

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data

Local Educational Agency (LEA) name:
CDS code:
LEA contact information:
Coming School Year:
Current School Year:

*NOTE: The "High Needs Students" referred to in the

Projected General Fund Revenue for the 2022

Total LCFF funds
LCFF supplemental & concentration grants
All other state funds
All local funds
All federal funds

Total Projected Revenue

Total Budgeted Expenditures for the

Total Budgeted General Fund Expenditures
Total Budgeted Expenditures in the LCAP
Total Budgeted Expenditures for High Needs Students in the LCAP

Expenditures not in the LCAP

Expenditures for High Needs Students in the

Total Budgeted Expenditures for High Needs Students in the LCAP
Actual Expenditures for High Needs Students in LCAP

Data Input Sheet

The Journey School
33 10330 0138024
Jacqueline Woods-Jefferson
2022 – 23
2021 – 22

Amount	
\$	5,762,217
\$	1,413,288
\$	874,679
\$	6,665
\$	1,083,993
\$	7,727,554

Amount	
\$	7,633,866
\$	1,130,149
\$	579,762
\$	6,503,717

Amount	
\$	1,130,149
\$	1,130,149

LCFF Budget Overview for I

Required Prompt(s)

Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).

The amount budgeted to increase or improve services for high needs students in the 2022 – 23 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2022 – 23. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

A prompt may display based on information provided in the Data Input tab.

Parents Narrative Responses Sheet

Response(s)
<p>The LCAP includes all LCFF funds for the 2021-22 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the SELPA Plan for other nonLCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.</p> <p>State and federal COVID recovery dollars are also not reflected in this plan, but will be accounted for in other documentation in compliance with the reporting requirements from both the state and federal governments.</p>
<p>Additional actions that will be taken to meet the requirement to improve services for high needs students will include the addition hiring of a Psychologist, Instructional Support Specialist and a Teacher on Assignment. Each additional FTE will provide support to increase and improve services for our high needs students through intensive SEL and academic support targeting tiered interventions.</p>
<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: The Journey School

