Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Excel Prep Charter – IE (2017-18)/The Journey School (2018-19)	Patricia Mora, Acting Chief Academic Officer	<u>p.mora@realjourney.org</u>, (909) 888-8458 x2013

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Beginning this 2018 – 19 school year, The Journey School will be operational and is serving the community previously served by Excel Prep Charter – IE.

Excel Prep Charter - IE began serving students in August 2012. The school's primary mission was 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 and Fontana that have historically underserved populations. The Moreno Valley campus, Excel Prep Academy, offered grades K through 6 and served the majority of the school's population, with an enrollment of over 500 students. The Fontana campus, Success Academy, also offered grades K through 6 and served just over one hundred fifty students.

The Journey School is now operated by REAL Journey Academies (RJA), a non-profit charter management organization. Since 2009, REAL Journey Academies has been providing safe, quality education in the Inland Empire. RJA is a network of charter schools offering engaging and safe learning environments for students and families. The RJA mission is to create active and involved citizens by focusing on academic achievement, character development, and service to the community. At RJA, administrators, teachers, and parents work as a team to help our students acquire the skills and resources necessary to be successful in high school and beyond. Our vision is that RJA 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:

Located in Moreno Valley, the second largest city in Riverside County, our Moreno Valley campus serves primarily Hispanic and African American students, with our student demographic distribution as follows: 48% Hispanic, 42% African American, 7% White, 1% Native Hawaiian or Other Pacific Islander, 1% Filipino, and 1% Asian. Ten percent (10%) of our students are English Learners, 10% receive special education services, and 59% are low income. Foster youth students do not comprise

a significant demographic subgroup. During its initial year of operation as Excel Prep Charter - IE, the Moreno Valley campus was located in a commercial shopping center at 23750 Alessandro Boulevard, Suite G. The building was formerly used as a preschool. It was 8,000 square feet and accommodated a maximum of 150 students. Due to a high demand for enrollment and the need for larger outdoor space, the school relocated in June 2013 to a former private school site in a residential area two miles from the previous location. It is a standalone 40,000 square foot facility located at 25560 Alessandro Boulevard. In 2013-2014, enrollment tripled to 450 students. The Moreno Valley campus served approximately 550 students during the 2017-18 school year.

Highlights of The Journey School include a dedicated, close-knit teaching staff focused on delivering high quality instruction to all students, a vibrant extracurricular arts program, a full-time school counselor, and monthly core values assemblies that recognize student achievement and character.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Our RJA strategic planning process, which took place from May to October of 2016 and involved all school stakeholders, from students to the RJA board, continues to inform our 2018-19 LCAP. Key features of this year's LCAP include the following:

• a continued focus on high expectations for all students (Goal 1)

• a determination to improve students' academic growth and close the achievement gap for our underperforming student groups (Goal 2)

• increased efforts to engage parents and the community (Goal 3)

The release of California School Dashboard data, additional stakeholder surveys, and winter/spring LCAP meetings also contributed a great deal to our LCAP development.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest progress this year has been increasing our students' performance in English Language Arts and Mathematics and decreasing our suspension rate. According to the California School Dashboard Fall Report, the indicator for All Students increased in both subject areas, with English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students all improving in English Language Arts, and every single demographic subgroup improving in Math. Preliminary CAASPP data from Spring 2018 is also indicating that our students' performance is improving again this year. We attribute this growth to the actions and services implemented under Goal 2, including providing opportunities for data-driven professional development, employing universal screening and interim assessments, and providing collaborative time for teachers to

respond to their students' data. We plan to continue these successful practices in the 2018-19 school year.

In terms of our suspension rate, our internal data for 2017 – 18 is also showing a decrease of 2% from 2016 – 17. This year, we have continued our efforts to effectively implement PBIS and improve our school culture. We will continue to monitor our implementation of PBIS in 2018-19, and to collect data on our behavioral interventions to find out which of our strategies are having the most impact.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs, according to both the California School Dashboard data and stakeholder surveys, are as follows:

1. Improve the suspension rate for all students: we are in Performance Category Red on the California School Dashboard Report for Fall 2017. We have several actions/services for 2018-19 related to PBIS, school climate, student supervision and analysis of behavior data, and intervention for at-risk students.

2. Improve our English Learner Progress: we are in Performance Category Orange on the California School Dashboard Report for Fall 2017. Both Goals 1 and 2 for 2018 – 19 have actions and services directly aimed at improving outcomes for our English Learners. Among these are providing more differentiation and targeted interventions, as well as implementing professional development on utilizing more specific instructional strategies for effectively working with English learners.

3. Provide clean, safe, attractive campus: student surveys indicated that 58% of students agreed or strongly agreed with the statement "my school is clean, safe, and in good condition." To address this area of concern, we have modified some of the actions/services for Goal 3 related to supervision and school climate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We have a performance gap in our state indicator for English Language Arts. The indicator for our African American students' performance is Red, while the indicator for All Students is Yellow. From Spring 2016 to Spring 2017, our African American students maintained their performance (with a very slight increase of +2.8 points toward level 3) rather than increasing.

To address this data, Goal 2 of our 2018-19 LCAP includes closing the achievement gap for our underperforming subgroups, and we have several specific actions/services to help us meet that goal. They are as follows:

Action 1 – Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.

Action 2 – Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.

Action 4 – Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.

Action 7 – Schools will provide professional development specifically geared toward increasing the achievement of African American students.

