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

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Journey
CDS code:	33-10330-0138024
LEA contact information:	Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	**Amount**	
Total LCFF funds	$	8,370,674
LCFF supplemental & concentration grants	$	2,047,060
All other state funds	$	3,290,693
All local funds	$	34,100
All federal funds	$	1,012,670
Total Projected Revenue	$	12,708,137

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**	
Total Budgeted General Fund Expenditures	$	12,120,179
Total Budgeted Expenditures in the LCAP	$	3,624,000
Total Budgeted Expenditures for High Needs Students in the LCAP	$	3,624,000
Expenditures not in the LCAP	$	8,496,179

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**	
Total Budgeted Expenditures for High Needs Students in the LCAP	$	3,624,000
Actual Expenditures for High Needs Students in LCAP	$	1,978,759

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(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 LCAP includes all LCFF funds for the 2026-27 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.
No response required.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	

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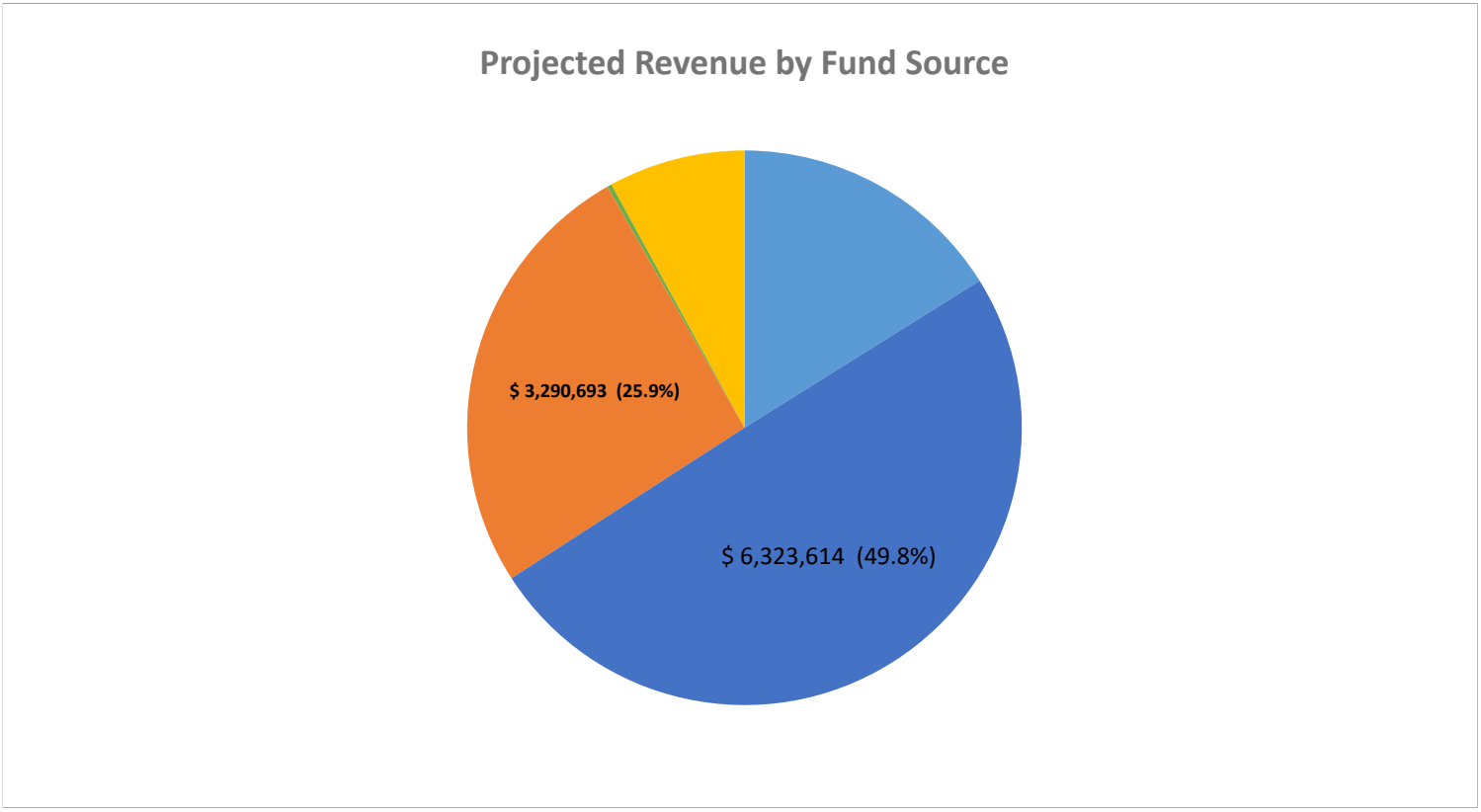
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

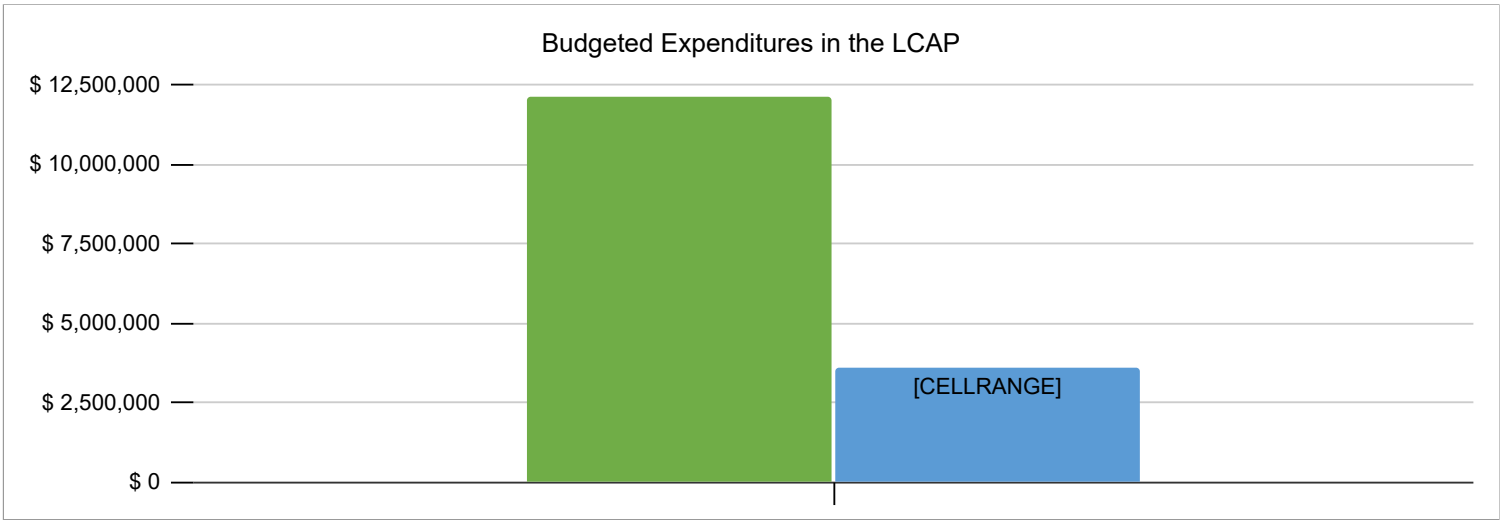
Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Journey is $12,708,137.00, of which $8,370,674.00 is Local Control Funding Formula (LCFF), $3,290,693.00 is other state funds, $34,100.00 is local funds, and $1,012,670.00 is federal funds. Of the $8,370,674.00 in LCFF Funds, $2,047,060.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Journey plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