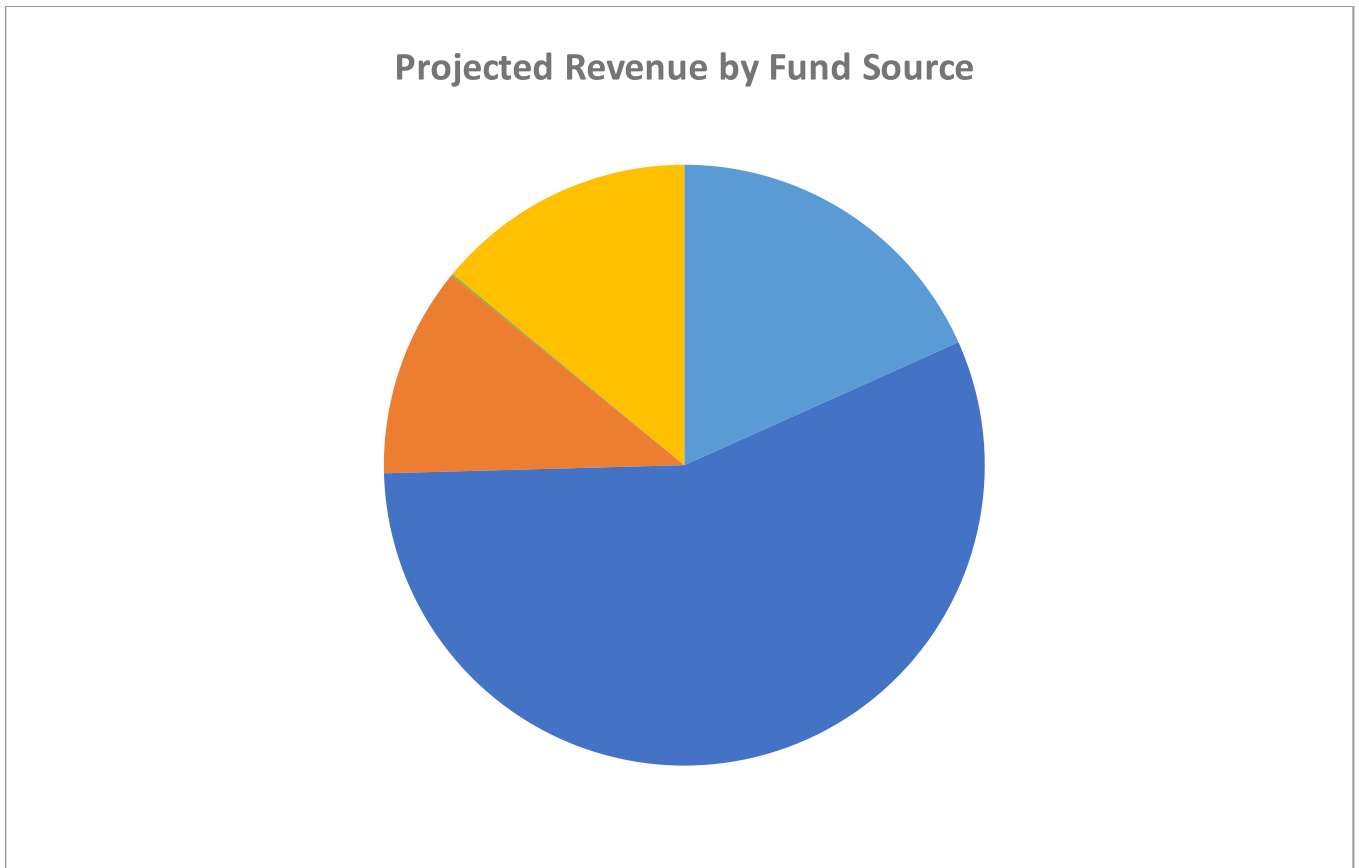
CDS Code: 33 10330 0138024

School Year: 2022 – 23

LEA contact information: Jacqueline Woods-Jefferson

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).

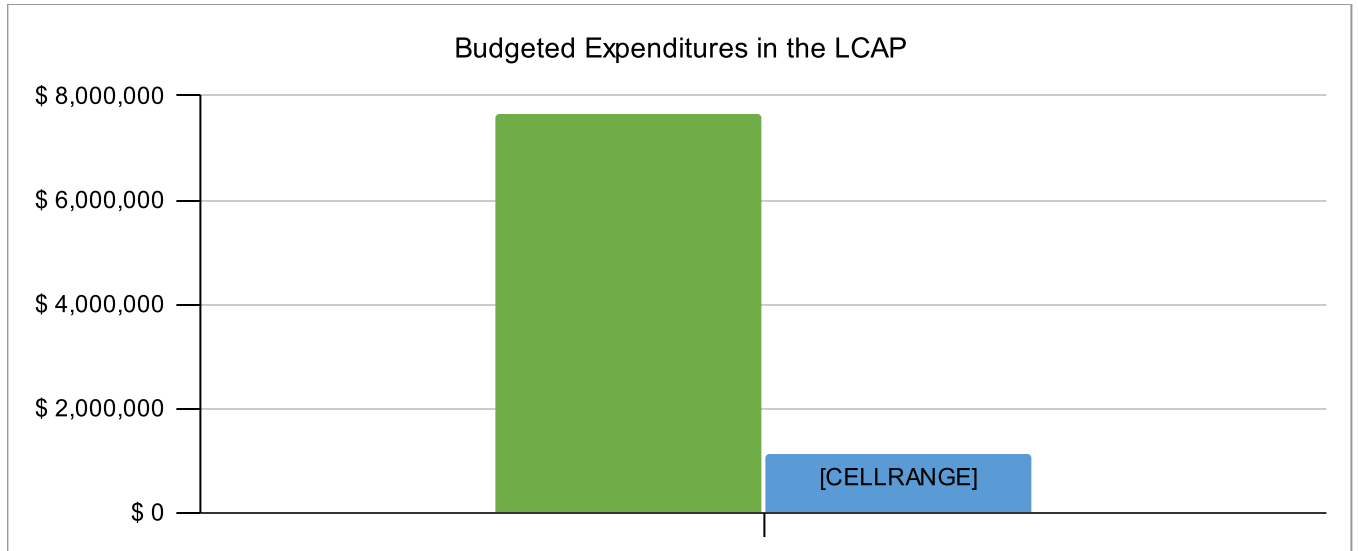
Budget Overview for the 2022 – 23 School Year