Overall, we will be much more focused on our subgroup data throughout the year in order to close this performance gap and improve achievement for all students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The most significant ways we will increase or improve services for our low-income students, English learners, and foster youth are through implementation of universal screening assessments, more targeted data analysis and intervention, and specific professional development focused on meeting the needs of our students most at risk. In addition, we will provide additional access to instructional technology and arts instruction, and we will dedicate more resources toward parent engagement, student attendance, and improving teacher effectiveness.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 16,070,414 (RJA)
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 1,021,041 (The Journey School)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures include facilities rental costs, facilities maintenance costs, teacher salaries and benefits, classified staff salaries and benefits, and technology (not including instructional technology) and technology applications.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 12,641,465 (RJA)

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Maintain high expectations for all students and ensure students have equitable access to rigorous, well-rounded, standards-aligned curricula and instructional technology to produce active 21st century global citizens prepared for college and careers.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
100% attendance for summer professional development days	95% attendance for summer professional development days
100% of students will be provided with CA standards-aligned instructional materials	100% of students were provided with CA standards-aligned instructional materials
90% of parents and 100% of teachers will report high expectations for all students	91.16% of parents and 100% of teachers reported high expectations for all students
100% of students will participate in core values character education	100% of students participated in core values character education
100% of students will have access to arts curricula	91% of students had access to arts curricula
90% of students will report that adults hold high expectations for them.	85.09% of students reported that adults hold high expectations for them

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.	All teachers took part in professional development, refresher trainings, or orientations that provided up to date California standards-aligned instructional strategies and practices. We had nine days of professional development for teachers prior to the start of school, and an additional nine days throughout the school year.	1. $9,435 2. $12,360 3. $3,923	1. $7,428 2. $13,985 3. $4,590

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.	Reviewed 2017-18 professional development goals and workshop offerings as they pertained to California standards alignment and support of instructional rigor and high expectations for all students. We added two specific math content training days this year.	1. $10,000	1. $16,917

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including	Administration reviewed annual assessment results and acquired and updated materials for each enrolled student, ensuring that standards-aligned materials were available for use in class and to take home, as it suited the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English	1. $5,100 2. $200,000	1. $15,276 2. $158,632

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Language Development for English learners.	learners. This year we purchased additional Journeys curriculum for grades 3 – 5.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.	Ensured that teachers implemented rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.	1. $51,000 2. $9,180	1. $42,449 2. $6,741

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.	Administrators, teachers, and students increased their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum was not provided this year, although some teachers did use free online resources for keyboarding practice. All teachers in grades 3 – 6 began using Google Classroom.	1. $20,000	1. $17,714

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.	Schools incorporated the RJA core values into daily school life as part of an integrated	1. $114,298	1. $89,044

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	character education program. Counselors assisted with monthly core values assemblies.	2. $20,574	2. $14,140

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, five of our six actions/services for Goal 1 were successfully implemented as planned, and we met the exact targets for half of our annual measurable outcomes. We reviewed our professional development offerings for the 2017-18 school year, and we worked hard to ensure that all teachers participated in professional development, including the summer sessions before school started, and the only teachers who missed sessions did so because they were hired after the summer sessions were offered. Additionally, administration reviewed our 2016 – 17 assessment results and updated curricular materials for all students in all grade levels prior to the start of this 2017-18 school year. All teachers were given additional training in the 2017-18 school year on strategies for English learners. Finally, although administrators, teachers, and students at all grade levels increased their use of instructional technology, we did not incorporate keyboarding training for students as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services that we successfully implemented as planned were effective in that we were able to make significant progress toward our goal in the following ways:

-For the 2017-18 school year, we acquired new instructional materials in English Language Arts and English Language Development. These materials were purchased based on our review of the Spring 2017 CAASPP results, as well as the results of our internal universal screening assessments, and are helping us provide equitable access to rigorous, standards-aligned curricula for all students.

-Based on our much-improved English learner reclassification rates for the winter of 2018, our English learners greatly benefitted from our additional instruction for teachers on the use of strategies for English language development.

-Our increased use of instructional technology across all disciplines is helping our students to be better prepared for college and careers.

-Incorporating the RJA core values into daily school life helps maintain high expectations for all students and prepares students for their roles as active 21st century global citizens.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We exceeded our budget for Action 2 pertaining to professional development goals and workshop offerings because we decided to bring in outside trainers for our teachers to provide specific professional development based on building teachers' math content knowledge so they would be able to provide the students with appropriate levels of rigor in their math instruction.

For some of the other actions where our estimated actuals do not exceed our budget, the difference is due to salary and benefit expenditures not being as high as originally projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will remain the same for the upcoming year, as we have not yet met half of our expected annual measurable outcomes. For the measurable outcome pertaining to student access to arts curricula, we will be adding an action/service (Goal 1, Action 7) to focus our efforts in this area. We had expected an outcome of 100% access, but only achieved 91% access during the 2017-18 school year.

Goal 2

Ensure that students demonstrate annual academic growth so that they advance each grade level prepared for the next grade level, and close the achievement gap for all underperforming student groups.*

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Goal is 46% Standard Met or Exceeded in CAASPP ELA and 40% Standard Met or Exceeded in CAASPP Math for Spring 2018.	Preliminary CAASPP scores indicate 31.25% Standard Met or Exceeded in ELA and 20.25% Standard Met or Exceeded in Math for Spring 2018.
28% reclassification rate	42% reclassification rate at Moreno Valley campus and 46% reclassification rate at Fontana campus
90% of ELs will make at least one year's progress	Unknown – results for ELPAC Spring 2018 are not in yet

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.	Schools provided opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.	1. $264,800 2. $42,050	1. $222,612 2. $35,351

Action 2

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.	Through universal screening assessments, our schools identified early our students that were most in need and deployed resources and interventions for those students. Teachers used vPort (DIBELS) and easyCBM as universal screening assessments, and students were assigned to intervention groups based on the results of those assessments. Additional tutoring was also provided for the students who were most at risk.	1. $114,298 2. $19,125 3. $ 20,744 4. $20,031	1. $89,045 2. $15,919 3. $19,579 4. $45,760

Action 3

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.	Teachers utilized technology-based literacy and math interventions to support increases in student reading and math achievement. Achieve3000 was used for reading intervention in grades 3 – 5, Study Island for math intervention in grades 3 – 5, and Exact Path was used for math intervention in grade 6. We did not continue the implementation of	1. $20,000	1. $18,507

