

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey

CDS Code: 33-10330-0138024

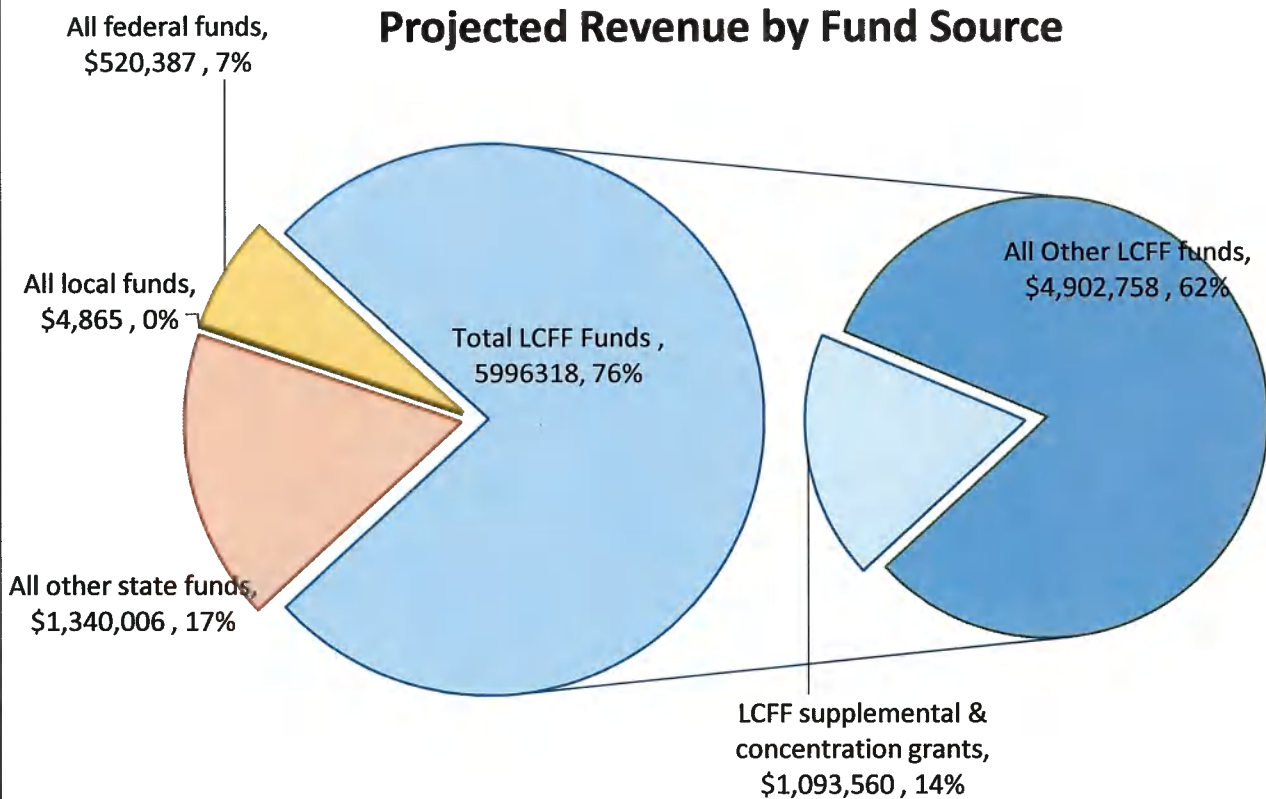
School Year: 2021 – 22

LEA contact information: Alex Lucero

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

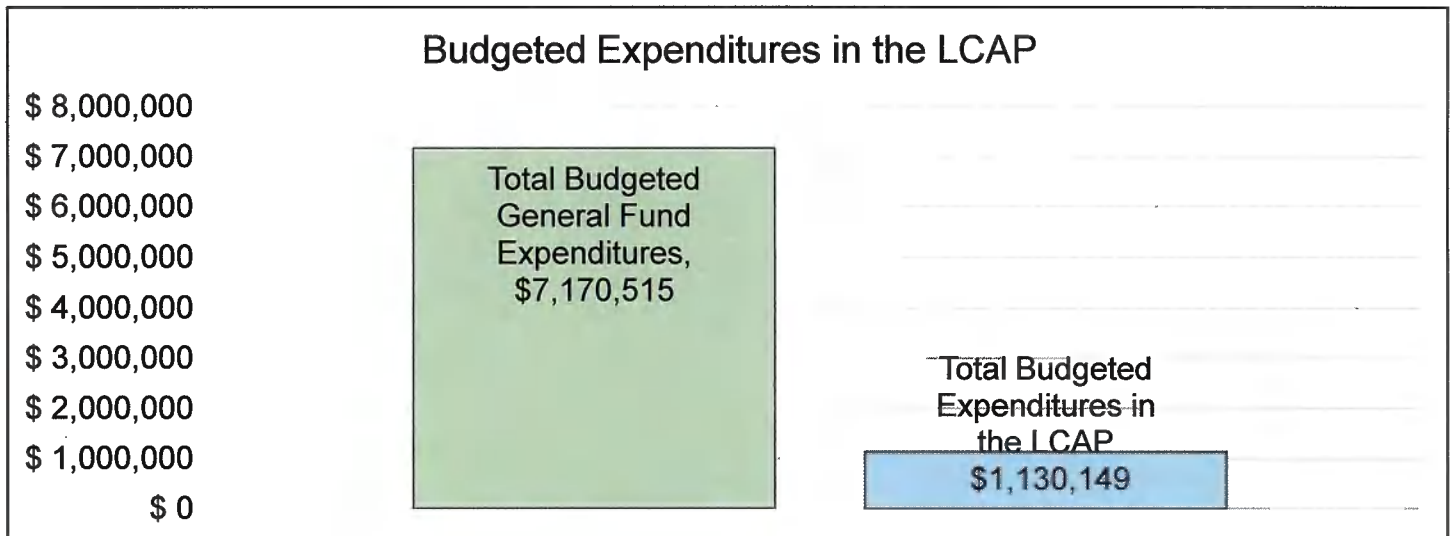


This chart shows the total general purpose revenue Journey expects to receive in the coming year from all sources.

The total revenue projected for Journey is \$7,861,576.00, of which \$5,996,318.00 is Local Control Funding Formula (LCFF), \$1,340,006.00 is other state funds, \$4,865.00 is local funds, and \$520,387.00 is federal funds. Of the \$5,996,318.00 in LCFF Funds, \$1,093,560.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Journey plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