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

The text description for the above chart is as follows: The total revenue projected for The Journey School is \$7,727,554.00, of which \$5,762,217.00 is Local Control Funding Formula (LCFF), \$874,679.00 is other state funds, \$6,665.00 is local funds, and \$1,083,993.00 is federal funds. Of the \$5,762,217.00 in LCFF Funds, \$1,413,288.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much The Journey School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Journey School plans to spend \$7,633,866.00 for the 2022 – 23 school year. Of that amount, \$1,130,149.00 is tied to actions/services in the LCAP and \$6,503,717.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

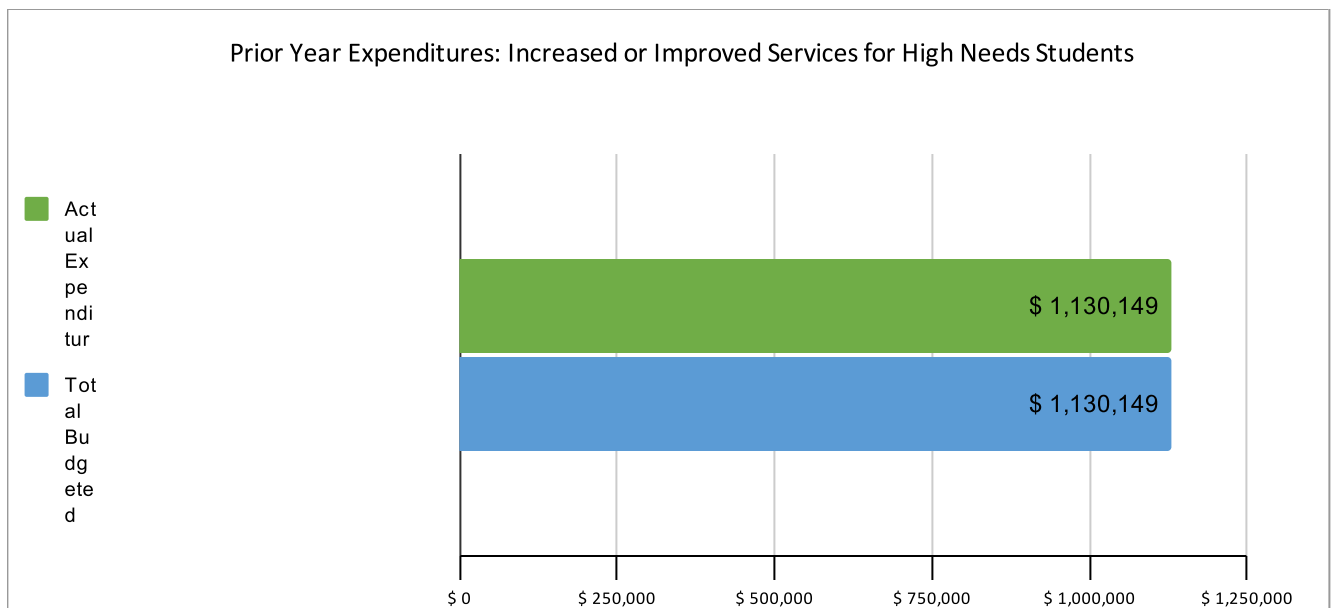
The LCAP includes all LCFF funds for the 2021-22 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the SELPA Plan for other nonLCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, The Journey School is projecting it will receive \$1,413,288.00 based on the enrollment of foster youth, English learner, and low-income students. The Journey School must describe how it intends to increase or improve services for high needs students in the LCAP. The Journey School plans to spend \$579,762.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Additional actions that will be taken to meet the requirement to improve services for high needs students will include the addition hiring of a Psychologist, Instructional Support Specialist and a Teacher on Assignment. Each additional FTE will provide support to increase and improve services for our high needs students through intensive SEL and academic support targeting tiered interventions.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, The Journey School's LCAP budgeted \$1,130,149.00 for planned actions to increase or improve services for high needs students. The Journey School actually spent \$1,130,149.00 for actions to increase or improve services for high needs students in 2021 – 22.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Journey engaged our educational partners on the use of funds provided by the Budget Act of 2021 in various stakeholder meetings that included but were not limited to the School Site Council, English Learner Parent Advisory Committee and the African American Parent Advisory Committee. With each of our partners they were provided the 2021-22 Budget Review for Parents and the 2022-23 Proposed Budget Review for Parents and were asked to contribute feedback on budgets items. This feedback was taken into consideration when making budgetary decisions and revisions to current spending.