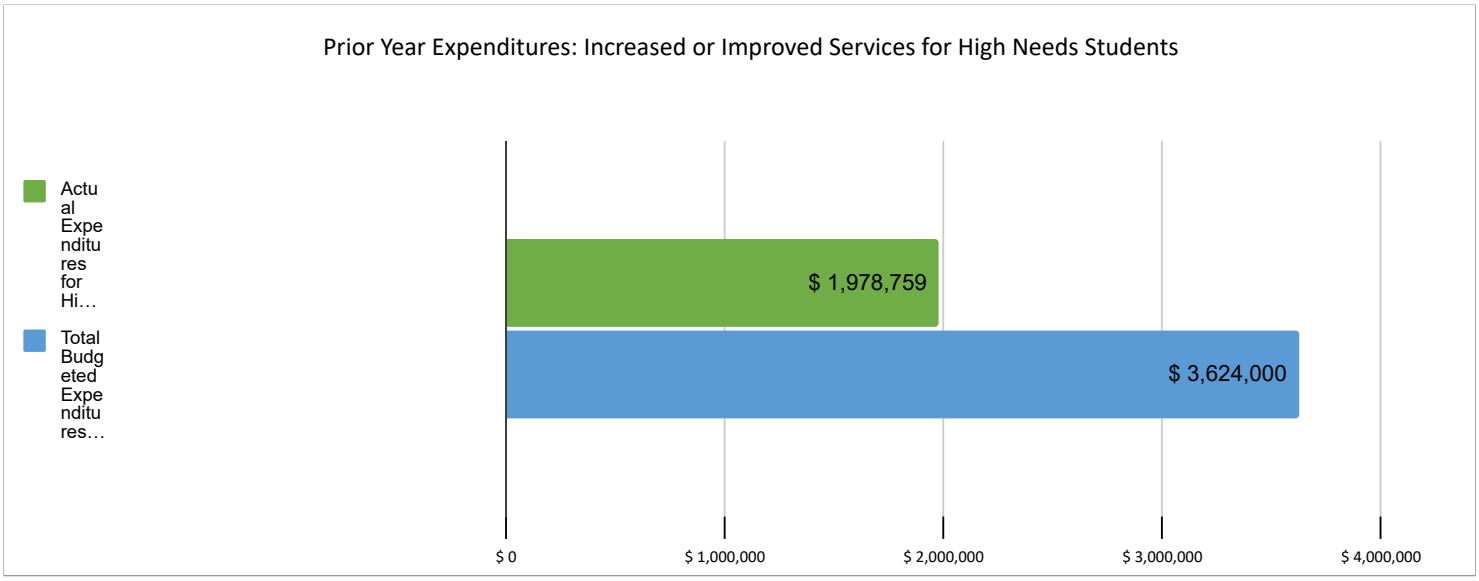
The text description of the above chart is as follows: Journey plans to spend $12,120,179.00 for the 2026-27 school year. Of that amount, $3,624,000.00 is tied to actions/services in the LCAP and $8,496,179.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2026-27 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Journey is projecting it will receive $2,047,060.00 based on the enrollment of foster youth, English learner, and low-income students. Journey must describe how it intends to increase or improve services for high needs students in the LCAP. Journey plans to spend $3,624,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Journey's LCAP budgeted $3,624,000.00 for planned actions to increase or improve services for high needs students. Journey actually spent $1,978,759.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,645,241.00 had the following impact on Journey's ability to increase or improve services for high needs students:

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.

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, Superintendent	j.woodsjefferson@realjourney.org 909-888-8458

Plan Summary [2026]

General Information

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

REAL Journey Academies (RJA) is a charter management organization established in 2009 that operates public charter schools throughout the Inland Empire. The organization's mission is to increase access to high-quality educational opportunities for students from historically underserved communities, particularly those who are socioeconomically disadvantaged or from minority backgrounds. RJA schools are intentionally located in communities such as Moreno Valley, San Bernardino, Highland, and Fontana to address longstanding educational inequities.

The Journey School, located at 25560 Alessandro Blvd., Moreno Valley, CA 92553, opened in Fall 2014 and serves students in Transitional Kindergarten through 6th grade, with an enrollment of approximately 570 students. The school serves a diverse student population, with a majority of students identifying as Hispanic/Latino (281 students) and Black/African American (225 students), along with smaller populations of White, Filipino, Pacific Islander, Asian, and American Indian students. The school also serves 53 English Learners, 94 students with disabilities, and 33 students identified as multilingual learners.

According to the California School Dashboard, 82.6% of students are socioeconomically disadvantaged, 8.6% are English Learners, and 1.6% are Foster Youth. These demographics highlight the importance of targeted supports and equitable access to high-quality instruction and services.

REAL Journey Academies is committed to developing active, engaged citizens through a focus on academic excellence, character development, and community service. The organization's vision is to transform communities by raising expectations for student achievement, expanding access to meaningful opportunities, and preparing the next generation of local leaders.

Central to this work is the continued refinement of the organization's eMindset framework of the Rising Entrepreneur identity, which serves as the foundation for leadership, systems, and school culture. The school's instructional program and culture are coherently aligned to the eMindset framework (eSkills, eAttributes, Growth, eFutures, eBalance, and eKnowledge) and reinforced through the R.I.S.E. PBIS expectations: Responsibility & Respect, Innovation & Integrity, Safety & Self-Awareness, and Equity & Entrepreneurship. These structures provide consistency across classrooms and grade levels and support a positive learning environment aligned to the school's mission and vision. From second through sixth grade, instruction is organized into three content areas—eKnowledge Enhancement (intervention, tutoring, eFutures [careers and financial literacy]), eSTEM (mathematics and science), and eHumanities (literacy and social sciences). This organizational structure supports focused instruction, targeted intervention, and collaboration among instructional staff. The eMindset emphasizes reflection, accountability, problem-solving, and continuous improvement, guiding how staff lead, make decisions, and support student outcomes. Through this approach, students are introduced to entrepreneurial thinking beginning in the early grades, supporting both college and career pathways while fostering creativity, innovation, and ownership of learning.

The Journey School's program is grounded in several key priorities:

- **Learning and Achievement:** Providing rigorous, standards-aligned instruction supported by a comprehensive Multi-Tiered System of Supports (MTSS).

- **Policy and Governance:** Ensuring alignment with board-adopted policies and accountability systems.

- **Family and Community Engagement:** Strengthening partnerships through intentional outreach and collaboration.

- **Fiscal Responsibility:** Aligning resources to support student needs and long-term sustainability.

To support these priorities, the school continues to refine its MTSS framework through integrated Solutions Teams, including Attendance, Community Connections, Cooperative Culture, Intervention, and Parent and Family Involvement teams. These teams collaboratively analyze data and implement targeted supports to address attendance, academic achievement, school culture, and social-emotional needs.

Based on California Dashboard data, key areas of focus include chronic absenteeism (34.8%, Red status) and continued improvement in English Language Arts and Mathematics, both performing in the Yellow range. In addition to California Dashboard data, the school utilizes internal PowerSchool data to monitor student progress in real time, allowing for more responsive and targeted interventions. Growth data indicates that approximately 69% of students improved in both English Language Arts and Mathematics, demonstrating progress toward closing achievement gaps.

The school continues to strengthen its Positive Behavioral Interventions and Supports (PBIS) framework through a comprehensive Social-Emotional Learning (SEL) approach. Students in TK–5 participate in Getting Along Together, while upper grade students participate in School Connect. Additional supports include a student incentive system (eBucks and student store), tiered behavioral interventions, daily check-ins, and administrative supports to promote positive behavior and school connectedness.

In alignment with its whole-child approach, The Journey School is expanding its literacy initiatives and strengthening partnerships with community organizations to provide wraparound services that address both academic and social-emotional needs. The school continues to build community partnerships to support schoolwide initiatives that serve the whole child.

The Journey School recognizes that strong partnerships are essential to student success. The school remains committed to increasing meaningful family engagement, strengthening school connectedness, and ensuring all students are supported academically, socially, and emotionally. Through the integration of the eMindset framework, MTSS, PBIS, and expanded community partnerships, the school continues to build a comprehensive system of support that prepares students for both college and career pathways.

Reflections: Annual Performance

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

Academic Performance:

The Journey School has demonstrated measurable progress in academic performance based on the California School Dashboard and local data. In English Language Arts, the school remains in the Yellow performance level with a distance from standard of 38.4 points below standard, reflecting continued growth with an increase of 4.8 points. Similarly, Mathematics performance remains in the Yellow category at 65.6 points below standard, with an increase of 9.2 points, indicating moderate improvement in student outcomes.