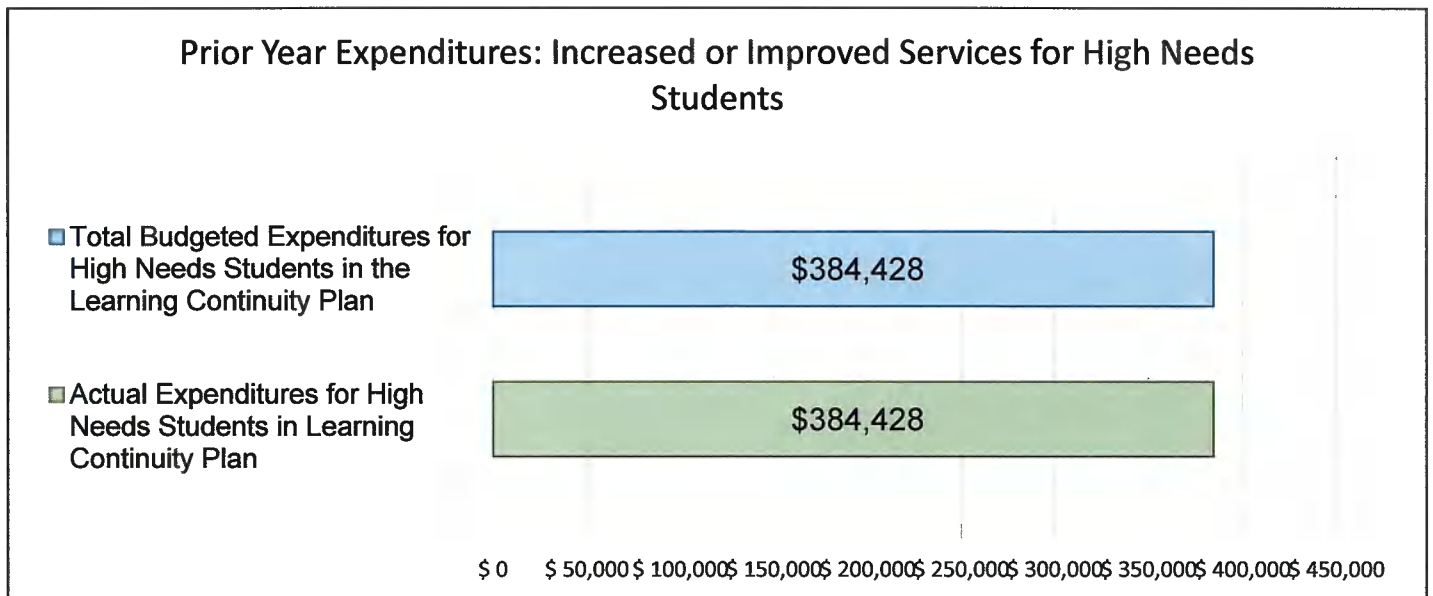
Journey plans to spend \$7,170,515.00 for the 2021 – 22 school year. Of that amount, \$1,130,149.00 is tied to actions/services in the LCAP and \$6,040,366.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for The Journey School is \$7,861,576 of which \$5,996,318.00 is Local Control Funding Formula (LCFF) Funds, \$1,340,006.00 is other state funds, \$4,865.00 is local funds, and \$520,387.00 is federal funds. Of the \$5,996,318.00 in LCFF Funds, \$1,130,149.00 is generated based on Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Journey is projecting it will receive \$1,093,560.00 based on the enrollment of foster youth, English learner, and low-income students. Journey must describe how it intends to increase or improve services for high needs students in the LCAP. Journey plans to spend \$1,130,149.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Journey's Learning Continuity Plan budgeted \$384,428.00 for planned actions to increase or improve services for high needs students. Journey actually spent \$384,428.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for **Developing the 2021-22 Local Control and Accountability Plan**

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Journey	Mason Patterson	m.patterson@realjourney.org

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100 % attendance for summer professional development days	100% attendance for summer professional development

100% of students will be provided with CA standards aligned instructional material	100% of students were provided with CA standards-aligned instructional materials
100% of instructional materials will be CCSS aligned	100% of instructional materials were CA standards-aligned
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	We did not implement or acquire an Arts Curriculum.
95% of students will report that adults hold high expectations for them	95% of students reported that adults hold high expectations for them

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	1. \$3,803 2. \$5,916 3. \$1,902	1. \$3,896 2. \$4,550 3. \$1,810
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.	\$7,607	\$6,066
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.	1. \$6,339 2. \$84,520	1. \$4,929 2. \$ 81,535
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.	1. \$21,553 2. \$3,880	1. \$17,062 2. \$3,621

Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic standards, Keyboarding training or supplemental curriculum will be provided for students in grades 3-6	\$8,452	\$9,918
Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.	1. \$38,034 2. \$6,339	1. \$37,064 2. \$6,336
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.	1. \$1,426 2. \$1,835 3. \$423	1. \$1,137 2. \$1,946 3. \$18

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We successfully implemented 5 out of 6 actions/services successfully. We did not purchase a Visual and Performing Arts program, but we did teach visual and performing arts lessons with free supplemental resources. We reallocated these funds to our after school program where visual and performing arts were prioritized-even during the school closures students participated in virtual art exhibits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers were presented with training and participated fully in development around classroom instruction and curricular support. Follow-up training sessions were presented throughout the year to inform instructional practices. Teachers reviewed assessment data as a school, grade level teams, and individuals to inform instruction. SDAIE strategies were implemented school wide to support EL learners in addition to integrated and designated instruction. Students were provided with one to one technology and Typing based apps to support their growth and computer based tools.

Core Value assemblies were held each month for all students. Getting Along Together a curriculum geared towards explicit social and emotional instruction was implemented in the classrooms. Getting Along Together provided school wide common vocabulary for coping skills and self advocacy. In addition conflict resolution strategies were a focus. We saw great success through initiatives such as the Peace Path training which supported students through finding a win-win solution.

In the Spring of 2020 we were faced with school closures due to COVID-19. We were unable to complete assessments such as CAASPP and NWEA for the end of the year. However, we did continue to provide rigorous virtual instruction for students throughout the Spring semester.

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: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
53% Standard Met or Exceeded in CAASPP ELA and 47% Standard Met or Exceeded in CAASPP Math for Spring 2019	Preliminary Spring 2019 CAASPP results indicate 31% Standard Met or Exceeded in CAASPP ELA and 24% Standard Met or Exceeded in CAASPP Math, increases of 4% and 7%, respectively, over last spring.

30% reclassification rate	Due to the impact of COVID-19 we did not complete the ELPAC Summative Assessment in the Spring of 2020. From the students who were able to participate in the ELPAC Summative our reclassification rate was 9%.
95% of ELs will make at least one year's progress	9% of our English Learners made at least one year's progress as demonstrated on the Annual ELPAC assessment. Using formative and summative classroom based assessments 67% of our EL's made at least one year's progress.

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	1. \$111,905 2. \$17,770	1. \$109,956 2. \$16,294
Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and	1. \$48,302 2. \$8,082 3. \$8,766 4. \$19,017	1. \$48,183 2. \$6,446 3. \$8,905 4. \$18,104
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.	1. \$16,904 2. \$4,226	1. \$16,513 2. \$4,959
Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.	\$6,339	\$8,265
Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English Learners.	\$3,592	\$3,033
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.	1. \$7,818 2. \$5,705 3. \$2,434 4. \$8,452	1. \$7,413 2. \$4,550 3. \$1,810 4. \$9,918

Schools will provide professional development specifically geared toward increasing the achievement of African American students.	\$3,592	\$4,959
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.	1. \$49,748 2. \$7,901 3. \$8,029	1.\$49,418 2.\$7,242 3.\$9,918
Schools will expand opportunities for academic intervention after school.	1. \$40,961 2. \$1,902	1.\$43,655 2.\$2,226

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Service were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Journey School provided professional development training on NWEA data and how to incorporate it into the planning and implementation of small group and whole group instruction. In addition, professional development was provided to show teachers how to use the NWEA data to inform areas of growth. These targets could then be use to drive independent work on our informational learning system, IXL. These professional development opportunities improved student learning by ensuring that small group instruction was data driven and targeted to each students' specific needs.

Administration led professional development on restorative practices for teaching staff. The professional development included models and frameworks for implementing restorative practices, as well as how to have restorative conversations, examples of restorative interventions for classrooms and more. This improved student learning by allowing students to return to the classroom environment quickly, following restorative conversations, thus mitigating possible loss of instruction time within the classroom. The Getting Along Together curriculum was used to support this program.