Between February 2022 and April 2022, our educational partners and stakeholders will have an additional opportunity to provide feedback during our month's stakeholder meetings and board meetings to provide feedback prior to the finalization of the 2022-23 LCAP, Annual Update and Budget Review for Parents.

A description of how the LEA used, or plans to use, the **additional concentration grant add-on funding** it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Journey has provided supplemental instruction and support for all students. Specific supports will be provided to students who are included in one or more of the following groups: low income, English learners, foster youth, students experiencing homeless, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students and students who are below grade level, including, but not limited to, those who are credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. We have and will continue to increase staffing to provide direct services using a multi-tiered system of supports that includes universal (tier 1), targeted (tier 2), and intensive (tier 3) supports for students based on their identified needs.

Additional staffing has been added to address the following strategic needs:

- Temporary teachers; before/after-school ELA and math classes to provide academic support and acceleration
- Expansion of counseling and mental health services to address student trauma and social emotional learning, or referrals for support for family or student needs
- Acceleration of progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to hiring and placing additional educational support personnel (paraprofessionals)
- Integration of student supports to address other barriers to learning, such as the provision of counseling or mental health services, or programs to address student trauma and social emotional learning, or referrals for support for family or students

A description of how and when the LEA engaged its educational partners on the use of **one-time federal funds** received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The input received by the Journey engaged our educational partners on the one-time federal funds intended to support recovery from the COVID-19 pandemic and its impacts of distance learning on pupils in various ways. Each development group consisted of representatives from among certificated staff, classified staff and parents. Plans were then reviewed by the entire staff, as well as the School Site Council, English Learning Parent Advisory Committee and the African American Parent Advisory Committee who provided input before plans were finalized.

As a group this allowed us to more comprehensively address our originally identified needs through the additional funding, and maintain a cohesive school improvement planning process. School leadership, as well as Network leadership were engaged and involved at each step. Our parent council and committees then reviewed the developed budget and provided input, leading to enhancements. The development of the plan also included families that speak languages other than English to ensure we were addressing the needs of our EL students. Additionally, input from representative parents of SpEd students, and our partner support groups was generated to ensure we had addressed the needs of our diverse learners. The plan was influenced to ensure extended

learning opportunities to narrow the gap of loss learning; opportunities for students who want to remain in a virtual learning environment; providing several avenues of mental health support services and a clean safe environment at all of our school sites.

Given the research that highlights the disparities of COVID-19 and its impact on our most vulnerable learners and student populations, our advisory groups advised us to provide additional resources, supports, and services to meet or exceed the specific academic and social-emotional needs of all students, including our advanced learners. A major priority was to address the needs of economically disadvantaged students in relation to both learning loss, and the unique social-emotional needs that were also magnified through the pandemic. The groups further emphasized the need to address the specific learning loss needs of our diverse learners (EL and SpEd populations). Further, the need to address human capital impacts that include the need for additional training; supports, recruitment and retention, and additional support staff. Groups also asked us to consider the community impact of COVID-19.

Additionally, separate indicators for social-emotional and mental wellness (e.g., counseling contacts for personal concerns, as well as survey results on student safety and well-being) were established and data analyzed to determine student and school needs for services and support.

The resources, support, and funding follow systemic models for both academic and social-emotional supports that align to the Priority Indicators. Overall, stakeholder input ensured spending is aligned to the core values of equity, integrity, and academic success for all students. Student needs and factors impacting academic and opportunity gaps, student performance and engagement, social-emotional well-being, and the impacts of the COVID-19 pandemic on students within our school's community are all factors our stakeholder groups asked us to use in determining the distribution and implementation of additional resources, supports, and services to schools and students provided by the one-time funding.

A description of how the LEA is implementing the **federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan**, and the successes and challenges experienced during implementation.

Journey is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan by focusing on three critical areas of need:

-Strategies for Continuous and Safe In-Person Learning

-Addressing the Impact of Lost Instructional Time

-Ensuring Interventions are Addressing Student Needs

In each of these areas the LEA has devised action items along with budgetary allocations to ensure students return to campus safely for in person learning while considering the impact of distance/virtual learning and the overall impact of loss of instructional time and the need for a tiered approach to intervention due to COVID-19.

As we have implemented the plan we have experienced the following successes:

COVID Mitigation Strategies have allowed us to ensure outside cleaning crew are disinfecting entire campus every night. Cleaning supplies, masks, testing provisions, etc. are used to reduce or prevent the spread of the Covid-19 virus on the campus.