Additionally, student growth data reflects a positive trend, with approximately 69% of students improving their scores in both English Language Arts and Mathematics. English Learner Progress is a notable area of strength, with 48.8% of English Learners making progress toward proficiency, resulting in a Green performance level and a significant increase of 17.1%.

To further support academic outcomes, The Journey School has implemented a departmentalized instructional model for grades 2–6. Students rotate through specialized learning environments including eSTEM (focused on mathematics and science), eHumanities (focused on reading, writing, English Language Arts, and social studies), and eKnowledge Enhancement. The eKnowledge Enhancement block provides targeted support through remediation, acceleration, English Language Development (ELD), and eFutures, which integrates college, career, and career technical education (CTE) exposure. This model allows for differentiated instruction and targeted interventions aligned to student needs.

Academic Engagement:

Chronic absenteeism continues to be a significant area of need. The current rate of chronic absenteeism is 34.8%, placing the school in the Red performance level on the Dashboard. While rates have stabilized compared to prior years, absenteeism remains a barrier to student achievement and engagement.

In response, The Journey School has implemented a comprehensive and proactive approach to attendance improvement. During the summer, school staff conducted proactive meetings with parents and guardians of students with historical attendance concerns to establish expectations and build partnerships prior to the start of the school year. The school also held orientations and parent meetings that emphasized the importance of daily attendance, and this messaging has been consistently reinforced through newsletters, school communications, and award ceremonies.

To further promote positive attendance habits, the school has implemented incentive structures, including raffles for families of students with perfect attendance during award ceremonies. Additionally, the school has refined its attendance policies and practices by expanding the use of home visits. School administrators and the school social worker collaborate to conduct home visits not only for students identified as chronically absent, but also for students who are trending toward chronic absenteeism, allowing for earlier intervention and support.

Recognizing emerging trends, the school has also increased its focus on addressing excessive tardiness as an early indicator of attendance concerns. These efforts are supported through the Attendance Team within the MTSS Solutions Team structure, which monitors data, identifies trends, and implements targeted interventions.

In addition to California Dashboard data, the school utilizes internal PowerSchool data to monitor attendance trends and student engagement in real time, allowing for more responsive and targeted interventions.

While chronic absenteeism remains an area of need, overall attendance rates have shown a positive upward trend over time. Based on internal PowerSchool data, average daily attendance has increased from 89.17% in 2022–2023 to 92.07% in 2025–2026. This improvement reflects the impact of targeted attendance strategies, including proactive family engagement, attendance incentives, and early intervention systems. Despite this progress, the school recognizes that a subset of students continues to experience chronic absenteeism, and efforts will remain focused on addressing the root causes and providing targeted support.

Conditions and Climate:

The Journey School has made progress in improving school climate, as reflected in the reduction of the suspension rate to 5.0%, placing the school in the Yellow performance level. This reflects a decrease from prior years and indicates progress in implementing proactive behavioral supports.

To support continued improvement, the school has strengthened its Positive Behavioral Interventions and Supports (PBIS) framework and expanded Social-Emotional Learning (SEL) supports. Students participate in structured SEL curricula, including Getting Along Together for TK–5 and School Connect for upper grades. Additional supports include daily student check-ins, tiered behavioral interventions, and a student incentive system (eBucks and student store) to reinforce positive behavior. Restorative practices and counseling supports continue to be implemented to address student needs and reduce exclusionary discipline practices.

Overall Reflection:

Overall, The Journey School has demonstrated progress in academic achievement and school climate, particularly in English Language Arts growth, Mathematics improvement, and English Learner Progress. However, chronic absenteeism remains a critical area of focus. Through the continued implementation of the eMindset framework, MTSS structures, PBIS systems, and the departmentalized instructional model, the school is committed to addressing identified needs through a

comprehensive, data-driven approach. By leveraging both California Dashboard and internal PowerSchool data, The Journey School will continue to refine practices to support academic success, student engagement, and the overall well-being of all students.

Reflections: Technical Assistance

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

The Journey School is in Year 2 of Differentiated Assistance (DA) as identified through the California School Dashboard due to performance concerns for the Students with Disabilities (SWD) subgroup in the areas of chronic absenteeism and suspension rates.

The school entered DA as a result of the following data points: elevated suspension rates for SWD students, indicating disproportionality in discipline outcomes, and high levels of chronic absenteeism, limiting access to instruction and impacting academic performance.

In partnership with the San Diego County Office of Education (SDCOE), The Journey School engaged in a structured continuous improvement process that included Charter Orientation, Improvement Kickoff sessions, Affinity Group collaboration, and ongoing Putting It All Together (PIAT) sessions. This partnership supported the school in conducting a root cause analysis, strengthening data systems, and developing aligned strategies to improve outcomes for SWD students.

1. **Structured Attendance Monitoring and Data Systems** (Attendance Systems & Data Monitoring – aligned to Actions 3.1, 3.2)

We established a weekly Attendance Team that meets to review student-level attendance data, identify students at risk of chronic absenteeism, and assign targeted interventions. Real-time dashboards were developed to monitor trends by subgroup, and staff were trained on consistent attendance tracking and follow-up protocols. The school worked closely with both the **attendance director and special education director** to ensure alignment of supports and compliance with student needs.

2. **Strengthened Family Communication and Engagement** (Family Engagement & Communication – aligned to Actions 3.3, 3.4)

School staff increased direct outreach to families through phone calls, meetings, and ongoing communication regarding attendance expectations. Parent conferences were held for students identified as chronically absent, and families were provided with resources and strategies to improve attendance. In addition, the school partnered with the **school social worker (SW) and IEHP navigators**, who were present during meetings to connect families with community resources, health services, and support systems to reduce barriers to attendance.

3. **Proactive Attendance Interventions** (Targeted Student Supports – aligned to Actions 3.2, 3.5)

The school implemented early intervention strategies, including individualized attendance plans, check-ins with students, and short-term independent study contracts (up to 15 days) to prevent learning loss. Interventions were assigned before patterns of chronic absenteeism were established.

4. **Tiered Behavior Intervention System** (PBIS & Behavior Systems – aligned to Actions 3.6, 3.7)

A clearly defined tiered system was implemented to ensure interventions occur prior to suspension. This includes Tier 1 PBIS classroom strategies, required parent conferences, BIP development or revision, RBT intervention support, and administrative review before any suspension decision.

5. **Expanded Behavioral and Social-Emotional Supports** (SEL & Intervention Supports – aligned to Actions 3.7, 3.8)

The school increased access to RBT services, counseling, and structured SEL support. Students received daily check-ins, goal setting, and incentives tied to behavior improvement. Targeted students were provided individualized support plans aligned to their IEPs and behavioral needs.

6. **Restorative Practices and Re-Entry Processes** (School Climate & Restorative Practices – aligned to Actions 3.6, 3.9)

Restorative practices were implemented schoolwide to address student behavior through reflection, accountability, and relationship-building. Structured re-entry meetings were conducted following suspensions to ensure students returned with a support plan and clear expectations. IEP meetings were also conducted, when appropriate, to review behavior plans, revise or develop Behavior Intervention Plans (BIPs), and ensure alignment between student needs and supports.

7. **Improved Onboarding for Newly Enrolled SWD Students** (Special Education Systems & Access – aligned to Actions 2.3, 3.5)

Systems were developed to identify and support newly enrolled SWD students immediately upon enrollment. This included review of IEPs, scheduling of support services, communication with teachers, and early implementation of accommodations and behavior supports.

8. **Enhanced Staff Communication and Student Support Tools** (Collaboration & Inclusive Practices – aligned to Actions 2.2, 2.3, 3.7)

The school created IEP "snapshot" documents to provide teachers with quick access to accommodations, goals, and behavior supports. Regular collaboration meetings between general education teachers, special education staff, and administration ensured consistent implementation of support across settings, including communication with yard and lunch supervisors.