Parents were provided with monthly family nights with embedded literacy activities to increase literacy at home.

In the Spring of 2020 we were faced with school closures due to COVID-19. During that time, students were immediately switched to a distance learning model and many students were unable to access the resources that they needed in order to be successful. In order to try to meet their individual needs during this trying time, teachers were flexible in their instruction methods and provided students with pre-recorded lessons, virtual meetings, digital assignments, and access to digital curriculum.

We were unable to complete assessments such as CAASPP and NWEA for the end of the year.

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: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
96% attendance rate	93.5% attendance rate
Expulsion rate of less than 1%	Expulsion rate of 0%
5.4% suspension rate	3% suspension rate
Spring student-led conferences	Did not hold student-led conferences in the Spring due to COVID-19 school closures
10 parent meetings per year	Meetings Held: Back To school night 8/31/19 Parent Advisory Group 9/10/19 Science Night 9/12/19 Harvest Fest 10/24/19 Cookie Bake 11/14/19 Winter Performances 12/19/20

	<p>Coffee with the principal 1/14/20 School Site Council 1/14/20 Parent Advisory Group 1/21/20 Son + Fun one 1/30/20 Princess Ball 2/13/20 Parent Information Meeting 4/16/20 *Parent Meeting affected by COVID 19 closure</p>
<p>9 parent workshops held per year</p>	<p>Back To school night 8/31/19 Parent Advisory Group 9/10/19 Science Night 9/12/19 Harvest Fest 10/24/19 Cookie Bake 11/14/19 Winter Performances 12/19/20 Son + Fun one 1/30/20 Princess Ball 2/13/20 Parent Information Meeting 4/16/20 *Parent workshops affected by COVID</p>
<p>100% of schools maintain compliant safety plans</p>	<p>Maintained 100% compliant safety plans</p>
<p>100% of school facilities issues reported are resolved within 10 days</p>	<p>90% of facilities issues reported were resolved within 10 days; the rainy winter caused many leaks in the roof and the roof replacement took considerably longer than 10 days from discovery of the problem</p>
<p>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”</p>	<p>1) 53.5% of students agree with the statement “my school is clean, safe, and in good condition.” 2) 92% 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) 94% of students agree with the statement “teachers and other</p>

4) 92% of students hold positive beliefs about their social and emotional well-being while at school

adults at school care about me”

4) 93% of students hold positive beliefs about their social and emotional well-being while at school

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	1. \$19,397 2. \$25,779 3. \$5,578	1.\$20,037 2.\$20,474 3.\$5,431
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.	1. \$4,226 2. \$4,226	1.\$4,453 2.\$4,128
All campus supervision staff will receive ongoing PBIS 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.	1. \$14,791 2. \$8,452 3. \$9,065	1.\$15,849 2.\$19,926 3.\$9,462
The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.	1. \$18,130 2. \$4,754 3. \$1,780	1.\$14,408 2.\$2,921 3.\$1,810
Staff will provide interventions for students who are absent for more than ten days for any reason.	\$1,293	\$1,113
Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.	1. \$10,565 2. \$30,005 3. \$7,303	1.\$11,131 2.\$41,671 3.\$6,336

The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.	\$3,233	\$2,654
School facilities will be inspected on a regular basis by administration and corrections made as needed.	1. \$26,751 2. \$16,059 3. \$7,706	1.\$21,233 2.\$37,695 3.\$7,242
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.	\$2,853	\$2,783
The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.	1. \$39,886 2. \$64,278	1.\$31,849 2.\$63,009
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.).	1. \$44,995 2. \$12,691 3. \$1,183	1.\$44,477 2.\$7,789 3.\$55

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Service were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All teachers were assigned to an MTSS committee for the school year. The committees were PBIS, SEL, and RTI. Committees met on a monthly basis to review data, set goals, and review progress towards said goals. These committees helped to support students academically and social-emotionally by allowing teachers the opportunity to review data and plan out next steps to support student success. For example the RTI committee set a goal for students to consistently integrate grade level appropriate writing into the Science and Social Science instruction. As next steps the committee began to develop writing samples for teachers to use in each grade level for each month, which was measured by the student work produced, with the expectation that the samples would be used

with fidelity. The PBIS group set a goal to reduce student behavior referrals for pushing or kicking by 20%, this was monitored by data collected from the Learning Management System, Illuminate. The SEL group set a goal that students would learn to use the Peace Path to work through their conflict with peers, this was measured by random spot checks performed by the counselor and assistant principal asking students to walk them through the process. This focus on student academic performance, positive behaviors and social emotional well-being all helped to support students and families. Final data meetings regarding committees were not held due to COVID restrictions in the Spring.

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: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Maintain 100% fully credential teachers	Maintained 100% fully credential teachers
Maintain 0% mis-assigned teachers	Maintained 0% mis-assigned teachers

100% annual principal certification that teachers have all successfully participated in the RJA teacher development system	100% annual principal certification that teachers have all successfully participated in the RJA teacher development system.
100% annual Chief Academic Officer certification that school leaders have all successfully participated in the RJA leader development system	100% annual Chief Executive Officer certification that school leaders have all successfully participated in the RJA leader development system
100% of staff surveyed will understand and identify with the RJA mission and vision.	89% of staff surveyed understood and identified with the RJA mission and vision

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	1. \$2,371	\$2,226
All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.	\$9,661	\$9,884
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.	\$4,226	\$4,959
RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	\$25,200	\$31,406
RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.	\$21,130	\$26,447

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Service were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All teachers maintained credential certificates and eligible teachers were enrolled in an induction program through RCOE. We did advertise all job openings on EdJoin. Each year principals/Chief Academic Officer ensure that teachers/principals are participating in professional development. RJA created additional teacher leadership roles in ELA and Math. An EL lead teacher role was also created in 2020 for the 20/21 school year. Teachers were participating in organizing and facilitating extra curricular activities such as Science Night, Black History Month, Cookie Bake, Harvest Festival etc.

During various professional development and staff meetings, we reviewed and discussed the RJA mission and vision statements. We discussed how we are a mission driven organization and how we live out these beliefs within our school. However, according to teacher surveys, after frequently communicating the mission and vision, only 89% of the staff identified that they understood and identified with the RJA mission and vision statement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

When cleared to return to school (waiver or state rescinds mandatory ban of in person instruction for the County, the school will offer families a flexible choice of in-person or virtual learning following the previously described 4+1 Model. We fully understand that students will have a varied level of learning during the extended virtual learning period. We will initiate individual assessments as students return to in-person instruction to determine learning gaps, and then develop individual plans to support based on our Multi-Tiered System of Support (MTS) protocols. While individual learning gaps must be addressed, we also know that time will be a variable to offer extended learning opportunities for students in small groups. All instructional staff are contracted for 45-60 minutes of extended school time after the traditional school day ends, and this time will be utilized strategically to address learning gaps	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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of individual students through small-group support. In addition, the school has a MOU with two local universities to provide tutoring services, which will take place after school and extend into Saturday mornings. The “Saturday” school will include select certificated staff to support students.			
Purchase of PPE Equipment (Thermostat Readers, Plexiglass, Signage, Cleaning Products, Individual Desk Dividers, and COVID - 19 Safety Signage)	\$50,000.00	\$50,000.00	Y
Hertz Single Desks	\$17,000.00	\$17,000.00	Y
Janitorial/Cleaning Services	\$11,600.00	\$11,600.00	Y
Security/Covid Monitoring	\$48,000.00	\$48,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Teachers taught in a hyperflex model and new innovations were created by integrating technology into daily instruction. All staff engaged in use of new technological platforms such as google classroom, google meets, PearDear, Jamboard etc. The integration of technology created more engagement from the students both virtually and in person.