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	math fluency curricula, but focused instead on math content knowledge training for teachers.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.	Schools provided monthly workshops for parents on a variety of topics, including how to provide additional academic support to students at home.	1. $15,000	1. $13,219

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English learners.	Schools provided additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English learners.	1. $8,500	1. $6,898

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for English learners and students with disabilities.	Schools continued to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for English learners and students with disabilities.	1. $18,500 2. $13,500 3. $5,760 4. $20,000	1. $14,857 2. $12,586 3. $7,076 4. $18,507

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide professional development specifically geared toward increasing the achievement of African American students.	Schools provided professional development specifically geared toward increasing the achievement of African American and Hispanic students.	1. $5,000	1. $8,459

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.	Teachers continued to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.	1. $117,720 2. $18,695 3. $ 15,000	1. $102,401 2. $16,261 3. $ 19,225

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will expand opportunities for academic intervention after school.	Schools expanded opportunities for academic intervention after school and throughout the school day. Tutoring in reading and math was provided by teachers, and the after-school program utilized resources such as Newsela and Study Island for academic intervention.	1. $96,926 2. $4,500	1. $91,779 2. $4,195

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, all nine of our planned actions/services were initially implemented during the 2017-18 school year. Schools created opportunities for data-driven professional development, provided teachers with collaborative time to analyze student results, used universal screening assessments to identify students in need of intervention, and provided technology-based literacy and math interventions for students. Schools also provided additional professional development for teachers in EL strategies, differentiated instruction, and increasing the achievement of African American and Hispanic students. Finally, monthly workshops for parents were also provided on a variety of topics. Thus far, we know that one of our three expected annual measurable outcomes has been met; we exceeded our expected English learner reclassification rate by 14%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

It is difficult to fully ascertain the effectiveness of the actions/services for this goal, as we do not yet know the Spring 2018 ELPAC results. Our English learner reclassification rates indicate that our actions/services aimed at providing support for our English learners have been effective (Action 5, Action 6). Based on the results of our internal universal screening assessments and interim assessments, in addition to the preliminary CAASPP data, we believe that our actions/services as implemented at these school sites have been effective in ensuring that students demonstrate academic growth, but that we still have more work to do in this area. Students are indeed making growth over the course of the year, but we did not hit our growth targets as set out in our annual measurable outcomes. We need to deploy additional resources toward the intervention-based actions and services in Goal 2.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For this goal, almost all actual expenditures are very close to our budgeted expenditures. In the one instance where we exceeded our budgeted expenditures, Action 7, staff attended additional professional development opportunities that arose throughout the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

At this time, we do not have plans to change the actions and services in support of this goal. Based on the preliminary Spring 2018 CAASPP results, we have a continued need for data-driven professional development and student literacy and math interventions in order to continue to increase our performance on the academic indicator. The expected annual measurable outcome related to CAASPP testing will increase based on

the RJA strategic plan. This change can be found in the 2018-19 annual measurable outcomes for Goal 2 in the Goals, Actions, and Services section of this plan.

Goal 3

Engage students, parents, staff, and community to promote educational growth and provide safe and well-maintained facilities, positive learning climates, and instructional practices that support the academic, social, emotional, and physical needs of students.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
95% attendance rate	99.17% attendance rate
Expulsion rate of less than 1%	0% expulsion rate
7.2% suspension rate	2% suspension rate
Spring student-led conferences	Spring student-led conferences
10 meetings per year	10 meetings per year
8 parents per workshop	4 - 6 parents per workshop
100% of schools maintain compliant safety plans	100% of schools maintained compliant safety plans

Expected	Actual
100% of school facilities issues reported are resolved within 10 days	100% of school facilities issues reported are resolved within 10 days
1) 90% of students agree with the statement "my school is clean, safe, and in good condition." 2) 95% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 95% of students agree with the statement "teachers and other adults at school care about me" 4) 90% of students hold positive beliefs about their social and emotional well-being while at school	1) 58.31% of students agree with the statement "my school is clean, safe, and in good condition." 2) 81.56% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem." 3) 80.07% of students agree with the statement "teachers and other adults at school care about me." 4) 71.97% of students hold positive beliefs about their social and emotional well-being while at school.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.	Staff promoted attendance by ensuring that school was emotionally and physically safe and that classroom interactions were engaging and rewarding. Throughout the year, teachers held multiple trainings for students about stopping bullying.	1. $45,900 2. $61,000 3. $13,200	1. $45,584 2. $50,409 3. $11,492

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade	All schools continued implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade	1. $10,000 2. $10,000	1. $6,030 2. $8,482

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
levels. Behavioral interventions for boys and students with ADHD will be monitored to determine whether additional supports are needed for these demographic groups.	levels. Behavioral interventions for boys and students with ADHD were monitored to determine whether additional supports were needed for these demographic groups. Changes to behavior support plans were made in a timely manner, as needed.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All campus supervision staff will receive PBIS and supervision training.	All campus supervision staff received PBIS and supervision training.	1. $28,132 2. $15,194	1. $26,122 2. $15,303

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.	The school provided orientation to 100% of incoming students and provided remediation and intervention to at-risk students through implementation of behavior support plans and assignment of tutors for academic intervention.	1. $4,335 2. $3,060 3. $1,331	1. $3,555 2. $2,797 3. $778

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will provide interventions for students who are absent for more than ten days for any reason.	Staff provided interventions for students who were absent for more than ten days for any reason.	1. $3,060	1. $2,797

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.	Schools provided parents/guardians with quarterly (or more frequent) attendance reports and informed them of chronic absences.	1. $25,000 2. $71,000 3. $17,280	1. $23,775 2. $61,565 3. $7,961