Direct social emotional and mental health support in addition to implementing the SEL curriculum and engaging in culturally relevant practices to reduce student conflict, staff are working to support equip students to build self-confidence, teach conflict resolution strategies, increase learning and coping skills, encourage teamwork and create an inclusive school culture and community.

Extended instructional day has promoted a variety of learning opportunities. The instructional day was extended by forty-one minutes. This time is designated for providing enrichment and remedial support for all students. Teachers use data to drive and determine learning gaps and areas for acceleration which are addressed during this additional instructional time. As a result, we are observing a consistent decline of students not performing on grade level as measured by our internal assessments (diagnostics, curriculum benchmark and interim assessments).

The one area that continues to be a challenge is securing temporary certificated substitutes on a daily basis. Due to the overall shortage statewide we have had to contend with the issue of contracting with, hiring and retaining emergency certificated substitutes due to an increased need when teachers are required to quarantine.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Journey is using the fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans because each of the allocations are in alignment with the 2021-22 LCAP and Annual Update. Each of the identified goals in the LCAP have specific action steps that outline in detail funding needs. In each of the subsequent plans, there are detailed descriptions of how funds are being used in addition to the funds received from the LCFF.

Specifically in the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan, Journey has identified similar areas of need that are in alignment with the LCAP and have a direct correlation and impacted as a result of

COVID-19. The priority indicators are also identified in each document to ensure that all stakeholders are working towards accomplishing the goals, actions and expenditures of the 2021-22 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 803,622	\$ -	\$ -	\$ 326,527	1,130,149	\$ 994,309	\$ 135,840

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implement Targeted Reading Curriculum	All	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
1	2	Support Data Analysis	All	\$ 83,000	\$ -	\$ -	\$ -	\$ 83,000
1	3	Implement New Targeted ELD Curriculum and Program	English Learners	\$ 138,050	\$ -	\$ -	\$ -	\$ 138,050
1	4	Support learning loss Mitigation and enrichment	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ 157,607	\$ 157,607
2	1	Implement New Targeted Math Curriculum	All	\$ 98,000	\$ -	\$ -	\$ -	\$ 98,000
2	2	Support Data Informed Instruction	All	\$ 64,219	\$ -	\$ -	\$ -	\$ 64,219
2	3	Implement New Targeted ELD Curriculum and Program	English Learners	\$ 76,063	\$ -	\$ -	\$ -	\$ 76,063
2	4	Support learning loss Mitigation and enrichment	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ 168,920	\$ 168,920
3	1	Implement School Wide Solution Model	All	\$ 58,450	\$ -	\$ -	\$ -	\$ 58,450
3	2	Community Partnerships	All	\$ 23,300	\$ -	\$ -	\$ -	\$ 23,300
3	3	Support Parent & Family Connection	English Learners, Foster Youth, Low Income	\$ 39,122	\$ -	\$ -	\$ -	\$ 39,122
4	1	Fully Credentialed teachers	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	2	Misassigned teachers	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	3	Parent & Community Committees/Councils	All	\$ 18,344	\$ -	\$ -	\$ -	\$ 18,344
4	4	Parent & Stakeholder Engagement	All	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
4	5	Professional Development Survey Results	All	\$ 19,074	\$ -	\$ -	\$ -	\$ 19,074
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ -	\$ -	0.00%	0.00%	0.00%	\$ 803,622	0.00%	0.00%	Total:	\$ 803,622
								LEA-wide Total:	\$ 803,622
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implement Targeted Reading Curriculum	Yes	LEA-wide	All	Journey	\$ 150,000	0.00%
1	2	Support Data Analysis	Yes	LEA-wide	All	Journey	\$ 83,000	0.00%
1	3	Implement New Targeted ELD Curriculum	Yes	LEA-wide	English Learners	Journey	\$ 138,050	0.00%
1	4	Support learning loss Mitigation and enrich	Yes	LEA-wide	English Learners and Low-Income	Journey	\$ -	0.00%
2	1	Implement New Targeted Math Curriculum	Yes	LEA-wide	All	Journey	\$ 98,000	0.00%
2	2	Support Data Informed Instruction	Yes	LEA-wide	All	Journey	\$ 64,219	0.00%
2	3	Implement New Targeted ELD Curriculum	Yes	LEA-wide	English Learners	Journey	\$ 76,063	0.00%
2	4	Support learning loss Mitigation and enrich	Yes	LEA-wide	English Learners and Low-Income	Journey	\$ -	0.00%
3	1	Implement School Wide Solution Model	Yes	LEA-wide	All	Journey	\$ 58,450	0.00%
3	2	Community Partnerships	Yes	LEA-wide	All	Journey	\$ 23,300	0.00%
3	3	Support Parent & Family Connection	Yes	LEA-wide	English Learners and Foster Youth	Journey	\$ 39,122	0.00%
4	1	Fully Credentialed teachers	Yes	LEA-wide	All	Journey	\$ -	0.00%
4	2	Misassigned teachers	Yes	LEA-wide	All	Journey	\$ -	0.00%
4	3	Parent & Community Committees/Councils	Yes	LEA-wide	All	Journey	\$ 18,344	0.00%
4	4	Parent & Stakeholder Engagement	Yes	LEA-wide	All	Journey	\$ 36,000	0.00%
4	5	Professional Development Survey Results	Yes	LEA-wide	All	Journey	\$ 19,074	0.00%
		Parent & Stakeholder Engagement					\$ -	0.00%
							\$ -	0.00%