Learning loss would have been increased if the hyperflex model had not been implemented at our school due to the fact that many students would not have adequate access to the resources needed to maintain a high level of academic rigor. With the implementation of hyperflex instruction, students were able to access the appropriate technological resources, receive rigorous instruction from their teacher, receive social and emotional support, and maintain a high-level of academic achievement.

Students with Individualized Education Plans (IEPs) were able to be individually assessed to determine current academic grade levels in reading, math and writing subject areas which helped to bridge learning gaps. New goals were developed to support student progress.

Some of the challenges were that it took time to build the capacity to support the technological needs of hyperflex learning. It was difficult to ensure that all students were abiding by the safety protocols in the safety plan such as masks usage and social distancing.

Instructions: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Distance Learning Program

Actions Related to the Distance Learning Program

As previously described, under our plan all students are assigned to homeroom assignments with teachers - regardless of being in-person or participating in virtual instruction. All students, both in-person and virtual, are following the exact same curriculum and instructional program. We purchased new technology to connect students in class at home to the classroom, allowing them to participate in the same teaching and learning activities as students in class. This allows a seamless transition of students from in-person instruction to virtual, or from virtual back to in-person because they are seamlessly integrated into the same learning environment with the same teacher. If, for example, a parent elects for their child to participate through in-person instruction, then changes their mind three weeks later due to outside circumstances, they can seamlessly transition to virtual learning.	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IXL - Individual Learning System (ELA / Math / Science / Social Studies)	\$14,225.00	\$14,225.00	Y
Teacher-16 hours of PD on Google Certification	\$16,500.00	\$16,500.00	Y
Teacher-24 hours of PD on Distance Learning	\$24,750.00	\$24,750.00	Y
High Function Webcams for each classroom	\$25,300.00	\$25,300.00	Y
HP Laptops with tablet capability (1on1 check-out to all students)	\$57,553.00	\$57,553.00	Y
Hotspots - Providing Internet Access for Families Lacking High Speed Internet at Home	\$15,000.00	\$15,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and or budgeted expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

The school year calendar days remained consistent and unchanged. Students received instruction daily either virtually or in-person. Special education students received appropriate service minutes as indicated in their IEP.

The challenge was making sure that all virtual students accessed instruction daily.

Access to Devices and Connectivity:

All students whether virtual or in-person were provided with a chrome book. Families who need internet access were provided with hotspots to use. Technology support was also available to parents and students as needed. Special education students were provided access to devices as indicated in their IEP.

At times, the connectivity of wifi at the school was challenged due to the overloaded bandwidth. Students had to be responsible for managing their own devices at home.

Pupil Participation and Progress:

We provided our students and families with live instruction from a credentialed teacher. Teachers and office staff regularly checked in with parents to ensure attendance for live instruction. Administration conducted home visits as needed to ensure home support was acquired for student participation. SART meetings were held with excessive tardies or absences accumulated. Office staff followed up with parents and maintained continuous communication to ensure at home assignments were completed in a timely manner.

Special education regularly checked in with students and parents to ensure IEP accommodations and supports were in place.

Distance Learning Professional Development:

Teachers and staff participated in Google Educator Certification Training on applications such as Google Classroom, Gmail, Google Meets, and Google Calendar to ensure that we were prepared to meet the needs of our students in a virtual setting.

Teachers collaborated with each other and shared best practices with each other on how to implement new technology into their hyperflex instruction. Professional development sessions on virtual whiteboards and manipulatives, breakout rooms, and virtual guided reading were offered for teachers to choose from.

Teachers received training in how to best integrate the new technology. The IT department provided teachers with “how to” videos to reference as needed.

Special education teachers participated in online webinars on best practices in providing student services and supporting student learning gaps in a virtual setting.

Staff Roles and Responsibilities:

Teachers were expected to provide rigorous instruction within the hyperflex model. Teachers posted assignments virtually for students to complete. Students who struggled to access virtual assignments were provided with packets. Teachers pre recorded/recorded lessons for students to access at their convenience.

Education Support Personnel provided additional tutoring throughout the year. Counselors continued to provide emotional support for students and families. Special education teachers were expected to adhere and provide appropriate services towards goal progress to students with IEPs.

Supports for Pupils with Unique Needs (ELs, Foster, Other):

This year we implemented an EL Lead Teacher to help support teachers with resources for their designated EL instruction. Teachers implemented EL portfolio to help track student progress towards mastering the EL standards. Teachers/students were given access to BrainPop EL. Administrator went to visit and provide resources to our displaced and/or homeless students.

Students with IEPs received support and accommodations based on their individual needs. IEP meetings were held to support student success. Parents were provided resources to help their child during distance learning.

It was challenging at times to ensure that students were logging in to receive their EL or SPED services.

We were able to successfully support students with one to one technology and training in the use of the digital tools needed to support classroom instruction. Through our Hyperflex model we were able to engage a yearly average of 94% of our students daily, with our attendance office making daily calls to assist students and families with the challenges faced in participating in-class or virtually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<p>We will use multiple means to measure student achievement. The standardized assessments currently used are only given to students who receive in-person instruction, but we are currently investigating means to give assessments virtually. This will be put in place once relative reliability and validity can be assured.</p> <p>As a Benchmark Assessment, we will use NWEA MAP assessments for grades 2nd-6th. These assessments in Reading and Math are given to students at the beginning, middle and end of the academic year, providing significant formative data that drive our instructional program and individual student learning plans. We monitor progress on individual learning plans through use of the Smarter Balanced Interim Assessments, which are given every 3-weeks and used exclusively for formative purposes by classroom teachers following a standard DDI protocol. For our Exceptional Needs students, we have entered into an agreement with an external vendor who specializes in administering the Woodcock Johnson IV online. This will provide us with data concerning growth of students with special needs. We will then implement strategies and interventions for those students, based on the data obtained, following the standard IEP process. Following guidelines from the state and county, we at this writing we are supporting a 100% virtual learning environment. As students return to in-person instruction they will participate in a NWEA assessment, which will establish a baseline of learning deficiencies and strengths for each individual student. From those results, an individual plan for each student will be developed to address their learning needs. Any area determined to not be at grade level, will be assessed for additional academic supports connected to extended school hours (after school & Saturday)</p>	<p>Total Budgeted Funds</p>	<p>Estimated Actual Expenditures</p>	<p>Contributing</p>
<p>Extended School Day (Educational Support Personnel)</p>	<p>\$24,000.000</p>	<p>\$24,000.000</p>	<p>Y</p>
<p>Extended School Day (Certificated Personnel)</p>	<p>\$30,000.00</p>	<p>\$30,000.00</p>	<p>Y</p>
<p>Saturday School (Certificated Personnel & Classified Personnel)</p>	<p>\$30,000.00</p>	<p>0</p>	<p>Y</p>

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to COVID-19 restrictions being extended we did not use NWEA MAP testing to measure students' growth but instead used Curricular assessments, Smarter Interim Assessments, IXL diagnostic and individualized learning plans, and teacher assessment of mastery to measure growth. In addition we did not use an extended day or Saturday school but instead moved to a Hyperflex instructional day, where teachers taught in person students and virtual students concurrently four days a week. One day a week, 100% of our students remained virtual.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to COVID-19 restrictions, extended school days for certificated, classified, and ESP personnel did not occur. Because of our hyperflex teaching schedule, the school hours were modified to meet the COVID-19 restrictions and Saturday school could not take place.