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.	The school provided parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles. This year, parents helped make decisions about school-wide activities, including the WASC visit, organized special events such as College and Career Day, Harvest Festival, and Kindergarten Promotion, and assisted with school fundraising efforts.	1. $7,650	1. $6,367

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School facilities will be inspected on a regular basis by administration and corrections made as needed.	School facilities were inspected on a regular basis by administration and corrections made as needed.	1. $63,300 2. $38,000 3. $18,234	1. $53,062 2. $38,095 3. $11,340

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will conduct school climate surveys three times annually, in addition to annual stakeholder surveys that gather input and responses to educational programs, including programs for unduplicated students.	The school conducted student surveys three times throughout the year, in addition to annual stakeholder surveys that gathered input and responses to educational programs, including programs for unduplicated students.	1. $6,750	1. $6,993

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All nine actions and services for this goal were initially implemented this year. Schools more fully implemented PBIS during the 2017 – 18 school year, trained campus supervisors, provided student and parent orientations, and surveyed students on school climate. In addition, new attendance incentives were developed, and parents were notified of chronic absences/missing work records. Tutoring was provided to academically at-risk students and parents were provided with multiple opportunities to engage with the school and assume leadership roles. Parents helped decide on the year's school-wide events prior to the start of the school year and helped to organize several school activities such as the WASC visit, College and Career Day, academic and reward field trips, and promotion ceremonies, in addition to assisting with the school's fundraising and the charter petition renewal throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actual annual measurable outcomes indicate that our actions and services for Goal 3 were largely effective, especially in the area of decreasing our suspension and expulsion rates. We still need to increase our efforts to promote parent engagement and a positive learning climate, as we'd like to see more parent attendance at school governance meetings and parent workshops, and more students

agreeing with the statement "my school is clean, safe, and in good condition." Additionally, although school safety plans are compliant and campus supervisors were added and given additional training this year, student surveys indicate that students would like still more campus supervision to increase their sense of safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures for this goal are due to salary and benefits costs being significantly lower than projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis, Actions 1 and 3 are being rewritten for more specificity, and two actions/services (Actions 10 and 11) will be added to promote parent engagement and an even more positive learning climate.

Goal 4

Increase effective leadership and teaching under a unifying vision that equips and empowers all stakeholders to provide optimal student learning outcomes.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Maintain 100% fully credentialed teachers	100% fully credentialed teachers
Maintain 0% mis-assigned teachers	0% mis-assigned teachers
100% annual principal certification that teachers have all successfully participated in the RJA teacher development system.	100% principal certification that teachers have all successfully participated in the RJA teacher development system for 2017-18.
Annual Chief Academic Officer certification that school leaders have all successfully participated in the RJA leader development system.	Chief Academic Officer certified that school leaders have all successfully participated in the RJA leader development system.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.	Communicated the RJA vision and mission through a variety of sources, including the employee newsletter.	1. $5,610	1. $5,594

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.	All teachers demonstrated subject area competency and either completed or were engaged in an induction program.	1. $22,860	1. $20,035

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.	RJA advertised teacher job openings widely in order to ensure an adequate pool of candidates and screened prospective candidates for possession of appropriate credentials.	1. $10,000	1. $7,932

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	RJA continued to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	1. $75,500	1. $64,100

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.	RJA implemented Teacher and Leader Development Systems (through EdReflect) to increase teacher and leader effectiveness throughout the year.	1. $50,000	1. $30,148

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, four of our five actions/services for Goal 4 were successfully implemented as planned, and we met all four annual measurable outcomes. We ensured our beginning teachers were engaged in induction, continued our partnership with the Riverside County Office of Education's Center for Teacher Innovation, and continued the implementation of our teacher and leader development systems. Although we initially communicated the RJA vision and mission through a variety of sources in our summer professional development, we did not fully implement Action 1, as we did not continue to work with all school staff members throughout the year to ensure they understood the mission and vision and its application to their everyday work.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services that we successfully implemented as planned were effective in that we were able to improve student learning outcomes in the following ways:

- Ensured a credentialed teacher was assigned to every classroom

- Ensured beginning teachers were provided a reflective coach to support them through the induction process

Our mission and vision work (Action 1) was not as effective because we did not continue it throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated actual expenditures for Action 4 were significantly lower than we had budgeted for because the Riverside County Office of Education did not need to increase induction fees this year as originally planned.

Our estimated actual expenditures for Action 5 were significantly lower than we had budgeted for, as we did not require the services of a specialized consultant in order to train administrators and teachers on the EdReflect system. We used our own staff for training instead.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no changes made to this goal or its actions/services. However, for the 2018-19 school year a metric will be added to the annual measurable outcomes to track stakeholder understanding of and identification with the RJA mission and vision.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Excel Prep Charter – IE and the other RJA schools employed several different types of communication and outreach efforts throughout the year to consult with parents, community members, staff and students in order to develop the LCAP and annual update. Our planning process for the 2018-19 LCAP actually began in May of 2016, as REAL Journey Academies (RJA) began a strategic planning process that included the RJA board, certificated and classified staff, parents, and students at all schools. Additionally, throughout this school year, parents were consulted through ELAC meetings, monthly parent meetings, a parent survey in the early spring (February/March 2018), and specific LCAP meetings to review the state priorities and the goals for the upcoming year. Informational flyers in English and Spanish were sent to all stakeholders inviting them to the spring LCAP meetings in February and March 2018. The parent survey was also provided in both English and Spanish, and paper copies were provided in addition to an online survey. This year's parent survey collected more than 100 additional responses than last year's survey. Students were consulted via an online survey in April 2018, and teachers worked directly with students in the lower grades (grades 3 & 4) to assist them in completing their surveys. Principals also reached out to teachers and staff, through faculty and staff meetings and an online survey, and principals were consulted for the annual update, as well as for the development of the goals, actions and services for the upcoming year. Finally, the Real Journey Academies board provided feedback on our LCAP draft at their late spring board meeting held on May 2, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Over the course of the year we worked with school stakeholders in order to gain feedback on our goals and to analyze the effectiveness of our actions/services over the past year for the annual update. These consultations impacted our 2018-2019 LCAP in the following ways:

Our goals for 2018 – 2019 will remain the same as the goals for 2017 – 2018 because we are still working on fully achieving these goals, but we are making some changes or additions to the annual measureable outcomes or actions and services for each goal.

