle School Matriculation Fair.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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	<p>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.</p> <p>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.</p>	\$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 [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,717,524	\$199,009

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
32.673%	9.914%	\$506,537	42.587%

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

2024-2025 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 %)
2024-2025	\$ 5,256,641	\$ 1,717,524	32.673%	9.914%	42.587%

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	\$ 2,030,000	\$ 1,594,000

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	\$ 100,000	\$ 75,000	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000	0.000%
1	2	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 150,000	\$ 17,000	\$ 167,000	\$ -	\$ -	\$ -	\$ 167,000	0.000%
1	3	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	\$ 80,000	\$ 48,000	\$ 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	\$ 175,000	\$ 75,000	\$ 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	\$ 100,000	\$ 85,000	\$ 185,000	\$ -	\$ -	\$ -	\$ 185,000	0.000%
2	1	Support Data Informed Instruction	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 100,000	\$ 27,000	\$ 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	\$ 130,000	\$ 14,000	\$ 144,000	\$ -	\$ -	\$ -	\$ 144,000	0.000%
2	4	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	\$ 50,000	\$ 52,000	\$ 102,000	\$ -	\$ -	\$ -	\$ 102,000	0.000%
2	5	Support learning loss Mitigation and enrichment	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 175,000	\$ 63,000	\$ 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	\$ 100,000	\$ 85,000	\$ 185,000	\$ -	\$ -	\$ -	\$ 185,000	0.000%
3	1	Implement School Wide Solution Model	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 100,000	\$ 173,000	\$ 273,000	\$ -	\$ -	\$ -	\$ 273,000	0.000%
3	2	Community Partnerships	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 30,000	\$ 115,000	\$ 145,000	\$ -	\$ -	\$ -	\$ 145,000	0.000%
3	3	Support Parent & Family Connection	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 40,000	\$ 35,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	0.000%
3	4	Implement Attendance Improvement Initiatives	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 80,000	\$ 55,000	\$ 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	\$ 30,000	\$ 60,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.000%
4	1	Parent & Community Committees/Councils	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 40,000	\$ 40,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
4	2	Parent & Education Partner group Engagement	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 20,000	\$ 40,000	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.000%
4	3	Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 140,000	\$ 180,000	\$ 320,000	\$ -	\$ -	\$ -	\$ 320,000	0.000%
4	4	Family Engagement Workshops	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 25,000	\$ 45,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
4	5	Creation of a Student Leadership Program	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 15,000	\$ 35,000	\$ 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	\$ 30,000	\$ 40,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
5	2	College Tours/Field Trips	All	Yes	LEA-wide	All	Journey	Ongoing	\$ 100,000	\$ 160,000	\$ 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	\$ 15,000	\$ 15,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%

2024-2025 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
\$ 5,256,641	\$ 1,717,524	32.673%	9.914%	42.587%	\$ 3,624,000	0.000%	68.941%	Total: LEA-wide Total: Limited Total: Schoolwide Total:	\$ 3,624,000 \$ 3,624,000 \$ - \$ -
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 Program	Yes	LEA-wide	English Learners	Journey	\$ 128,000	0.000%	
1	4	Instructional Reading Lead for Support for Teachers	Yes	LEA-wide	All	Journey	\$ 90,000	0.000%	
1	5	Support learning loss Mitigation and enrichment	Yes	LEA-wide	All	Journey	\$ 250,000	0.000%	
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	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 Teachers	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 Program	Yes	LEA-wide	English Learners	Journey	\$ 102,000	0.000%	
2	5	Support learning loss Mitigation and enrichment	Yes	LEA-wide	All	Journey	\$ 238,000	0.000%	
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	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 Initiatives	Yes	LEA-wide	All	Journey	\$ 135,000	0.000%	
3	5	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety	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 Engagement	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 and School Culture	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 Enrichment Activities	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%	

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,130,149.00	\$ 1,155,716.00

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	Implement Targeted Reading Curriculum	Yes	\$ 150,000	\$ 192,267
1	2	Support Data Analysis	Yes	\$ 83,000	\$ 99,331
1	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 138,050	\$ 41,140
1	4	Support learning loss Mitigation and enrichment	Yes	\$ 157,607	\$ 92,233
2	1	Implement New Targeted Math Curriculum	Yes	\$ 98,000	\$ 180,598
2	2	Support Data Informed Instruction	Yes	\$ 64,219	\$ 168,321
2	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 76,063	\$ 41,140
2	4	Support learning loss Mitigation and enrichment	Yes	\$ 168,920	\$ 87,704
3	1	Implement School Wide Solution Model	Yes	\$ 58,450	\$ 144,227
3	2	Community Partnerships	Yes	\$ 23,300	\$ 14,584
3	3	Support Parent & Family Connection	Yes	\$ 39,122	\$ 53,209
4	1	Fully Credentialed teachers	Yes	\$ -	\$ -
4	2	Misassigned teachers	Yes	\$ -	\$ -
4	3	Parent & Community Committees/Councils	Yes	\$ 18,344	\$ 37,245
4	4	Parent & Stakeholder Engagement	Yes	\$ 36,000	\$ 2,673
4	5	Professional Development Survey Results	Yes	\$ 19,074	\$ 1,044

2023-2024 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)
\$ 1,662,253	\$ 1,130,149	\$ 1,155,716	\$ (25,567)	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	Implement Targeted Reading Curriculum	Yes	\$ 150,000	\$ 192,267.00	0.000%	0.000%
1	2	Support Data Analysis	Yes	\$ 83,000	\$ 99,331.00	0.000%	0.000%
1	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 138,050	\$ 41,140.00	0.000%	0.000%
1	4	Support learning loss Mitigation and enrichment	Yes	\$ 157,607	\$ 92,233.00	0.000%	0.000%
2	1	Implement New Targeted Math Curriculum	Yes	\$ 98,000	\$ 180,598.00	0.000%	0.000%
2	2	Support Data Informed Instruction	Yes	\$ 64,219	\$ 168,321.00	0.000%	0.000%
2	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 76,063	\$ 41,140.00	0.000%	0.000%
2	4	Support learning loss Mitigation and enrichment	Yes	\$ 168,920	\$ 87,704.00	0.000%	0.000%
3	1	Implement School Wide Solution Model	Yes	\$ 58,450	\$ 144,227.00	0.000%	0.000%
3	2	Community Partnerships	Yes	\$ 23,300	\$ 14,584.00	0.000%	0.000%
3	3	Support Parent & Family Connection	Yes	\$ 39,122	\$ 53,209.00	0.000%	0.000%
4	1	Fully Credentialed teachers	Yes	\$ -	\$ -	0.000%	0.000%
4	2	Misassigned teachers	Yes	\$ -	\$ -	0.000%	0.000%
4	3	Parent & Community Committees/Councils	Yes	\$ 18,344	\$ 37,245.00	0.000%	0.000%
4	4	Parent & Stakeholder Engagement	Yes	\$ 36,000	\$ 2,673.00	0.000%	0.000%
4	5	Professional Development Survey Results	Yes	\$ 19,074	\$ 1,044.00	0.000%	0.000%

2023-2024 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)
\$ 5,109,375	\$ 1,662,253	0.000%	32.533%	\$ 1,155,716	0.000%	22.620%	\$ 506,537.00	9.914%

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.

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.

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.
- 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.

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 sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#):
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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 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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 . Leave blank until then.	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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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