The fact that our school reopened under the hyperflex learning model, mitigated some of the learning loss for our students, specifically, for those who returned on site. Our virtual students still had access to rigorous instruction on a daily basis through small group instruction and internet based intervention programs, but it was a challenge to ensure all students were consistently logging in for this instruction and independent practice.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 sc

During the 2020-2021 school year, teachers and counselors implemented our SEL curriculum, Getting Along Together, to ensure that students are receiving adequate instruction to support their emotional well-being, academic achievement, self-awareness, self-management skills, and interpersonal skills. Students had the opportunity to utilize and practice these skills in a virtual and/or in-person setting. School site counselors also offered extra, individualized emotional support to students on an as-needed basis.

We employed a full time counselor in addition to part-time counselor interns to meet with students virtually one on one as well as in support groups. The full time counselor led mental health awareness weeks throughout the school year. In addition the counselor organized and facilitated school-wide competitions such as Kindness Month to encourage positive mental health practices school-wide. Some of the challenges we experienced were the physical distance protocols that required mental health services to be provided through a virtual/ remote platform.

Special education provided online student and parent resources for mental health, social and emotional well-being support. These efforts resulted in increased academic improvement and overall well-being during the pandemic as measured by charted records and daily check-in.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During the 2020-2021 school year we continued having our monthly Family Nights but were able to switch them to a virtual platform. These family nights had a monthly theme as well as an embedded literacy component to support literacy in the homes. Some of the family nights included a virtual Black History and Hispanic History Month assembly, Virtual Cookie Bake, Science Night, and Winter Showcase. We also implemented monthly ASB assemblies. We often invited families to participate in these by providing pictures of their activities at home to be included. Finally, ASB also hosted virtual game nights for our students and families to participate in.

This year we implemented School Site Council, English Language Advisory Committee and African American Parent Advisory Committee to allow our parents' voices to be heard in the decision making of our school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-2021 school year 100% of students were offered a nutritious breakfast, lunch, and a snack option for the duration of the school year. Virtual families were able to pick these up for the week on Mondays while providing students with on-site meals. Students and families were also offered a weekly food box provided by Feeding America with a variety of healthy ingredients to cook meals at home.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social Emotional Learning	Extended Social-Emotional Learning Supports (Raising Kings & Focus on Today)	\$10,000.00	10,000.00	Y
Pupil Engagement	Pupil Engagement and Outreach-External Vender	\$10,000.00	\$10,000.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Our social emotional support group, Raising Kings, continued to provide support throughout the year in addition to the addition of counseling Interns through university of Redlands We did not use any Pupil Engagement or Outreach outside vendors. We did home visits and phone contacts to help support students who were struggling with engagement.

Overall Analysis An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The Journey school realizes that student performance achievement is related to social and emotional support, culturally relevant teaching and instruction, and high level expectations for student success. Through the implementation of in-person and distance learning programs, teachers and students were able to effectively maintain a level of flexibility in order to achieve goals. These lessons have informed the development of goals and actions in the 2021-24 LCAP with an understanding that by maintaining high academic standards for students and ensuring students receive targeted instruction, goals can be achieved.

We recognize that COVID-19 impacted the social and emotional wellbeing of our students and families. Due to this impact, we know the importance of continuing to implement programs to support the whole child at our school. We will continue to implement SEL curriculum school wide, and counseling services for those who show need. Because of this, we will have a social and emotional goal and action plan in the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Journey School continuously provides day to day feedback about the learning and teaching process.

In the 2021-2024 LCAP the implementation and professional development training of new curricula in both ELA and Mathematics will help address the learning loss of our students. Continued use of one to one students technology, extended instructional minutes, teacher training, community activities and engagement, and tutoring for struggling students, will address students' learning loss in the upcoming LCAP adoption.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences include, not having an extended learning day, or Saturday School intervention, along with contracting an outside vendor for pupil engagement. We supported these alternatively by providing Hyperflex instruction, and supporting student engagement through, counseling, incentive programs, virtual family nights, attendance contacts, parent teacher conferences, and virtual awards assemblies.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall Journey worked to address the challenges faced through student engagement and learning loss through:

Hyperflex instructional Model

Social Emotional Instruction and Support

Small Group instruction

One to One Technology and school supported Wifi connection

Teacher Professional Development

One on One and small group tutoring supports

Daily attendance and engagement contacts

Digital curricular supports

Specialized Academic Instruction, IEP Accommodations and Supports

The use of these elements to support students through the challenges presented by COVID-19 along with assessment of student performance have led to the creation of LCAP goals, focusing on Language, Math , Social Emotional Learning and Community engagement. The LCAP has specific measures to support each of these areas as the school will continue to face the learning loss challenges created by the COVID-19 Pandemic.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

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

Plan Summary [LCAP Year 2021-2024]

General Information

A description of the LEA, its schools, and its students.

REAL Journey Academies is a charter network organization, established in 2009, that manages charter schools in the Inland Empire. The organization's primary mission is to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley, San Bernardino, Highland and Fontana that have historically underserved populations. The REAL Journey Academies seeks to create active and involved citizens by focusing on academic achievement, character development, and service to the community. Our vision is that REAL Journey Academy schools will transform our communities by raising expectations for achievement, offering a higher level of opportunity, and educating the next generation of local leaders.

The Journey School in Moreno Valley located at 25560 Alessandro Blvd. Moreno Valley, CA 92553 began serving students in the fall of 2014. The Journey School offers grades TK/K - 6th with an enrollment of over 530 students. The Journey School serves students:

Race/Ethnicity

- Asian 0.4%
- Two or More Races 1.9%
- White 3.8%
- American Indian 0.2%
- African American 44.3%
- Hispanic 47.5%
- Pacific Islander 1.1%
- Filipino 0.8%

Student Groups

- Homeless 1.3%
- English Learners 8.4%

Foster Youth 0.2%
Students with Disabilities 12.6%
Socioeconomically Disadvantaged 52.9%

Features of The Journey School include a dedicated, close-knit teaching staff, a full-time school counselor, and frequent assemblies that recognize student achievement and character development. During the COVID-19 pandemic our teachers continued to provide rigorous classroom instruction through a hyper-flex platform where students were both in seats and virtually connecting to the classroom. The counselor worked to provide mental health education and support, with an emphasis on the social and emotional well being of families impacted by the pandemic. Furthermore, to support our students and families The Journey School partnered with Feed America to provide meals to our community.

Reflections: Successes

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

During The 2020-2021 school year we were able to expand and innovate how we incorporated technology into our classrooms and how we connected with our families and communities. In response to the global pandemic, The Journey School began working to implement an early in-person hybrid / hyper-flex model where students were able to return to the classroom four days a week beginning in October 2020. With this model students could remain completely online or choose the hybrid / hyper-flex option and seamlessly transition between the two options as the needs of their families changed.

Our teachers expertly wove together technology throughout all lessons, teachers were pre-recording lessons to support parents at home and students working independently. Teachers worked to maintain a rigorous pacing of instruction to ensure students received the most for their 2020-21 education. Based on local measures, primarily observations and gradebook reviews, these practices positively impacted the way students mastered material. Moving forward, we will continue to embed technology into instruction to support student learning. Remote learning also provided more opportunities to engage families and we will continue to explore offering virtual options for school events, classroom and school communications.