Goal 1: This goal will remain the same for the upcoming year, as we have not yet met half of our expected annual measurable outcomes. For the measurable outcome pertaining to student access to arts curricula, we will be adding an action/service (Goal 1, Action 7) to focus our efforts in this area. We had expected an outcome of 100% access, but only achieved 91% access during the 2017-18 school year. Our consultations with school stakeholders indicated that access to arts curricula should remain a priority.

Goal 2: At this time, we do not have plans to change the actions and services in support of this goal. We will continue our focus in this area because both our student and parent 2018 surveys indicated that school stakeholders are requesting academic intervention for students. Thirty-nine percent (39%) of parents would still like additional tutoring resources to be made available to students, and this request is reflected in the preservation of Action 9 for the 2018-2019 school year

Goal 3: Based on the results of our student surveys and feedback from school administrators and teachers, two actions/services (Actions 10 and 11) will be added to promote parent engagement and a positive learning climate.

Goal 4: Based on the results of our 2018 staff surveys, for the 2018-19 school year a metric will be added to the annual measurable outcomes to track stakeholder understanding of and identification with the RJA mission and vision.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Maintain high expectations for all students and ensure students have equitable access to rigorous, well-rounded, standards-aligned curricula and instructional technology to produce active 21st century global citizens prepared for college and careers.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

Identified Need:

The RJA strategic plan, developed with all school stakeholders from May – October 2016, indicates that we need to continue to work toward improving our students' access to and proficiency with instructional technology, in addition to raising the expectations for our students and providing a more well-rounded education that includes our core values and the arts. *RJA Strategic Plan, pages 11 and 13

The new California School Dashboard requires that we collect data for the local indicators of basics (teachers, instructional materials, facilities), implementation of academic standards, and local climate survey.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers will complete intensive training in proper implementation of rigorous, standards-aligned curricula and use of instructional technology.	100% attendance for summer professional development days	100% attendance for summer professional development days	100% attendance for summer professional development days	100% attendance for summer professional development days
100% of students, including every student in each subgroup, will be provided with books, materials and/or technology aligned with California standards, as appropriate.	100% of students were provided with CA standards-aligned instructional materials	100% of students will be provided with CA standards-aligned instructional materials	100% of students will be provided with CA standards-aligned instructional materials	100% of students will be provided with CA standards-aligned instructional materials
Maintain 100% California standards-aligned instructional materials.	100% of instructional materials were California standards-aligned	100% of instructional materials will be California standards-aligned	100% of instructional materials will be California standards-aligned	100% of instructional materials will be California standards-aligned
Parent and teacher survey data will indicate an increased belief in high expectations for all students.	New metric, data to be collected	90% of parents and 100% of teachers will report high expectations for all students	95% of parents and 100% of teachers will report high expectations for all students	95% of parents and 100% of teachers will report high expectations for all students
100% of students will participate in core values character education.	New metric, data to be collected	100% of students will participate in core values character education	100% of students will participate in core values character education	100% of students will participate in core values character education

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to arts curricula, including visual arts, dance, drama, or music.	New metric, data to be collected	100% of students will have access to arts curricula	100% of students will have access to arts curricula	100% of students will have access to arts curricula
School climate surveys will indicate an increase in students' belief that adults hold high expectations for them.	New metric, data to be collected	90% of students will report that adults hold high expectations for them	95% of students will report that adults hold high expectations for them	95% of students will report that adults hold high expectations for them

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.	All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.	All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $9,435 2. $12,360 3. $3,923	1. $3,803 2. $5,916 3.$1,902	1. $3,803 2. $5,916 3.$1,902
Source	1. LCFF 2.LCFF 3. LCFF	1. LCFF 2.LCFF 3. LCFF	1. LCFF 2.LCFF 3. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999

Action 2

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.	Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.	Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$7,607	$7,607
Source	LCFF	LCFF	LCFF
Budget Reference	Travel & Conference: 5200	Salaries: 1300	Salaries: 1300

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.	Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.	Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $5,100 2. $200,000	1. $6,339 2. $84,520	1. $6,339 2. $84,520
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Books & Supplies: 4000-4999 2. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1300 2. Books & Supplies: 4000-4999	1. Salaries: 1300 2. Books & Supplies: 4000-4999

Action   4

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners | LEA-wide | All Schools |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| New | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary. | Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary. | Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $51,000 2. $ 9,180	1. $21,553 2. $3,880	1. $21,553 2. $3,880
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 1300 2. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Employee Benefits: 3000-3999

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.	Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.	Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$8,452	$8,452
Source	LCFF	LCFF	LCFF
Budget Reference	Services & Other Operating Expense: 5000-5999	Services & Other Operating Expense: 5000-5999	Services & Other Operating Expense: 5000-5999

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.	Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.	Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $114,298 2. $20,574	1. $38,034 2. $6,339	1. $38,034 2. $6,339
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999

Action 7

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Schools will select arts curriculum aligned to the California Visual and Performing Arts standards and adjust school schedules to provide opportunities for all students to receive arts instruction over the course of the year.	Schools will select arts curriculum aligned to the California Visual and Performing Arts standards and adjust school schedules to provide opportunities for all students to receive arts instruction over the course of the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1. $1,426 2. $1,835 3. $423	1. $1,426 2. $1,835 3. $423
Source		1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference		1. Salaries: 1300 2. Salaries: 2100 3. Classroom Materials & Supplies: 4315	1. Salaries: 1300 2. Salaries: 2100 3. Classroom Materials & Supplies: 4315

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Ensure that students demonstrate annual academic growth so that they advance each grade level prepared for the next grade level, and close the achievement gap for all underperforming student groups.*

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Identified Need:

California School Dashboard data from the Equity Report indicates that we need to continue to work to improve the academic performance of our students in both English Language Arts and Math, as we scored in Performance Category Yellow for both.