9. **Professional Development for Tier 1 Instruction and Classroom Management** (Teaching and Coaching – aligned to Actions 1.1, 2.1, 2.5)

Teachers participated in ongoing professional development focused on classroom management, differentiation, and inclusive instructional practices aligned to the CSTPs. Coaching and observation cycles supported implementation, with an emphasis on meeting the needs of SWD students within Tier 1 instruction.

10. **Data-Driven Continuous Improvement Systems** (Continuous Improvement & Data Systems – aligned to Actions 1.2, 3.1, 3.2)

The school implemented, and will continue to, regular data cycles where leadership teams analyzed attendance, behavior, and academic data collectively. Cross-analysis was used to identify students experiencing multiple risk factors (e.g., attendance and behavior), and empathy interviews were conducted to better understand student and family needs.

Comprehensive Support and Improvement

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

Schools Identified

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

The Journey School is in Differentiated Assistance (DA) as identified through the California School Dashboard due to performance concerns for the Students with Disabilities (SWD) subgroup in the areas of chronic absenteeism and suspension rates.

Support for Identified Schools

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

Real Journey Academies (RJA), in partnership with the San Diego County Office of Education (SDCOE), continues to support Journey School through ongoing Differentiated Assistance (DA) work, similar to the 2024-2025 school year, by providing structured coaching, data analysis cycles, and continuous improvement processes focused this year on improving outcomes for Students with Disabilities (SWD) in attendance and behavior.

Real Journey Academies (RJA) provides comprehensive and structured support to The Journey School, identified for Comprehensive Support and Improvement (CSI), through a cohesive system aligned with Differentiated Assistance (DA), Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS),

and the RJA eMindset (R.I.S.E.) framework. In the development of the CSI plan, the LEA collaborates closely with school leadership to analyze multiple data sources, including CAASPP, NWEA, attendance, and suspension data, to identify trends, student group needs, and root causes of underperformance, particularly for Students with Disabilities (SWD) and English Learners (EL). This work is grounded in a structured continuous improvement process supported through the 2025–2026 DA schedule, which included Charter Orientation, Improvement Kickoff sessions, Affinity Group meetings, and ongoing Putting It All Together (PIAT) sessions. During these sessions, school and LEA teams engaged in deep data analysis using Satellite, Map, and Street Data protocols, conducted empathy interviews, developed problem statements, and completed root cause analysis focused on chronic absenteeism and suspension disproportionality for SWD students. These efforts directly informed the development of aligned strategies and ensured that the CSI plan is fully connected to LCAP goals, actions, and resource allocation.

To support implementation, RJA provides ongoing instructional coaching and professional development focused on standards-based instruction, differentiation, and targeted support for SWD and EL students, aligned to the California Standards for the Teaching Profession. The LEA also supports the refinement and expansion of MTSS, including academic interventions, behavioral supports, and social-emotional learning services such as counseling and Registered Behavior Technician (RBT) support. Structured attendance systems—including weekly attendance team meetings, real-time data monitoring, proactive outreach, and individualized intervention plans—have been implemented to improve student engagement and reduce chronic absenteeism. In addition, behavior and school climate systems have been strengthened through PBIS, restorative practices, and the RJA eMindset (R.I.S.E.) framework, including the implementation of tiered interventions, re-entry processes, and alignment of Behavior Intervention Plans (BIPs) through IEP processes. RJA ensures ongoing monitoring and continuous improvement through regular data review cycles, leadership collaboration, and consistent oversight. School leaders engage with LEA teams to review progress, evaluate the effectiveness of strategies, and make data-informed adjustments. CSI efforts are intentionally integrated with DA work and mid-year LCAP review processes, ensuring coherence across all improvement efforts and preventing isolated initiatives. Particular attention is given to monitoring the progress of student groups, especially SWD and EL students, and to addressing overlapping needs such as students experiencing both attendance and behavior challenges.

To promote long-term sustainability, RJA prioritizes capacity building by strengthening internal leadership systems, increasing staff data literacy, and enhancing instructional and intervention practices. The LEA supports the development of sustainable systems for attendance, behavior, and academic support while maintaining alignment across LCAP, CSI, DA, WASC, and SARC processes. As a result of this comprehensive and aligned support—including the structured DA cycle and embedded continuous improvement work—The Journey School has demonstrated improved attendance and engagement, reduced reliance on exclusionary discipline, increased system coherence, and measurable academic growth, including gains in CAASPP performance. RJA will continue to provide targeted support and oversight to ensure sustained progress and improved outcomes for all students.

Monitoring and Evaluating Effectiveness

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

Real Journey Academies (RJA), in partnership with the San Diego County Office of Education (SDCOE), supports The Journey School in monitoring and evaluating the effectiveness of actions and services through a structured continuous improvement process aligned with Differentiated Assistance (DA), Comprehensive Support and Improvement (CSI), and the Local Control and Accountability Plan (LCAP), with a specific focus on improving outcomes for Students with Disabilities (SWD) in the areas of suspension and chronic absenteeism.

Establishment of Metrics
The LEA has identified specific metrics aligned with improving outcomes for SWD students, particularly in reducing suspension rates and chronic absenteeism. These metrics include attendance rates, chronic absenteeism percentages, suspension data (overall and by subgroup), implementation of Behavior Intervention Plans (BIPs), and participation in intervention supports. Additional metrics include academic performance indicators (CAASPP and NWEA), social-emotional measures, and access to support through MTSS. By clearly defining these metrics, the school ensures that progress for SWD students can be systematically monitored and evaluated over time.

Regular Data Collection
The Journey School engages in ongoing and systematic data collection to monitor SWD outcomes related to attendance and behavior. Data is collected through attendance tracking systems, discipline records, MTSS intervention logs, and progress monitoring tools. Through the DA process with SDCOE, the school utilizes structured data protocols, including Satellite, Map, and Street Data, to analyze trends in SWD chronic absenteeism and suspension. Data is reviewed at regular intervals through Attendance Team meetings, MTSS/Solutions Team meetings, and DA Team cycles, ensuring timely identification of students in need of support and allowing for proactive intervention.

Ongoing Analysis and Evaluation
The LEA conducts continuous analysis of collected data to evaluate the effectiveness of strategies implemented to support SWD students. This includes examining trends in suspension reduction, improvements in attendance consistency, and the impact of tiered interventions such as PBIS supports, RBT services, and individualized attendance plans. Through the DA partnership with SDCOE, the school engages in root cause analysis, empathy interviews, and problem-solving cycles to refine practices. Data is compared against baseline measures and reviewed during quarterly CSI reviews and mid-year LCAP evaluations to determine the effectiveness of actions and inform necessary adjustments.

Education Partner Group Engagement
The Journey School actively engages Education Partner Groups—including teachers, administrators, parents, students, and community partners—in evaluating the effectiveness of support for SWD students. Feedback is gathered through surveys, meetings, conferences, and collaboration with families of SWD students. Additionally, partnerships with support providers, including social workers and community-based organizations, provide insight into barriers impacting attendance and behavior. This inclusive approach ensures that the monitoring process reflects diverse perspectives and supports equitable outcomes for SWD students.

Continuous Improvement
The LEA implements a continuous improvement model through the Leading for Success (LFS) framework, which aligns with DA and CSI efforts. This model includes assessing current conditions, setting measurable goals for SWD attendance and behavior, developing action plans, and reviewing progress on a quarterly basis through SFA reports and CSI monitoring cycles. Leadership teams determine the effectiveness of actions using established rubrics and adjust strategies accordingly. The school has also established targeted solutions committees (e.g., Attendance, Intervention, Cooperative Culture, and Family Engagement) to address root causes connected to SWD suspension and chronic absenteeism.

In addition, the administration participates in performance management meetings every three weeks with RJA leadership to review progress, ensure alignment of resources, and refine strategies. Site leaders and staff also engage in ongoing coaching and evaluation aligned with the Leading for Success process. Through the structured DA cycle with SDCOE—including PIAT sessions and ongoing collaboration—the school continuously refines its systems to better support SWD students.