What is more, during the 2020-2021 school year, Journey is most proud of the work we have done implementing social and emotional practices into everyday learning. This implementation has absorbed the PBIS initiatives as the positive behavioral interventions and supports are embedded within the structures of the curriculum. This year the Journey School's Student Incentive Program moved to a virtual platform. Using technology, a virtual tracker was established for students to accumulate points. Students were then able to experience a virtual shopping experience for students to use their points to purchase rewards. As a result, we have seen a decline in disruptive behaviors which we attribute to the implementation of this model and plan to increase the focus on social and emotional learning in the coming 2021-2022 school year. In addition, we have provided our teachers with professional development addressing Race and Equity in the classroom and attribute the positive school culture, even while virtual and hyper-flex, to this focus. We plan to continue implementing professional development and providing a positive and safe environment for our students and teachers.

Additionally, during the 2020-2021 school year, Journey worked collaboratively with parent stakeholder groups: ELAC (English Language Advisory Committee), SSC (School Site Council) and AAPAC (African American Parent Advisory Committee) to provide parent feedback that helped to direct our professional development for teachers and guide our vision and direction for the school. Similarly, the Journey School continued family nights which were

adjusted to a virtual platform during the pandemic. The family nights highlighted cultural celebrations such as Hispanic Heritage Month, Black History Month and Women’s History Month. These parent nights also provided educational and team building elements such as Science Night, Cookie Bake Night and Winter Showcase. The family nights created opportunities for students and families to experience a sense of community in the midst of the pandemic. We plan to continue to provide opportunities for family engagement through these family nights.

Another success for the 2020-2021 school year was the implementation of a Student Council to further support student leadership and student engagement at the Journey School. Student Council was responsible for organizing and facilitating monthly student assemblies which were converted to a virtual platform this year. Student Council members used their creativity to create games, challenges and school-wide competitions as well as informing the student body of upcoming events and activities on campus. Student leaders who participated in the program grew in their time management, executive functioning and creativity. Well attended student assemblies are evidence of the successful outcome of this program and its impact on the student body. We will continue to implement Student Council in the coming academic years.



Reflections: Identified Need

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

Our greatest needs according to our local data and stakeholder surveys are as follows:

- Student Achievement in Mathematics and English Language Arts: Our internal assessments indicate that at least 50% of students are performing below grade level. Goals 1 & 2 for 2021-2024 have actions and services directly aimed at improving academic outcomes. Among these are providing more differentiation and targeted interventions, such as . As well as continuing to implement data-informed professional development.
- Student social and emotional well being: With students transitioning back to in-person academics, local data and stakeholders identified concerns around the lasting impact of the COVID-19 pandemic on our students. Goal 3 for 2021-2024 has actions and services specifically focusing on supporting the social, emotional and physical well-being of our students and their families. Among these are providing explicit instruction in coping strategies and social interactions and targeted professional development for all of our staff members.
- Parent Engagement: Parent participation and active engagement continues to be a focus at the Journey School. Sign in sheets, and attendance logs suggest that the same parents participate in these committees. Goal 4 for 2021-2024 has actions and services specifically focusing on involving a broader spectrum of parents in representing our cultural, ethnic, socioeconomic, and academic backgrounds to provide more parent voice and participation. Among these are various support committees and volunteer opportunities will be a focus as we strengthen these parent recruitment plans.

LCAP Highlights

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

Our REAL Journey Academies academic strategic planning process, which took place in 2020 and involved all school stakeholders, from students to the REAL Journey Academies board of directors, has informed our 2021-24 LCAP. Key features of this year’s LCAP include the following:

A continued focus on high expectations for all students (Goal 1, Goal 2)

A determination to improve students' academic growth and closing the achievement gap for our underperforming student groups particularly in English Language Arts & Mathematics (Goal 1, Goal 2)

A commitment to the whole child through a focus on the social, emotional and physical well being of students (Goal 3)

An increased effort to engage parents and the community through our School Solutions Approach (Goal 4)

Comprehensive Support and Improvement (Does not apply to The Journey School)

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the year we acquired feedback from multiple stakeholder groups. Each month, we held School Site Council, African American Parent Advisory Committee, and English Learning Advisory Council meetings to gather feedback from various parent stakeholders. We also held monthly staff meetings to gather their input as well. At the summation of the school year, we assembled a three day steering committee

consisting of teachers, administrators, and classified staff in order to analyze the trends found within each stakeholder group to present goals and action steps. After analyzing the feedback from each of the stakeholders groups, trends in their ideas and input emerged. We intentionally used the input from these groups to guide our decisions in creating our goals and action steps for the LCAP. The goals and action steps chosen fully align with the feedback and trends found within our stakeholder groups.

A summary of the feedback provided by specific stakeholder groups.

Throughout the year we acquired feedback from multiple stakeholder groups. Each month, we held School Site Council (SSC), African American Parent Advisory Committee (AAPAC) and English Learning Advisory Committee (ELAC) meetings to gather feedback and collaborate on various academic and social needs from various parent stakeholders. We also held monthly staff meetings to gather their input as well. After analyzing the feedback from each of the stakeholders groups, trends in their ideas and input emerged. The trends for each stakeholder group are as follows:

When speaking with parent and teacher stakeholders within the School Site Council, it was clear that parents supported the idea of continuing one to one technology use for students. With the virtual hyperflex model, parents also voiced the importance of technology support as well. The parents within the group voiced the importance of continued rigorous instruction that aligned with California College and Career Readiness standards. It was important to these stakeholders that we continue the work towards increasing student success through quality instruction that meets the needs of all students. The group was in support of the goals that we had in place for the current school year.

When speaking with the stakeholders involved in ELAC meetings, some trends noticed included incorporating bilingual reading materials into the classroom, as well as in the resources sent home. The committee sought stakeholder engagement through survey, social media, phone calls, and emails. A social media page was developed to provide information on community resources, such as job fairs, food banks, and counseling to better serve the needs of our participants. ELAC invited guest speakers to speak on important issues that would affect English learners, such as literacy, educational equity, and transition to middle school. Monthly meetings are held to collaborate with stakeholders in support of English learners and their education.

The African American Parent Advisory Committee (AAPAC) is responsible for advising school administration on services, programs, activities and instructional practices that are needed to support the growth and achievement of African American students at The Journey School.

It is the goal of AAPAC to 1) raise the level of awareness about culturally sensitive issues related to the education of African American students, 2) support a system of cultural acceptance, AND educational equity for all students, 3) provide the knowledge, skills and resources necessary to increase the engagement of parents, caregivers, and the community, 4) advocate, being the liaison of educational and cultural needs of students and families to staff and teachers, and 5) create parental, social, and cultural connections through collaborative events and forums. The committee solicits stakeholder engagement through survey, email and phone calls. Monthly meetings are held to collaborate with stakeholders encompassing all essential aspects in support of African American students and their education.

When speaking with stakeholders involved in Special Education meetings, discussions around reading, math and writing curriculum instruction were addressed and supported. They found it important to continue to provide specific strategies aligned with varied learning styles to achieve goals. Stakeholders agreed and supported the accommodations in assisting students with disabilities.

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

Throughout the year we acquired input from our stakeholders through a variety of school site council meetings, AAPAC meetings, and ELAC meetings. Teacher and staff input was shared during staff meetings and data was collected to determine the needs of our students and parents. After analyzing the data that we received, it was apparent that many of our stakeholders had similar concerns and needs. That is where we formed the basis for our LCAP goals.

When meeting with parent stakeholders, it was apparent that in order to meet the needs of our students we needed to continue to provide students with rigorous instruction that focused on college and career readiness. Parents also needed support with technology use and implementation to better support their child through distance learning. These concerns were addressed through goals 1 and 2 with goals towards continued high academic achievement in both reading and math.