2022-23 Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement Targeted Reading Curriculum	Yes	\$ 150,000	\$ -
1	2	Support Data Analysis	Yes	\$ 83,000	\$ -
1	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 138,050	\$ -
1	4	Support learning loss Mitigation and enrichment	Yes	\$ 157,607	\$ -
2	1	Implement New Targeted Math Curriculum	Yes	\$ 98,000	\$ -
2	2	Support Data Informed Instruction	Yes	\$ 64,219	\$ -
2	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 76,063	\$ -
2	4	Support learning loss Mitigation and enrichment	Yes	\$ 168,920	\$ -
3	1	Implement School Wide Solution Model	Yes	\$ 58,450	\$ -
3	2	Community Partnerships	Yes	\$ 23,300	\$ -
3	3	Support Parent & Family Connection	Yes	\$ 39,122	\$ -
4	1	Fully Credentialed teachers	Yes	\$ -	\$ -
4	2	Misassigned teachers	Yes	\$ -	\$ -
4	3	Parent & Community Committees/Councils	Yes	\$ 18,344	\$ -
4	4	Parent & Stakeholder Engagement	Yes	\$ 36,000	\$ -
4	5	Professional Development Survey Results	Yes	\$ 19,074	\$ -
		Parent & Stakeholder Engagement		\$ -	\$ -
				\$ -	\$ -

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 803,622	\$ -	\$ 803,622	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Targeted Reading Curriculum	Yes	\$ 150,000		0.00%	0.00%
1	2	Support Data Analysis	Yes	\$ 83,000		0.00%	0.00%
1	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 138,050		0.00%	0.00%
1	4	Support learning loss Mitigation and enrichment	Yes	\$ -		0.00%	0.00%
2	1	Implement New Targeted Math Curriculum	Yes	\$ 98,000		0.00%	0.00%
2	2	Support Data Informed Instruction	Yes	\$ 64,219		0.00%	0.00%
2	3	Implement New Targeted ELD Curriculum and Program	Yes	\$ 76,063		0.00%	0.00%
2	4	Support learning loss Mitigation and enrichment	Yes	\$ -		0.00%	0.00%
3	1	Implement School Wide Solution Mode	Yes	\$ 58,450		0.00%	0.00%
3	2	Community Partnerships	Yes	\$ 23,300		0.00%	0.00%
3	3	Support Parent & Family Connector	Yes	\$ 39,122		0.00%	0.00%
4	1	Fully Credentialed teachers	Yes	\$ -		0.00%	0.00%
4	2	Misassigned teachers	Yes	\$ -		0.00%	0.00%
4	3	Parent & Community Committees/Councils	Yes	\$ 18,344		0.00%	0.00%
4	4	Parent & Stakeholder Engagement	Yes	\$ 36,000		0.00%	0.00%
4	5	Professional Development Survey Results	Yes	\$ 19,074		0.00%	0.00%
		Parent & Stakeholder Engagement		\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

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	j.woodsjefferson@realjourney.org

Plan Summary [2022-23]

General Information

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

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

The Journey School in Moreno Valley located at 25560 Alessandro Blvd. Moreno Valley, CA 92553 began serving students in the fall of 2014. The Journey School offers grades TK/K - 6th with an enrollment of over 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 2021-2022 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 2021-22 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 2021-2022 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 2021-2022 school year, Journey worked collaboratively with parent 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 2021-2022 school year was the continuance 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. 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.