Through a comprehensive monitoring and evaluation system aligned with RJA, SDCOE, DA, and CSI processes, The Journey School ensures that actions and services targeting SWD suspension and chronic absenteeism are effectively implemented and continuously improved. This includes the systematic use of data, ongoing stakeholder engagement, and structured continuous improvement cycles. As a result, the school has strengthened its ability to identify needs, implement targeted supports, and adjust practices to improve outcomes for SWD students. The school remains committed to refining these systems and engaging its community through ongoing communication, including meetings, events, and newsletters, to ensure that progress reflects the values, goals, and expectations of its stakeholders while promoting equitable student success.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Community Partners	Parents and families were engaged through a continuous cycle of communication and collaboration. Engagement begins in the summer through school orientations, where expectations related to academics, attendance, school culture, and available supports are communicated and feedback is gathered through discussions and informal input opportunities. These efforts continue throughout the year through Back to School Night, Open House, and annual parent-teacher conferences. Parents and community partners also participate in monthly meetings, including School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), and Special Education Parent Advisory Committee (SEPAC), where they collaborate with administration to review data, discuss student needs, and provide input on school priorities and LCAP development. Additional input is gathered through surveys, newsletters, ParentSquare, ClassDojo, and family engagement events such as Literacy Nights. Parents consistently emphasized the importance of improving attendance, increasing academic achievement for students below grade level, maintaining rigorous instruction, and expanding social-emotional learning (SEL) supports. Community partners were engaged through ongoing collaboration and communication. Partnerships with organizations such as McKinley (mental health services) and IEHP (family support services) provided insight into student and family needs beyond the classroom. Additional partners, including local businesses such as John's Incredible Pizza and Raising Cane's, supported student recognition programs and incentives.
Site Administrators	Site administrators were engaged through leadership meetings, data analysis, and collaboration with educational partners. Administrators reviewed California School Dashboard and internal PowerSchool data to identify trends in academic performance, attendance, and school climate. They gathered input from staff, students, and families through meetings, events, and ongoing communication, and collaborated with teachers and staff through coaching cycles, classroom observations, and participation in Solutions Teams to refine strategies aligned to LCAP goals.

Classified and Other School Personnel	Classified staff were engaged through staff meetings, professional development, and participation in Solutions Teams. Their input was informed by their direct work with students and families, particularly in areas related to attendance, behavior, and intervention supports. Support staff provided feedback based on their role in delivering small group instruction, including intervention, fluency practice, remediation, and acceleration. Paraprofessionals contributed insight into the needs of students with disabilities, including academic and behavioral supports. Office staff also provided input based on their daily interactions with families, helping identify communication needs and engagement strategies. Classified staff also supported family engagement events such as Literacy Nights, strengthening connections between students, families, and the school community.
Teachers	Teachers were engaged through professional development, grade-level collaboration, and participation in the Instructional Leadership Team (ILT), which meets regularly to analyze student data, identify instructional needs, and plan next steps to improve student outcomes. Teachers also participate in schoolwide Solutions Teams focused on Attendance, Intervention, Cooperative Culture, Community Connections, and Parent and Family Involvement. Through these structures, teachers collaborate to review data, identify trends, and provide input on strategies to support academic achievement, student engagement, and school climate. Teacher feedback emphasized the importance of targeted instruction, literacy development, mathematics achievement, and the continued implementation of social-emotional learning practices.
Students	Students were engaged through surveys, classroom discussions, and participation in school activities. In addition, the school has established a student leadership team that provides opportunities for students to contribute to decision-making and action planning related to school initiatives. Student input highlighted the importance of school connectedness, engagement, and a positive school climate, which informed efforts to strengthen student supports and engagement strategies.
School Site Council (SSC)	The School Site Council (SSC), along with other parent advisory groups (ELAC, AAPAC, SEPAC), met regularly to collaborate with administration, review data, and provide input on LCAP priorities. These groups supported the focus on improving academic achievement, increasing attendance, strengthening family engagement, and expanding SEL supports. Their feedback contributed to the development and refinement of LCAP goals and actions.
Governing Board	The Governing Board reviewed and provided input on the development of the LCAP through public meetings. The Board examined California School Dashboard data and local measures, including PowerSchool data, and served as an accountability partner to ensure that LCAP goals and actions align with student needs, organizational priorities, and compliance requirements.

Educational partner engagement occurred throughout the year through a continuous cycle of data review, feedback, and refinement of actions. Input gathered from teachers, staff, parents, students, and community partners was analyzed alongside California School Dashboard data and internal PowerSchool data to identify trends and areas of need. This feedback directly informed the development, refinement, and prioritization of LCAP goals, actions, and services to ensure alignment with student needs and continuous improvement.

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

At The Journey School, the development and adoption of the Local Control and Accountability Plan (LCAP) is a collaborative, data-informed process that is directly influenced by feedback from educational partners. Throughout the year, input is gathered through ongoing engagement structures, including monthly School Site Council (SSC), African American Parent Advisory Council (AAPAC), English Learner Advisory Committee (ELAC), and Special Education Parent Advisory Committee (SEPAC) meetings, as well as staff meetings, Instructional Leadership Team (ILT) collaboration, Solutions Teams, student leadership opportunities, and family engagement events.

Educational partner feedback consistently emphasized several key priorities, including improving student attendance, increasing academic achievement for students performing below grade level, maintaining rigorous, standards-aligned instruction, and expanding social-emotional learning (SEL) and behavioral supports. Parents and families highlighted the need for increased awareness of attendance and its impact on student outcomes, while staff identified the need for targeted academic interventions, structured instructional supports, and continued professional development. Students emphasized the importance of school connectedness, engagement, and a positive school climate.

This feedback directly influenced the development and refinement of LCAP goals, actions, and services. As a result, the school strengthened its Multi-Tiered System of Supports (MTSS) through the continued implementation and refinement of schoolwide Solutions Teams focused on Attendance, Intervention, Cooperative Culture, Community Connections, and Parent and Family Involvement. These teams were structured to address the specific needs identified by educational partners and to ensure a coordinated approach to student support.

In response to feedback related to attendance, the school expanded its Attendance and Truancy Action Plan to include proactive summer meetings with families of students with historical attendance concerns, increased communication through orientations, newsletters, and parent meetings, and the implementation of incentives for both students and families. Additionally, the school refined its approach to home visits by involving administrators and the school social worker to support students who are chronically absent or at risk of becoming chronically absent. Feedback also led to an increased focus on addressing tardiness as an early indicator of attendance concerns.

Academic feedback from teachers and families contributed to the implementation of a departmentalized instructional model in grades 2–6, allowing for targeted instruction through eSTEM, eHumanities, and eKnowledge Enhancement blocks. This structure supports differentiated instruction, intervention, and enrichment, including English Language Development (ELD) and eFutures, which provides early exposure to college and career pathways.

Feedback related to school climate and student well-being led to the strengthening of the Positive Behavioral Interventions and Supports (PBIS) framework and the continued implementation of SEL programs, including Getting Along Together and School Connect. Additional supports, such as daily student check-ins, tiered behavioral interventions, and student incentive systems (eBucks and student store), were expanded to promote positive behavior and increase student engagement.

Input from educational partners also reinforced the importance of community partnerships and wraparound services. As a result, the school continued to strengthen partnerships with organizations such as McKinley and IEHP to provide mental health services, family support, and access to community resources.

Throughout the process, feedback from all educational partners was analyzed alongside California School Dashboard data and internal PowerSchool data to identify trends and prioritize actions. The adopted LCAP reflects this alignment between stakeholder input and data-driven decision-making, ensuring that goals, actions, and services are responsive to the needs of students, families, and the broader school community.

Goals and Actions

Goal #1

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Rate of teacher misassignment as relates to:
-Equity
-Professional Learning
-Resource Alignment
-Teachers

Student access to standards-aligned instructional materials as relates to:
-Curriculum
-Instruction
-Resource Alignment

Facilities in good repair as relates to:
-Culture and Climate
-Resource Alignment

Priority 2: State Standards (Conditions of Learning)
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:
-Assessment
-Curriculum
-Equity
-Instruction
-Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)
Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:
-Assessment

-Curriculum
-Equity
-Instruction

Priority 7: Course Access (Conditions of Learning)
-Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:
-Curriculum
-Equity
-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed the goal of maintaining high academic standards for all students in English Language Arts (ELA) to address ongoing academic needs and ensure consistent student success. This goal is rooted in current data analysis and the need to accelerate student learning and close achievement gaps for all student groups. This goal aligns with identified needs from both California School Dashboard data and educational partner input.