The RJA strategic plan, developed with all school stakeholders from May – October 2016, also indicates that we need to close the achievement gap for our underperforming student subgroups. *RJA Strategic Plan, page 11

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students and numerically significant subgroups will demonstrate a 15% increase in the combined Standard Met/Standard Exceeded performance levels on the ELA and Math CAASPP.	From Spring 2015 to Spring 2016, students demonstrated a 1% increase in the combined Standard Met/Standard Exceeded performance levels on the Math CAASPP. In Spring 2016, we were at 17% in ELA and 11% in Math.	Goal is 46% Standard Met or Exceeded in CAASPP ELA and 40% Standard Met or Exceeded in CAASPP Math for Spring 2018.	Goal is 53% Standard Met or Exceeded in CAASPP ELA and 47% Standard Met or Exceeded in CAASPP Math for Spring 2019.	Goal is 58% Standard Met or Exceeded in CAASPP ELA and 52% Standard Met or Exceeded in CAASPP Math for Spring 2020.
Maintain an EL reclassification rate of 20% or higher.	26% reclassification rate	28% reclassification rate	30% reclassification rate	32% reclassification rate
ELs will make at least one year's progress in learning English as measured by the CELDT and the ELPAC.	New metric, data to be collected	90% of ELs will make at least one year's progress	95% of ELs will make at least one year's progress	95% of ELs will make at least one year's progress

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.	Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.	Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $264,800 2. $42,050	1. $111,905 2. $17,770	1. $111,905 2. $17,770
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.	Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.	Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $114,298 2. $19,125 3. $20,744 4. $20,031	1. $48,302 2. $8,082 3. $8,766 4. $19,017	1. $48,302 2. $8,082 3. $8,766 4. $19,017
Source	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF
Budget Reference	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.	Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.	Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	1. $16,904 2. $4,226	1. $16,904 2. $4,226
Source	LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	Services & Other Operating Expenses: 5000-5999	1. Books and Supplies: 4000 - 4999 2. Services & Other Operating Expenses: 5000-5999	1. Books and Supplies: 4000 - 4999 2. Services & Other Operating Expenses: 5000-5999

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.	Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.	Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$6,339	$6,339
Source	LCFF	LCFF	LCFF
Budget Reference	Services Other Operating Expenses: 5000-5999	Services Other Operating Expenses: 5000-5999	Services Other Operating Expenses: 5000-5999

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English learners.	Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English learners.	Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,500	$3,592	$3,592
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1300	Salaries: 1300	Salaries: 1300

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities, Specific Student Groups: English Learners	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for English learners and students with disabilities.

2018-19 Actions/Services

Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for English learners and students with disabilities.

2019-20 Actions/Services

Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for English learners and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $18,500 2. $13,500 3. $5,760 4. $20,000	1. $7,818 2. $5,705 3. $2,434 4. $8,452	1. $7,818 2. $5,705 3. $2,434 4. $8,452
Source	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2300	1. Salaries: 1100 2. Salaries: 1300	1. Salaries: 1100 2. Salaries: 1300

Year	2017-18	2018-19	2019-20
	3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999	3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999	3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups: African American	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will provide professional development specifically geared toward increasing the achievement of African American students.	Schools will provide professional development specifically geared toward increasing the achievement of African American students.	Schools will provide professional development specifically geared toward increasing the achievement of African American students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	$3,592	$3,592
Source	LCFF	LCFF	LCFF
Budget Reference	Travel & Conference: 5200	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Teachers will continue to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.

2018-19 Actions/Services

Teachers will continue to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.

2019-20 Actions/Services

Teachers will continue to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $117,720 2. $18,695 3. $ 15,000	1. $49,748 2. $7,901 3. $8,029	1. $49,748 2. $7,901 3. $8,029
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Supplies: 4300	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Services & Other Operating Expenses: 5000-5999

Action 9

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will expand opportunities for academic intervention after school.	Schools will expand opportunities for academic intervention after school.	Schools will expand opportunities for academic intervention after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $96,926 2. $4,500	1. $40,961 2. $1,902	1. $40,961 2. $1,902
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 2100 2. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage students, parents, staff, and community to promote educational growth and provide safe and well-maintained facilities, positive learning climates, and instructional practices that support the academic, social, emotional, and physical needs of students.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

Our local data indicates that we only met seven out of nine (or 78%) of our annual measurable outcomes for this goal in 2017-18.

Additionally, the RJA strategic plan, developed with all school stakeholders from May – October 2016, indicates that we need to increase our external partnerships, involve our families more, and host additional parent workshops on our campuses. *RJA Strategic Plan, pages 11 and 19

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 95% or higher student attendance rates.	94% attendance rate	95% attendance rate	96% attendance rate	97% attendance rate
Maintain an expulsion rate of less than 1%.	Expulsion rate of .06%	Expulsion rate of less than 1%	Expulsion rate of less than 1%	Expulsion rate of less than 1%
Decrease the off-campus suspension rate by 25%.	9.7% suspension rate	7.2% suspension rate	5.4% suspension rate	4% suspension rate
Maintain student-led conferencing once per year.	Spring student-led conferences	Spring student-led conferences	Spring student-led conferences	Spring student-led conferences
Parent advisory committees or school site councils will meet on a regular basis (at least once a month) throughout the year.	New metric, data to be collected	10 meetings per year	10 meetings per year	10 meetings per year
Increase attendance at monthly parent workshops by 10%.	7 parents per workshop	8 parents per workshop	9 parents per workshop	10 parents per workshop
100% of schools will maintain compliant safety plans.	New metric, data to be collected	100% of schools maintain compliant safety plans	100% of schools maintain compliant safety plans	100% of schools maintain compliant safety plans