Unfortunately due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California School Dashboard.

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. 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

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

A summary of the feedback provided by specific educational partners.

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 educational partner are as follows:

When speaking with parents and teachers 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 partners involved in ELAC meetings, some trends noticed included incorporating bilingual reading materials into the classroom, as well as in the resources sent home. The committee seeked educational partners 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 partners 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 partners 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. Educational partners agreed and supported the accommodations in assisting students with disabilities.

When engaging students via surveys, ASB and other student focus groups (by grade) students provided greater context of their needs as it relates to SEL support, student celebrations and clubs of interest for the upcoming school year. The administrators have met with teachers, counselors and support staff to implement ways to incorporate student feedback during summer professional development and have planned benchmarks throughout the year to survey students and measure the progress and success of the implementation.

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

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 parents, 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 partners 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 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 LCAP.

Goals and Actions

Goal #1

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

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	23.49% met or exceeded ELA in school year 2018/2019 CAASPP was not administered SY 19/20 due to COVID school closures	N/A for SY 21-22	[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	28.6% of the students met their Fall to Winter 19 projected growth in Language *A full NWEA assessment cycle was not administered during the 19/20 due to COVID school closures.	67.05% students tested met projected growth in reading	[Insert outcome here]	[Insert outcome here]	60% of students will meet their projected NWEA growth targets each year.

Internal Reading Assessment	28.6% of the students met grade level attainment in Reading.	44% met grade level attainment			60% of students will meet grade level attainment in reading.
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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 for [2021-22]

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.

Implementation of strategies and goals were successful, no reported substantive differences in planned actions and actual implementation of these actions.

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

PENDING ANNUAL UPDATE BUDGET NUMBERS

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

This year we have seen growth according to our assessment data. We have remarked that the increased learning time this year paired with the implementation of the Success for All curriculum has led to impressive student growth as measured by NWEA Map testing. In addition we have maintained and documented quality ELD instruction daily with our documentation folders. As we continue to look forward, we are

encouraged by the initial data and are optimistic that our CAASPP data will reflect this growth also. We continue to support instruction through continued professional development for teachers and staff, along with continuing to measure and meet our implementation goals.

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.

None

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

Goal #2

Goal #	Description
[Goal #2]	<p>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.</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>	N/A for SY 20-21	[Insert outcome here]	[Insert outcome here]	64% of students will meet or exceed their expected growth projections on the Math CAASPP assessments.
Internal Math Assessment	28.6% of the students met grade level attainment in Math.	N/A for 2021-22 SY	[Insert outcome here]	[Insert outcome here]	60% of students will meet grade level attainment in math
NWEA Mathematics Assessment	21.7% of the students met grade level attainment in Mathematics	70.03% of students who tested met projected growth in math	[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 for [2021-22]

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.

Implementation of strategies and goals were successful, no reported substantive differences in planned actions and actual implementation of these actions.

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

PENDING ANNUAL UPDATE BUDGET NUMBERS

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

This year the school has worked diligently and cohesively to implement the new math curriculum. SWUN math trainers have been on campus throughout the year to train and work with teachers in addition to the math lead teacher. We have continued to support math instruction with IXL. Teachers have implemented individual IXL plans for students so they can log in at home or in class to support and develop basic math skills. In addition we have had at-risk students participating in afterschool tutoring throughout the year. The net result of this work has been a close to 50% growth of students on track to make their annual growth target by the end of SY 2022 as measured by NWEA.

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.

From the reflections from the educational partners and SWUN math consultants we were unable to provide adequate year over year data for measuring school-wide growth for the metric to support our internal math assessment. Our goal #2.3 was to have a minimum of 28.6% of the students meet grade level attainment in Math. After collaboration with the SWUN Math publisher and consultant, beginning the 22-23 school year the curricular resource will have a tool to measure grade level progress and attainment for our LCAP.

No other changes have been made to the planned goals, metrics, desired outcomes, or actions for the coming year for this goal. With that said, a huge emphasis on the launch of our GATE program will be prioritized early in the 22-23SY in order to support our action steps aimed at supporting learning loss, mitigation, and enrichment.