Recent California School Dashboard data indicates that while the school has demonstrated growth in ELA, with an increase of 4.8 points, overall performance remains 38.4 points below standard, placing the school in the Yellow performance level. This indicates that although progress is being made, a significant gap still exists between current student performance and grade-level expectations. Additionally, internal assessment data, including NWEA and classroom-based measures, continue to show that a substantial number of students are not yet meeting grade-level standards in ELA. As a result, it is essential to maintain a goal that prioritizes targeted, rigorous ELA instruction aligned with the California Common Core State Standards.

Student growth data further supports the need for this goal, as approximately 69% of students demonstrated improvement in ELA from the prior year. While this reflects positive momentum, it also indicates that a portion of students are not yet making sufficient progress toward proficiency, reinforcing the need for continued targeted support.

Another key reason for the development of this goal is the continued performance of student groups, particularly students with disabilities and English Learners. Students with disabilities remain significantly below standard in ELA despite showing growth, indicating the need for intensified, differentiated instruction and targeted interventions. Addressing these disparities is critical to closing achievement gaps and ensuring equitable access to high-quality instruction.

This goal is further informed by the school's participation in Differentiated Assistance (DA), where root cause analysis identified the need to strengthen Tier 1 instruction, intervention systems, and access to instruction for Students with Disabilities. As a result, the school has prioritized inclusive instructional practices, targeted interventions, and increased alignment between academic, behavioral, and attendance systems to support improved outcomes for SWD students.

In contrast to prior years, English Learner Progress has shown improvement, with 48.8% of English Learners making progress toward proficiency, resulting in a Green performance level. While this reflects a positive trend, continued focus is necessary to ensure sustained growth and increased reclassification rates. The Journey School remains committed to providing designated and integrated English Language Development (ELD) aligned to the California ELD Standards to support language acquisition and academic achievement.

Educational partner feedback further influenced the development of this goal, with parents and staff emphasizing the need for targeted academic support, increased literacy development, and differentiated instruction to meet the needs of all learners. This feedback reinforced the importance of strengthening instructional practices and intervention systems.

To address these needs, The Journey School has implemented a departmentalized instructional model in grades 2–6, where students receive targeted instruction through eHumanities (ELA-focused), allowing for more focused literacy instruction and differentiation. Additionally, the school continues to strengthen its Multi-Tiered System of Supports (MTSS) through Solutions Teams and intervention blocks, ensuring that students receive timely and targeted support based on data.

The school is also strengthening its literacy initiative to improve foundational reading skills, comprehension, and writing across grade levels.

The school also utilizes internal PowerSchool data alongside assessment data to monitor student progress in real time, allowing for responsive instructional adjustments and targeted interventions.

By aligning instruction with the RJA Instructional Framework and utilizing pacing plans, unit plans, and curriculum support materials designed to meet the needs of diverse learners, The Journey School provides a consistent and structured approach to instruction. This is further supported through ongoing coaching, classroom observations, and collaboration through the Instructional Leadership Team (ILT), ensuring instructional practices are continuously refined to meet student needs.

Ultimately, the development of this goal reflects The Journey School's commitment to addressing current academic gaps, accelerating student learning, and ensuring that all students have access to high-quality, standards-aligned instruction in ELA. Through targeted, rigorous instruction and aligned systems of support, the school aims to close performance gaps and promote long-term academic success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP English-Language Arts Schoolwide	31.93% of all students met or exceeded standards during the 2022-23 CAASPP administration.	32.50% of all students met or exceeded standards during the 2023-24 CAASPP administration.	32.13% of all students met or exceeded standards during the 2024-2025 CAASPP administration.	55% of all students will meet or exceed standards during the 2025-26 CAASPP administration.	We maintained the number of students who met or exceeded standards during the CAASPP administration.
	CAASPP English-Language Arts Students with Disabilities	4% of all Students with Disabilities met or exceeded standards during the 2022-2023 CAASPP administration.	11% of all Students with Disabilities met or exceeded standards during the 2023-2024 CAASPP administration.	10.71% of all Students with Disabilities met or exceeded standards during the 2024-2025 CAASPP administration.	25% of all Students with Disabilities will meet or exceed standards during the 2025-2026 CAASPP administration.	We maintained the number of students with disabilities who met or exceeded standards during the CAASPP administration.
	CAASPP English-Language Arts English Learners	12% of all English Learners met or exceeded standards during the 2022-2023 CAASPP administration.	11% of all English Learners met or exceeded standards during the 2023-2024 CAASPP administration.	16% of all English Learners met or exceeded standards during the 2024-2025 CAASPP administration.	26% of all English Learners will meet or exceed standards during the 2025-2026 CAASPP administration.	There was a 5**%** increase in the number of English Learners who met or exceeded standards during the CAASPP administration.
2	NWEA English-Language Arts Assessment Growth	41% students who tested Fall to Winter of the 2023-2024 school year met or exceeded their projected growth goal in reading.	50% students who tested Fall to Spring of the 2024-2025 school year met or exceeded their projected growth goal in reading.	53% students who tested Fall to Spring of the 2025-2026 school year met or exceeded their projected growth goal in reading.	60% students who tested Fall to Spring of the 2026-2027 school year will meet or exceed their projected growth goal in reading.	There was a 3% increase in the number of students met or exceeded their projected growth goal in reading.
3	NWEA English-Language Arts Assessment Attainment	43% of students who tested Fall to Winter of the 2023-2024 school year met or exceeded grade level attainment.	25% of students who tested in Spring of the 2024-2025 school year met or exceeded grade level attainment.	36% of students who tested in Spring of the 2025-2026 school year met or exceeded grade level attainment.	52% of students who tested Fall to Spring of the 2026-2027 school year will meet or exceed grade level attainment.	There was a 11% increase in the number of students who met or exceeded grade level attainment in reading.
4	English Learner Reclassification Rate	During the 2023-2024 school year, 41% of students progressed at least one English Language Performance Indicator (ELPI) level.	31.7% of all English Learners during the 2023-2024 ELPAC administration progressed at least one English Language Performance Indicator (ELPI) level.	48.8% of all English Learners during the 2024-2025 ELPAC administration progressed at least one English Language Performance Indicator (ELPI) level.	During the 2026-2027 school year, 58% of students progress at least one English Language Performance Indicator (ELPI) level.	There was a 17.7% increase in the number of English Learners who progressed at least one English Language Performance Indicator (ELPI) level.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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

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

The Journey School remained committed to maintaining high academic standards in English Language Arts (ELA) through the implementation of targeted and rigorous instruction aligned with the California Common Core State Standards. Instructional practices were guided by the RJA Instructional Framework and supported through pacing plans, unit plans, and curriculum-aligned resources. A key component of this work was the consistent collaboration among grade-level teams, where teachers analyzed student data to inform instructional practices and close learning gaps. This work was further strengthened through collaboration within the Instructional Leadership Team (ILT) and schoolwide Solutions Teams, which supported data analysis and instructional planning at multiple levels.

Planned actions included the implementation of structured data cycles, professional development focused on differentiated instruction, and targeted support for English Learners and students with disabilities. Teachers utilized assessment data, including NWEA and classroom-based measures, to inform instruction and intervention. The school also continued its partnership with the Riverside County Office of Education (RCOE) to strengthen English Language Development (ELD) practices. Internal PowerSchool data was used to monitor student progress in real time and inform responsive instructional adjustments.

The school also participated in a data pilot in collaboration with the Riverside County Office of Education (RCOE), where administrators engaged in multiple sessions focused on analyzing systemwide data and strengthening the school's capacity to dive deeper into student-level data. Through this work, administrators collaborated with other schools, shared best practices, and refined data analysis processes to better inform instructional decision-making and targeted interventions. This experience enhanced the school's ability to utilize data more effectively to support student outcomes.