To support the needs of our African American Parent Advisory Committee stakeholders and our English Learner Advisory Committee stakeholders, we have focused on engaging our students and families by introducing a more culturally relevant classroom equipped with appropriate resources, literature, and technology. These concerns were addressed with the implementation of culturally relevant classroom instruction in each classroom as well as professional development for teachers. This is also addressed in goal 3 and 4 as we continue to work in partnership with all stakeholders to support each of our learners in achieving their fullest potential.

Teachers valued the professional development that was provided as it helped advance their instruction and their ability to meet the needs of our diverse population of learners. Teachers agreed that the professional development being provided helped raise the academic achievement of our students during the period of hyperflex instruction. They find it important to continue to implement the Social Emotional Learning curriculum and instruction to support continued academic achievement, interpersonal skills, self-awareness, and student motivation. These concerns will be addressed through all of our goals in the upcoming LCAP.

Goals and Actions

Goal #1

Goal #	Description
[Goal #1]	<p><i>Maintain high academic standards for all students by ensuring students receive targeted instruction at their ELA instructional level- following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.</i></p> <p>State Priorities: 1, 2, 3, 4, 7,</p>

An explanation of why the LEA has developed this goal.

Due to the fact that over 50% of our students currently are meeting or exceeding grade level standards in English-Language Arts in addition to the fact that learning loss as a result of COVID-19 is immense, it is crucial for us to institute a goal focused on ensuring all students receive targeted instruction with high academic standards aligned to California Common Core State Standards in English-Language Arts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English-Language Arts	<p>23.49% met or exceeded ELA in school year 2018/2019</p> <p>CAASPP was not administered SY 19/20 due to COVID school closures</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	62% of students will meet or exceed their expected growth projections on the ELA CAASPP assessments.
NWEA English-Language Arts Assessment	<p>28.6% of the students met their Fall to Winter 19 projected growth in Language</p> <p>*A full NWEA assessment cycle was not administered during the 19/20 due</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	60% of students will meet their projected NWEA growth targets each year.

	to COVID school closures.				
Internal Reading Assessment	28.6% of the students met grade level attainment in Reading.				60% of students will meet grade level attainment in reading.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Targeted Reading Curriculum	a. Teachers and administrators are trained in the Success for All instructional program.	\$150,000.00	Y
		b. Teachers will meet monthly in component teams to analyze student data in order to group students based on their reading levels.		
		c. Administrators will support teachers in using the curriculum with fidelity to ensure students mastery		
		d. The school will support student engagement in reading by incentivising learning.		
2	Support Data Analysis	a. With the support of internal experts, teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction to support students in mastery of content.	\$83,000.00	Y
		b. Administration will facilitate and teachers will meet in grade level PLC's to analyze student data, work samples, program data and common assessment data in order to increase student achievement in English-Language Arts.		
		c. With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment.		
3	Implement New Targeted ELD Curriculum and Program	a. With support of internal experts, teachers will implement daily designated ELD instruction using the newly adopted ELD program to increase language acquisition.	\$138,050.00	Y
		b. All students will receive daily designated ELD instruction and with support of teachers and educational support persons will progress monitor their achievement.		

4	Support learning loss Mitigation and enrichment	a. Students identified as “at risk” will attend tutoring sessions with a credentialed teacher two days a week after school to improve reading and writing strategies to support students becoming strategic readers and writers.	\$157,607.00	Y
		b. Qualified students will participate in the GATE program designed to enrich and deepen their academic experience with extracurricular experiences to engage with other members of the GATE program in neighboring schools.		
		c. Teachers provide students with targeted support in reading and writing instruction to specifically support achievement in ELA.		
		d. Students engage in an enriching and robust after school curriculum to support learning loss mitigation.		

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal #2

Goal #	Description
[Goal #2]	<p><i>Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA Instructional Framework and utilizing the school's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards.</i></p> <p>State Priorities: 1, 2, 3, 4, 7</p>

An explanation of why the LEA has developed this goal.

Due to the fact that over 80% of our students are currently not meeting or exceeding grade level standards in Mathematics in addition to the fact that learning loss as a result of COVID-19 is immense, it is crucial for us to institute a goal focused on ensuring all students receive targeted instruction with high academic standards aligned to California Common Core State Standards for mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Achievement and Growth Results	<p>17.45% met or exceeded Math in school year 2018/2019</p> <p>CAASPP was not administered SY 19/20 due to COVID school closures]</p>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	64% of students will meet or exceed their expected growth projections on the Math CAASPP assessments.
NWEA Mathematics Assessment	21.7% of the students met grade level attainment in Mathematics	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	68% of students meet their projected NWEA growth targets each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement New Targeted Math Curriculum	a. Teachers will be trained on curriculum and will receive coaching and support from both contracted and internal curriculum specialists. Teachers will implement targeted curriculum with fidelity.	\$98,000.00	Y
		b. Teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics.		
		c. Teachers will meet in grade level PLC's to analyze student data, work samples, and common assessment data in order to increase student achievement in mathematics for English Learners.		
		d. Teachers will design integrated lessons that include science and math to support math fluency.		
2	Support Data Informed Instruction	a. Teachers in grades 3rd - 5th, will utilize interim based assessment data to drive future instruction.	\$64,219.00	Y
		b. Students identified as "at risk" will attend tutoring sessions with a credentialed teacher two days a week after school.		
		c. Teachers participate in Data Meetings that inform instructional planning.		
		d. Teachers will use IXL in order to supplement appropriate state standard math content.		
3	Implement New Targeted ELD Curriculum and Program	a. Teachers will implement daily integrated ELD instruction using our adopted ELD program (Educeri)	\$76,063.00	Y
		b. English Learners will receive integrated ELD daily in their core content areas.		
4	Support learning loss Mitigation and enrichment	a. Students identified as "at risk" will attend tutoring sessions with a credentialed teacher at least two days a week after school.	\$168,920.00	Y
		b. Teachers and admin will continue to implement a robust GATE program to support the highest achievers in enriching activities.		
		c. Students receive targeted support in math fluency and word problem solving.		
		d. Students engage in an enriching and robust after school curriculum to support learning loss mitigation in math content		

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal#3

Goal #	Description
[Goal #3]	<i>Engage students, parents, staff and community members to promote the social, emotional and physical needs of students.</i> State Priorities: 1, 5, 6, 8

An explanation of why the LEA has developed this goal.

Due to COVID-19 School Closures and safety restrictions, 100% of our students and families have been impacted socially and emotionally to some degree. From March 2020-May 2020, all students received virtual instruction and missed out on vital social interactions with their peers and teachers. During the 2020-2021 school year, 100% of students began the year virtually, again potentially impacting their social and emotional needs. In October, our school opened up under a hyperflex learning model. Approximately 50% of our students attended school in person while 50% of our students did not have traditional social interactions with their peers.

5 Important Core Competencies

Self-awareness: assists in helping adults and students recognize biases, understand how race and ethnicity impacts a sense of self and personal identity, and reflects on what it means to be part of a group or community.

Self-management: is essential from a lens of equity because it can assist adults and students in managing stress associated with adjusting to a new school climate or culture, survive discrimination, and gather individual and collective solutions in the face of challenges.

Social awareness: assists in helping adults and students steer norms in diverse social settings, understand issues of race and class in a variety of settings, comprehend power dynamics, and gather ways to create a confident school climate that honors diversity.

Relationship skills: channeled by a lens of equity, adults and students can navigate cultural differences, develop relationships with people from various backgrounds in a direction that merits their culture, and problem solving across race, culture, gender, and social lines.