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

Goal#3

Goal #	Description
[Goal #3]	<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%.	Suspension rate 1%	[Insert outcome here]	[Insert outcome here]	3% or less suspension rate
Expulsion Rate	0% expulsion rate	0% Expulsion Rate			Maintain 0% expulsion rate
Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	During the 2020-2021 school year survey participation was 15%.	23.11 % Participation			Increase parent and family climate survey responses to 80%
Attendance Rate	During the 2019-20 school year, 92% of students attended school in person or virtually via our flex model.	89.64% Attendance Rate			Average daily attendance will be equal to or greater than 96%.

Chronic Absenteeism	Chronic absenteeism during the 19-20 school year was 18%.	40.61% Chronic Absenteeism			Chronic absenteeism will be at a rate of 10%.
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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.		
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Goal Analysis for [2021-22]

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.

Implementation of strategies and goals were successful, no reported substantive differences in planned actions and actual implementation of these actions.

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

PENDING ANNUAL UPDATE BUDGET NUMBERS

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

Due to continued challenges presented by COVID 19, this goal was difficult. Although we were able to keep our suspension and expulsion rates low, we definitely met challenges around parent participation and attendance. We worked diligently making attendance calls and contacts to maintain good parent communication throughout the year and we have seen a lot of change in the last two months. We had two on campus evening events where we had over 300 parents and students in attendance. We continue to engage our parents as partners in school climate. This year we were able to partner with The Young Visionaries to provide a community resource fair where parents and students were able to receive COVID inoculations, and household goods. With the coming year we will continue to return towards engaging our families by on campus community events and family gatherings. We have had the most success in the past when we were able to engage our families face to face, and encouraged them to give their opinions and input. Attendance and Chronic Absenteeism continue to be a focus as, COVID 19 has presented such issues in our community around sick days and student support at home. We continue to make attendance calls, schedule parent conferences and visit the home of those who are still having difficulty in this area.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that results from reflections on prior practice.

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

Goal#4

Goal #	Description
[Goal #4]	<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> State Priorities: 1, 3, 7

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.	An average of 80% of parents and families have participated in school opportunities.	[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	We have maintained those partnerships and created two more community groups raising			Increase local community partnerships to 10.

		our total number to 6 partners.			
Maintain High Academic Standards for achievement	90% of teachers fully engage in professional development opportunities.	We continue to have 90% or more engagement in professional development activities.	[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	\$36,000.00	Y

		95% of families report they feel supported by their school 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 for [2021-22]

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.

Implementation of strategies and goals were successful, no reported substantive differences in planned actions and actual implementation of these actions.

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

PENDING ANNUAL UPDATE BUDGET NUMBERS

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

Due to Covid 19 restrictions this year this goal has once again presented many challenges. In person parent night activity participation has varied depending on activity and has ranged from an estimated 300-600 participants. Are participation rates in class DOJO, connectivity and communication have remained high. We have maintained participation from all community partner groups on our SSC, ELAC, and AAPAC while engaging our school community as a whole in LCAP decision making through presentations at our community events. Teachers have participated in professional development surveys where the data is guiding the professional development plans.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that results from reflections on prior practice.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,413,538	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.50%			32.50%

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

Required Descriptions

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

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.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our educational partners. These contributing actions are principally directed toward our unduplicated student population to help Journey be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. Our intention in doing this is to increase transparency for educational

partners when reading this plan so they can better understand the rationale behind each unique action. Many of these actions and services are being performed on a schoolwide basis in order to increase the overall efficiency and effectiveness.

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.

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

Journey has an enrollment of unduplicated student groups greater than 55% UPP. The methodology used to determine the need for additional staffing was an analysis of academic data (local, CAASPP, and ELPAC), any facility's needs, attendance, and demographic data in terms of the number of foster youth, English learners and low-income students.

Using this data the Journey has increased staff positions that will be for services foster youth, English learners and low-income students using Tier 1 and Tier 2 supports. These FTEs include:

- 2 Psychologists
- 1 Nurse
- 1 Teacher on Assignment
- 2 Counseling Interns
- 1 Instructional Support Specialist

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	PENDING	16 classified staff providing direct services to a student population of 589 students Staff-to-student ratio of classified staff providing direct services to students 37:1
Staff-to-student ratio of certificated staff providing direct services to students	PENDING	30 certificated staff providing direct services to a student population of 589 students Staff-to-student ratio of certificated staff providing direct services to students 20:1

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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