In addition, site administrators and instructional coaches engaged in ongoing coaching with the RCOE ELD department focused on the Plan-Do-Study-Act (PDSA) cycle. Through this work, leaders strengthened their ability to support instructional planning, analyze student outcomes, and provide targeted feedback to teachers. This learning was then implemented through a pilot with select teachers, focusing on improving pedagogy and refining feedback cycles. The use of the PDSA framework supported more intentional instructional adjustments and strengthened the alignment between data, instruction, and student outcomes.

While the school remained aligned to its planned actions, several refinements were made during implementation to better meet student and staff needs. A significant adjustment was the implementation of a departmentalized instructional model in grades 2–6, allowing for more targeted literacy instruction and differentiation. Additionally, the school strengthened its Multi-Tiered System of Supports (MTSS) by refining the role of Solutions Teams to provide more strategic, data-driven interventions.

The school also implemented a daily designated ELD block of 30 minutes across all grade levels. For students in grades 2–6, this instruction was delivered during the eKnowledge Enhancement block by teachers who also participated in the ELD Champions team and collaborated closely with RCOE through professional development and instructional walkthroughs.

During implementation, adjustments were made to improve the effectiveness of ELD instruction in Kindergarten. Initially, ELD was scheduled during Learning Lab time, where instruction was embedded within play-based learning. While this supported language development, the structure was not optimal for designated ELD. As a result, the

schedule was revised to provide ELD during a more structured instructional block that maintained opportunities for collaboration while strengthening the focus on language development.

Additional refinements were made to the school's literacy and assessment practices. A reading difficulty screener was implemented for students in Transitional Kindergarten through 2nd grade to gather baseline data, inform instruction, and identify students in need of targeted support in foundational literacy skills. NWEA Fluency data was used to guide small group instruction, allowing teachers to focus on specific skill gaps such as phonological awareness and use this data to inform next instructional steps. For students in grades 3–6, multiple data sources, including NWEA Growth assessments administered three times per year, writing benchmarks, and Interim Assessment Blocks (IABs/FIABs), were used to monitor progress and inform instructional adjustments and targeted interventions.

Several challenges were experienced during implementation. Ensuring consistent instructional practices across classrooms required ongoing coaching and support, particularly with the introduction of new structures such as departmentalization and enhanced MTSS systems. Additionally, while progress was made, students with disabilities continue to perform below standard, requiring continued targeted intervention and support. Maintaining a consistent and effective approach to ELD implementation across all grade levels also required adjustments and ongoing professional learning.

Despite these challenges, several successes were observed. Student growth data indicates that a majority of students demonstrated improvement in ELA, reflecting positive academic momentum. Collaboration among teachers increased through ILT, grade-level teams, and Solutions Teams, strengthening instructional coherence and shared accountability. The implementation of departmentalized instruction and refined MTSS practices improved the school's ability to provide targeted and differentiated support to students. Additionally, strengthened ELD practices, supported through the RCOE partnership, contributed to improved outcomes for English Learners.

Overall, implementation of the ELA goal was characterized by responsiveness, continuous improvement, and a commitment to meeting the diverse needs of students. Through the integration of MTSS, ILT structures, departmentalized instruction, enhanced data practices, and refined ELD implementation, the school strengthened its ability to provide high-quality, standards-aligned instruction and targeted support for all learners. The school will continue refining instructional practices, strengthening intervention systems, and leveraging data to support academic growth.

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

Action 1: Support Data Informed Instruction
Budgeted Expenditures: $175,000.00
Estimated Actual Expenditures: $121,000
Material Difference: $54,000
Explanation:The material difference is due to an implementation in grades 1st-6th during the 25-26 school year. The school wide implementation will take place during the 26-27 school year.

Action 2: Implemented Targeted Reading Curriculum
Budgeted Expenditures: $167,000
Estimated Actual Expenditures:$156,489
Material Difference:$10,511
Explanation:There is no material difference.

Action 3 : ELD Curriculum
Budgeted Expenditures: $128,000
Estimated Actual Expenditures:$115,315
Material Difference:$12,685
Explanation:There is no material difference.

Action 4: Reading Lead Support for Teachers
Budgeted Expenditures: $90,000
Estimated Actual Expenditures:$100,212
Material Difference:$10,212
Explanation: There is no material difference.

Action 5: Enrichment
Budgeted Expenditures: $250,000
Estimated Actual Expenditures:$188,700
Material Difference:$61,300
Explanation: The enrichment program will be expanded from 4th-6th grade through and include students in grades 1st-6th grade in the 26-27. school year.

Action 6: NWEA Software and Professional Development
Budgeted Expenditures: $185,000
Estimated Actual Expenditures:$53,600
Material Difference:$131,400
Explanation: NWEA provided professional development at a discounted rate for the 25-26 school year. The discount will not be applied during the 26-27 school year.

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

The actions implemented at The Journey School have been largely effective in advancing progress toward the goal of maintaining high academic standards in English Language Arts (ELA), particularly through strengthening instructional practices, expanding data use, and refining intervention systems. Recent data indicates that approximately 69% of students demonstrated growth in ELA, and the school showed improvement on the California School Dashboard, increasing 4.8 points while remaining in the Yellow performance level. These outcomes reflect positive momentum and indicate that the implemented actions are contributing to improved student performance.

Professional development and instructional coaching have been highly effective in building teacher capacity. Through ongoing collaboration with Success For All (SFA) partners, internal academic teams, and site leadership, teachers have strengthened their ability to deliver standards-aligned instruction and implement differentiated strategies. This was further enhanced through participation in the RCOE ELD coaching cycles and the implementation of the Plan-Do-Study-Act (PDSA) framework, which improved the quality of instructional planning, feedback, and responsiveness to student data. As a result, teachers have demonstrated increased confidence and consistency in instructional delivery.

The use of data to inform instruction has been a significant area of effectiveness. Teachers and administrators engaged in regular data analysis cycles through PLCs, ILT, and Solutions Teams, using NWEA Growth data, NWEA Fluency assessments, writing benchmarks, and Interim Assessment Blocks (IABs/FIABs) to identify student needs and adjust instruction. The school's participation in the RCOE data pilot further strengthened the ability of administrators and teachers to analyze systemwide and

student-level data, resulting in more targeted and strategic instructional decisions. Additionally, the use of internal PowerSchool data allowed for real-time monitoring of student progress, supporting more responsive and timely interventions.

Targeted instructional supports and interventions have also contributed to progress. The implementation of a departmentalized instructional model in grades 2–6 has been effective in increasing opportunities for differentiation and targeted literacy instruction. Small group instruction, intervention blocks, and MTSS-aligned supports have allowed teachers to address specific skill gaps and provide more individualized support. The use of Read180 for targeted intervention in grades 3–6 and NewsELA to support writing development and standards-aligned feedback has strengthened literacy instruction and provided additional opportunities for student growth.

Efforts to support early literacy have also shown effectiveness. The implementation of a reading difficulty screener in Transitional Kindergarten through 2nd grade has provided valuable baseline data to identify students in need of early intervention, allowing teachers to target foundational literacy skills more effectively. Additionally, NWEA Fluency data has supported targeted small group instruction by identifying specific areas of need, such as phonological awareness, and informing next instructional steps.

The implementation of the designated ELD program has also contributed to improved outcomes for English Learners. The introduction of a daily 30-minute designated ELD block across all grade levels, supported by ELD Champions and the RCOE partnership, has strengthened language development instruction. This is reflected in improved English Learner Progress, with 48.8% of EL students making progress, resulting in a Green performance level. Adjustments made to improve ELD implementation in early grades further strengthened the effectiveness of this action.

While these actions have been largely effective, some areas have been less effective or require continued refinement. Students with disabilities continue to perform below standard, indicating a need for further strengthening of targeted interventions and supports. Additionally, ensuring consistent implementation of instructional practices across classrooms remains an area of focus, particularly with the introduction of new systems such as departmentalization, MTSS refinement, and enhanced data practices. Initial implementation of some strategies required adjustments, including refining ELD scheduling in early grades and strengthening alignment between data analysis and instructional planning.