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain school facilities in a manner that ensures that they are clean, safe, and functional.	New metric, data to be collected	100% of school facilities issues reported are resolved within 10 days	100% of school facilities issues reported are resolved within 10 days	100% of school facilities issues reported are resolved within 10 days
School climate surveys will indicate an increase in students' positive beliefs about campus safety, caring relationships, their social and emotional well-being at school, and their meaningful participation in school activities.	1) 51.55% of students agree or strongly agree with the statement "my school is clean, safe, and in good condition." 2) 83.12% of students agree or strongly agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 76.43% of students agree with the statement "teachers and other adults at school care about me" 4) Additional new metrics, data to be collected	1) 90% of students agree with the statement "my school is clean, safe, and in good condition." 2) 95% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 95% of students agree with the statement "teachers and other adults at school care about me" 4) 90% of students hold positive beliefs about their social and emotional well-being while at school	1) 92% of students agree with the statement "my school is clean, safe, and in good condition." 2) 97% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 97% of students agree with the statement "teachers and other adults at school care about me" 4) 92% of students hold positive beliefs about their social and emotional well-being while at school	1) 94% of students agree with the statement "my school is clean, safe, and in good condition." 2) 97% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 97% of students agree with the statement "teachers and other adults at school care about me" 4) 94% of students hold positive beliefs about their social and emotional well-being while at school

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.	School staff will promote attendance by implementing attendance incentives, ensuring that school is socially, emotionally and physically safe and that classroom interactions are engaging and rewarding, and by increasing outreach and support services to families of students with chronic absences.	School staff will promote attendance by implementing attendance incentives, ensuring that school is socially, emotionally and physically safe and that classroom interactions are engaging and rewarding, and by increasing outreach and support services to families of students with chronic absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $45,900 2. $61,000 3. $13,200	1. $19,397 2. $25,779 3. $5,578	1. $19,397 2. $25,779 3. $5,578
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 2200 2. Salaries: 1300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine whether additional supports are needed for these demographic groups.	All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine whether additional supports are needed for these demographic groups.	All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine whether additional supports are needed for these demographic groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $10,000 2. $10,000	1. $4,226 2. $4,226	1. $4,226 2. $4,226
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Consulting Services: 5800 2. Books & Supplies: 4000-4999	1. Salaries: 2300 2. Books & Supplies: 4000-4999	1. Salaries: 2300 2. Books & Supplies: 4000-4999

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All campus supervision staff will receive PBIS and supervision training.	All campus supervision staff will receive ongoing PBIS and supervision training throughout the year, and school administrators will analyze student behavior data on a weekly basis to determine when and where additional supervision is needed on campus.	All campus supervision staff will receive ongoing PBIS and supervision training throughout the year, and school administrators will analyze student behavior data on a weekly basis to determine when and where additional supervision is needed on campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $28,132 2. $15,194	1. $14,791 2. $8,452 3. $9,065	1. $14,791 2. $8,452 3. $9,065
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 2100 2. Salaries: 2200	1. Salaries: 2100 2. Salaries: 2200 3. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2200 3. Salaries: 2300

Action 4

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.	The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.	The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $4,335 2. $3,060 3. $1,331	1. $18,130 2. $4,754 3. $1,780	1. $18,130 2. $4,754 3. $1,780
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 1200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 1200 3. Employee Benefits: 3000-3999

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will provide interventions for students who are absent for more than ten days for any reason.	Staff will provide interventions for students who are absent for more than ten days for any reason.	Staff will provide interventions for students who are absent for more than ten days for any reason.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,060	$1,293	$1,293
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.	Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.	Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $25,000 2. $71,000	1. $10,565 2. $30,005	1. $10,565 2. $30,005

Year	2017-18	2018-19	2019-20
	3. $17,280	3. $7,303	3. $7,303
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.	The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.	The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,650	$3,233	$3,233
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1300	Salaries: 1300	Salaries: 1300

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School facilities will be inspected on a regular basis by administration and corrections made as needed.	School facilities will be inspected on a regular basis by administration and corrections made as needed.	School facilities will be inspected on a regular basis by administration and corrections made as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $63,300 2. $38,000 3. $18,234	1. $26,751 2. $16,059 3. $7,706	1. $26,751 2. $16,059 3. $7,706
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999

Action 9

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will conduct school climate surveys three times annually, in addition to annual stakeholder surveys that gather input and responses to educational programs, including programs for unduplicated students.	The school will conduct school climate surveys three times annually, in addition to annual stakeholder surveys that gather input and responses to educational programs, including programs for unduplicated students.	The school will conduct school climate surveys three times annually, in addition to annual stakeholder surveys that gather input and responses to educational programs, including programs for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,750	$2,853	$2,853
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.	The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1. $39,886 2. $64,278	1. $39,886 2. $64,278
Source		1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference		1. 1300 2. 1100	1. 1300 2. 1100

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	The school will develop and implement programming to support positive student interactions with peers and staff in all campus settings (classroom, lunch area, playground, etc.).	The school will develop and implement programming to support positive student interactions with peers and staff in all campus settings (classroom, lunch area, playground, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1. $44,995 2. $12,691 3. $1,183	1. $44,995 2. $12,691 3. $1,183
Source		1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference		1. Salaries: 1100 2. Salaries: 1200 3. Classroom Materials & Supplies: 4315	1. Salaries: 1100 2. Salaries: 1200 3. Classroom Materials & Supplies: 4315

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Increase effective leadership and teaching under a unifying vision that equips and empowers all stakeholders to provide optimal student learning outcomes.*

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6

Local Priorities:

Identified Need:

The California School Dashboard Equity Report includes the local indicator Basics (Teachers, Instructional Materials, Facilities), and we must continue to monitor the credential and assignment status of our teaching staff.