Responsible decision-making: adults and students gain the ability to make constructive choices about personal behavior and social interactions.

These competencies are focused on through our Getting Along Together program/Culturally Relevant Practices, Core Values, and are important to our school community culture comments from our stakeholders in meetings and activities. In seeking to develop our students as a, “whole person,” to make them college and career ready.

We currently have a 0% expulsion rate and 0% suspension rate after the 2020/2021 school year. We believe that it is important to maintain these metrics and believe that our continued focus and commitment to enhancing the social and emotional learning of our students will help us to achieve this, thus warranting this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	During the 2019-2020 school year, the suspension rate was at 5%. Due to covid, the 2020-2021 school year suspension rate was at 0%.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	3% or less suspension rate

Expulsion Rate	0% expulsion rate				Maintain 0% expulsion rate
Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	The 2020-2021 school year survey participation was 15%.				Increase parent and family climate survey responses to 80%
Attendance Rate	2019-20 school year, 92% of students attended school in person or virtually via our flex model.				Average daily attendance will be equal to or greater than 96%.
Chronic Absenteeism	Chronic absenteeism during the 19-20 school year was 18%.				Chronic absenteeism will be at a rate of 10%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement School Wide Solution Model	a.Students will receive Core Value Instruction to increase self efficacy, empathy and enrich the community.	\$58,450.00	Y
		b.Teachers implement the SEL curriculum and engage in culturally relevant practices in order to reduce student conflict, build self confidence, teach conflict resolution, increase learning and coping skills, encourage teamwork, and create an inclusive school culture and community.		
		c.School employees will participate in solutions committees to help build a cohesive vision for the school that is reflective of all stakeholders that ensures the social, emotional and physical well being of our students and families are met.		

		d.Admin, teachers, and staff will work together to ensure students perceive their school as a safe place to learn. The school will prioritize the physical and emotional safety of students.		
		e.Students participate and engage in the adopted SEL program through incentives to build towards students self adoption of coping skills, conflict resolutions and core values.		
2	Community Partnerships	a. The school will partner with organizations both local and nationally to ensure that the physical needs of students and families are met.	\$23,300.00	Y
3	Support Parent & Family Connection	a. The school will provide	\$39,122.00	Y
		b. The school will host workshops to support parents in supporting their students at home and provide pathways to resources to meet their needs.		
		c. The school will continue to partner with communities to ensure equitable access to necessary resources such as clothing, through the implementation of the community closet purpose of providing clothes and other essentials to our families in need.		
3				

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal#4

Goal #	Description
[Goal #4]	<p><i>Engage teachers, administrators, parents and community members to promote active citizens who value academic achievement, character development, safe well maintained learning environments and exposure to community resources in supporting each of our students to reach their potential as learners.</i></p> <p>State Priorities: 1, 3, 7</p>

An explanation of why the LEA has developed this goal.

During the COVID-19 pandemic, we realized that cultivating a community that engages in the promotion and values of academic achievement, character development, safe learning environments and resources results in increased student performance.

We have an active local community of stakeholders who are eager to help support our school. It is our goal to create more opportunities for these stakeholders to participate in supporting the educational goals of our students. In return, our school provides resources for parents to help their students achieve academic success, virtual family nights, and parent workshops. In addition, we know that research shows that the more support students receive from the variety of adult role models in their lives the better their outcomes will be.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & Family Engagement Data	An average of 50.5% of parents and families participate and engage in school opportunities.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	An average of 80% of parents and families participate and engage in school opportunities.

Increase Community Partnerships	The Journey School has 4 local partnerships				Increase local community partnerships to 10.
Maintain High Academic Standards for achievement	90% of teachers fully engage in professional development opportunities.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of teachers fully engage in professional development opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed teachers	Maintain 100% fully credentialed teaching staff	0.00	Y
2	Misassigned teachers	Maintain 0% misassigned teachers	0.00	Y
3	Parent & Community Committees/Councils	Stakeholder groups (teacher, staff, families, community) are represented on the Solutions team committees. Stakeholders understand the mission and vision of RJA/School Stakeholder groups (teacher, staff, families, community) are represented on the ELAC/DLAC. Stakeholder groups (teacher, staff, families, community) are represented on the AAPAC. Stakeholder groups (teacher, staff, families, community) are represented on the SSC	\$18,344.00	Y
4	Parent & Stakeholder Engagement	85% of Parent participate in parent nights. 95% of student families participate in Parent-teacher conferences 95% of at risk students receive progress reports 4 times per year 95% of families receive report cards 95%of families with chronic absenteeism attendance receive notifications (SART/SARB) 95% of families are signed up on Class Dojo 95% of families feel that their school listens to their concerns 95% of families report they feel supported by their school	\$36,000.00	Y

		95% of families feel like their school administrators are approachable and caring Performance data is shared with all stakeholders 70% of stakeholders provide feedback on instructional decisions		
5	Professional Development Survey Results	Teachers provide meaningful feedback on surveys to guide professional development decisions.	\$19,074.00	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year 21-24]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.3%	\$1,093,560.00

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

Required Descriptions

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

The needs of foster youth, English language learners, and low-income students were considered first through the identification of achievement gaps as measured by a variety of assessments. These results assisted in the development of goals.

In Goal 1, action steps will support, Foster youth, English learners, and Low income students as the SFA program meets students at their individual need level, in addition to providing specific reading and language supports to EL students through a new curriculum for designated instruction and integrated instruction. Additionally, the school is providing tutoring with progress monitoring for these student groups who are in need of additional support. Teachers will implement EL portfolios to assist in the monitoring of progress towards meeting EL standards and ensuring growth towards English acquisition.

In Goal 2, action steps will include all of our “at risk” students that also encompasses Foster, Low-Income and English Language Learning students, by providing tutoring sessions 2 days a week, to address their individual mathematical needs and to acquire the necessary skills for advancement. These efforts will address learning loss outcomes of the COVID-19 pandemic. All students will receive high expectations from parents and teachers in support of increasing the levels of performance and achievement. The new Swun math curriculum will support English Language Learners, Special Education, IEP students, Foster, and low income students by providing them with a variety of resources to fit their specific needs.

In Goal 3, action steps will help support the needs of our Foster Youth, English Language Learner and Low-Income students in a variety of ways. The Getting Along Together Weekly lessons provide opportunities for students to discuss their feelings, learn coping strategies for difficult situations and build a sense of community and belonging. Solution Teams Committees and Trauma Informed Professional Development provide teachers with resources needed to provide effective interventions and support for these populations. Finally, Counseling/staff-led groups help support specific student needs.

In Goal 4, action steps will help support Foster Youth, English Language Learners and parents to build communication with teachers and community members. By having a variety of parent participation in all of our parent advisory committees, the families in these subgroups will feel more involved and welcomed within the school community. All parents will receive notifications, report cards, and access to Class Dojo/Remind (if used by specific teachers) to support their students' needs. Students and families feel supported by teachers and administrators.

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

The Journey School has increased support for our English Learner students with the purchase of a new curriculum called Educeri that is designed specifically to support English Learner instruction. Students will receive designated ELD with this program at their specific reading level within their SFA reading block. In addition, teachers implemented EL portfolios to assist in the monitoring of progress towards meeting EL standards. Tutoring for English Language Learners is also an increased service.

As for foster youth and low-income students, the teachers/counseling team have been and are prepared to support all students, teachers, parents, and staff with emotional and self esteem building workshops/groups throughout the year.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, present the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions to continue into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.