The RJA strategic plan, developed with all school stakeholders from May – October 2016, indicates that we need to better communicate our mission, vision, values and goals, and hire and maintain high quality teachers. It also calls for the development of an effective evaluation/development system for staff. *RJA Strategic Plan, pages 12, 15, 17, and 19.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 100% fully credentialed teachers.	98%	100%	100%	100%
Maintain 0% mis-assigned teachers.	100%	100%	100%	100%
Annual principal certification that teachers have all successfully participated in the RJA teacher development system.	New metric, data to be collected	100%	100%	100%
Annual Chief Academic Officer certification that school leaders have all successfully participated in the RJA leader development system.	New metric, data to be collected	100%	100%	100%
Staff surveys will indicate stakeholder understanding of and identification with the RJA mission and vision.	New metric, data to be collected	N/A	100% of staff surveyed will understand and identify with the RJA mission and vision.	100% of staff surveyed will understand and identify with the RJA mission and vision.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.	Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.	Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $5,610	1. $2,371	1. $2,371

Year	2017-18	2018-19	2019-20
Source	1. LCFF	1. LCFF	1. LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

	Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.	All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.	All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,860	$9,661	$9,661
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1100	Salaries: 1100	Salaries: 1100

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.	RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.	RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$4,226	$4,226
Source	LCFF	LCFF	LCFF
Budget Reference	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

Action 4

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,500	$25,200	$26,200
Source	LCFF	LCFF	LCFF
Budget Reference	Consulting Services: 5800	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.	RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.	RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$21,130	$21,130
Source	LCFF	LCFF	LCFF
Budget Reference	Consulting Services: 5800	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018 - 2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 697,628	15.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2018 – 19 school year, a majority of students at our Moreno Valley campus, 64%, are included in the unduplicated student count. The funds to support these students will be expended at the school sites in an equitable manner, ensuring that services are improved and increased for our low income, English learners, and foster youth.

The actions and services that demonstrate increased or improved services for unduplicated pupils are as follows: Goal 1, Actions 1, 2, 4, 5, and 7; Goal 2, Actions 1, 2, 3, 4, 5, 6, 8, and 9; Goal 3, Actions 1, 4, 5, 6, 9, and 10; Goal 4, Actions 4 and 5. The actions in Goal 1 support our unduplicated pupils because they state our intent to maintain high expectations for ALL students, regardless of their English language learner, foster youth, or socioeconomic status, provide professional development for our teachers to better deliver rigorous instruction, require the implementation of specific strategies to improve the English language development of our English language learners, provide additional access to instructional technology, and give students the opportunity to receive arts instruction. These services are improvements because not only will the use of specific ELD strategies be more easily measured and tracked in the classroom, but the professional development around high expectations and rigorous instruction for all will make it clear to all teachers that the quality of our instruction for English learners, socioeconomically disadvantaged students, and foster youth must meet or exceed the quality of instruction for students who do not fall into those categories. In addition, improved access to instructional technology for our low income students and foster youth will help them meet the state standards, and arts instruction will provide a tool for engaging and motivating our at-risk students. The actions in Goal 2 increase services for our unduplicated pupils because our universal screening assessments will pinpoint our students who are struggling early on and will trigger our deployment of resources to those students immediately. We will ensure that our students most in need (English learners, socioeconomically disadvantaged students, and foster youth) are assigned the resources they need to be successful. Technology-based literacy and math interventions will assist our unduplicated pupils in mastering the state standards. Additionally, our increased professional development for teachers, including model lessons, around English language development will improve services for our English learners. We are also increasing the availability of after-school interventions, which will improve services for all our unduplicated students. The actions in Goal 3 will help us improve services for our unduplicated students because we will

make additional efforts to involve parents, which will help support our students' academic achievement, engagement, and motivation. In addition, our increased focus on improving attendance and interventions for those students missing multiple days of school will have a positive impact on student achievement. Finally, the actions in Goal 4 demonstrate improved services for unduplicated pupils because improving teacher effectiveness will have a strong impact on student achievement for our at-risk students.

LCAP Year: **2017 - 2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 2,017,308

22.23 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The actions and services that demonstrate increased or improved services for unduplicated pupils are as follows: Goal 1, Actions 2 and 4; Goal 2, Actions 2, 5, and 9; Goal 3, Actions 4 and 9. Goal 1, Actions 2 and 4 support our unduplicated pupils because they state our intent to maintain high expectations for ALL students, regardless of their English language learner or socioeconomic status and they require the implementation of SPECIFIC strategies to improve the English language development of our English language learners. These actions are improvements over last year because not only will the use of specific ELD strategies be more easily measured and tracked in the classroom, but the professional development around high expectations for all will make it clear to all teachers that the quality of our instruction for English learners, socioeconomically disadvantaged students, and foster youth must meet or exceed the quality of instruction for students who do not fall into those categories. We are striving to make it clear to all school staff that a student's socioeconomic, foster youth, or English learner status does not mean we lower the expectations for that student. Goal 2, Actions 2, 5, and 9 increase services for our unduplicated pupils because our universal screening assessments will pinpoint our students who are struggling early on and will trigger our deployment of resources to those students immediately. We will ensure that our students most in need (English learners, socioeconomically disadvantaged students, and foster youth) are assigned the resources they need to be successful. Additionally, our increased professional development for teachers, including model lessons, around English language development will improve services for our English learners. We are also increasing the availability of after-school interventions, which will improve services for all our unduplicated students. Finally, Actions 4 and 9 in Goal 3 will help us improve services for our unduplicated students because we will disaggregate our school climate survey data for English learners, socioeconomically disadvantaged

students, and foster youth, to ensure that their needs are being met throughout the year, in addition to providing any additional interventions they may need.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?