Through the school's Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) work, additional systems were implemented to strengthen support for Students with Disabilities, including improved data analysis processes, enhanced MTSS structures, and increased collaboration between general education, special education, and leadership teams. These efforts contributed to a more cohesive system of support and improved alignment between instructional practices and student needs.

Overall, the actions implemented have been effective in improving instructional practices, strengthening data-driven decision-making, and increasing student growth in ELA. The integration of MTSS, ILT structures, departmentalized instruction, enhanced literacy supports, and expanded data systems has created a more cohesive and responsive instructional program. These actions demonstrate a shift from isolated instructional practices to a more cohesive, systems-based approach to improving student outcomes. While continued focus is needed to support all student groups, particularly students with disabilities, the actions to date have established a strong foundation for continued progress toward achieving high academic standards for all students.

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

Reflecting on prior implementation and student outcomes, The Journey School has identified key areas for refinement in its goals, metrics, target outcomes, and actions to strengthen progress in English Language Arts (ELA). These changes are grounded in analysis of California School Dashboard data, local assessment data, and educational partner feedback, as well as insights gained through ongoing continuous improvement processes, including Differentiated Assistance (DA) and collaboration with the Riverside County Office of Education (RCOE).

One significant refinement for the coming year is an increased emphasis on both student growth and attainment. While prior efforts demonstrated positive growth trends, including improvement on NWEA and Dashboard indicators, the school identified the need to ensure that growth translates into students meeting grade-level standards. As

a result, updated metrics and target outcomes will more explicitly measure both progress and proficiency, allowing for more precise monitoring of student achievement and readiness for future academic success.

In response to reflection on instructional practices, the school will continue to strengthen its Multi-Tiered System of Supports (MTSS) by refining intervention structures and increasing alignment across academic, behavioral, and attendance systems. Solutions Teams will continue to play a central role in analyzing data and coordinating targeted supports, with an increased focus on early identification and intervention for students at risk of not meeting grade-level expectations.

Instructional delivery has also been refined through the continued implementation and strengthening of the departmentalized model in grades 2–6. This structure will be further optimized to ensure targeted, differentiated instruction in ELA through the eHumanities block, while the eKnowledge Enhancement block will continue to provide focused intervention, enrichment, and support for English Learners and students requiring additional academic assistance.

Based on reflections from prior implementation, the school has strengthened its literacy approach through the use of multiple, aligned assessment tools and targeted supports. For early learners, the use of a reading difficulty screener in Transitional Kindergarten through 2nd grade will continue to inform foundational literacy instruction and early intervention. NWEA Fluency data will continue to guide small group instruction by identifying specific skill gaps, while students in grades 3–6 will be monitored through NWEA Growth assessments, writing benchmarks, and Interim Assessment Blocks (IABs/FIABs) to ensure data-driven instructional adjustments.

A key change for the coming year is the continued refinement of English Language Development (ELD) practices. Building on prior implementation, the school will maintain a daily designated ELD block across all grade levels, with continued support from ELD Champions and the RCOE partnership. Adjustments made to improve scheduling and instructional delivery, particularly in early grades, will be sustained to ensure that English Learners receive effective, structured language development instruction. These efforts aim to build on recent improvements in English Learner Progress and support continued growth and reclassification.

Professional development and coaching structures have also been strengthened as a result of reflection on prior practice. The school will continue to implement coaching cycles aligned to the California Standards for the Teaching Profession (CSTPs), with an increased focus on instructional consistency and effective differentiation. Additionally, the use of the Plan-Do-Study-Act (PDSA) cycle, introduced through collaboration with RCOE, will be expanded to support continuous improvement in instructional practices and feedback systems.

The role of classified staff and instructional aides will continue to be refined to support student learning more effectively. Building on prior success, support staff will remain actively engaged in small group instruction, intervention, and classroom support, providing an additional layer of targeted assistance for students.

Data use and analysis will continue to be enhanced through participation in structured data cycles. Building on participation in the RCOE data pilot, the school will further strengthen its ability to analyze both systemwide and student-level data. Internal PowerSchool data will continue to be utilized alongside assessment data to monitor progress in real time and inform responsive instructional decisions.

Additionally, through the school's participation in Differentiated Assistance (DA) and alignment with Comprehensive Support and Improvement (CSI) efforts, actions have been refined to better support Students with Disabilities (SWD). This includes strengthening inclusive instructional practices, improving collaboration between general education and special education staff, and enhancing intervention systems to ensure that SWD students have equitable access to instruction and support.

Overall, the changes made to the goal, metrics, target outcomes, and actions reflect a shift toward a more cohesive, systems-based approach to instruction and student support. By strengthening alignment across MTSS, instructional practices, data systems, and targeted interventions, The Journey School is better positioned to meet the needs of all students and continue progress toward achieving high academic standards in ELA.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Support Data Informed Instruction	The Journey School will continue to strengthen data-informed instructional practices through structured collaboration, professional development, and the use of multiple data sources to improve student achievement in English Language Arts. a. 100% of teachers will participate in grade-level PLCs to analyze student data, including NWEA Growth (BOY, MOY, EOY), NWEA Fluency, writing benchmarks, Interim Assessment Blocks (IABs/FIABs), and classroom-based assessments to inform instructional planning. b. Teachers in grades 3–6 will utilize interim and benchmark assessment data to drive instructional decisions, monitor progress toward grade-level standards, and adjust instruction based on identified student needs. c. The school will continue to collaborate with Success For All (SFA) partners and internal academic teams to support teachers and administrators in implementing effective instructional practices aligned to the RJA Instructional Framework. d. Teachers and administrators will engage in ongoing professional development focused on differentiated instruction, foundational literacy, and standards-based practices to strengthen Tier 1 instruction. e. The school will continue participation in the RCOE data pilot and internal data cycles (ILT, Solutions Teams) to strengthen systemwide and student-level data analysis and ensure responsive instructional adjustments. This action supports Goal 1 by ensuring that instructional decisions are driven by timely and accurate data, allowing teachers to target instruction, address learning gaps, and improve student achievement in ELA.	175,000	Y

2	Implement Targeted Reading Curriculum	The Journey School will continue to implement a comprehensive, standards-aligned literacy program across Transitional Kindergarten through 6th grade to strengthen reading proficiency and foundational literacy skills. a. 100% of teachers and administrators will receive training and coaching on the implementation of the Success For All (SFA) curriculum and foundational literacy strategies. b. Teachers will implement curriculum with fidelity, including: ● Success For All (SFA) as the core literacy curriculum across Transitional Kindergarten through 6th grade ● Standards-based literacy instruction aligned to grade-level expectations ● Supplemental literacy supports across grades c. Teachers will collaborate weekly in grade-level teams to plan instruction, analyze student data, and adjust instructional practices. d. The school will continue to strengthen foundational literacy instruction through the use of Heggerty phonemic awareness in early grades to support phonics, decoding, and early reading development. e. Administrators and academic teams will provide ongoing coaching, classroom observations, and feedback to ensure high-quality implementation and instructional alignment. This action supports Goal 1 by strengthening core literacy instruction across all grade levels and ensuring that all students build the foundational and advanced reading skills necessary to meet or exceed grade-level standards in ELA.	167,000	Y

3	Implement Targeted ELD Curriculum and Program	The Journey School will continue to implement structured and targeted English Language Development (ELD) instruction to support English Learners in developing language proficiency and accessing grade-level content. a. Teachers and support staff will implement a daily 30-minute designated ELD block across all grade levels aligned to the California ELD Standards. b. In grades 2–6, ELD instruction will be delivered through the eKnowledge Enhancement block by teachers who participate in the ELD Champions team. c. All students identified as English Learners will receive both designated and integrated ELD instruction, with ongoing progress monitoring to ensure growth. d. The school will continue collaboration with the Riverside County Office of Education (RCOE) through professional development, coaching, and instructional walkthroughs to strengthen ELD practices. e. Professional development will be provided for teachers, paraprofessionals, and educational support staff to support effective ELD implementation and language development strategies. This action supports Goal 1 by improving English Learners' access to grade-level content and accelerating language acquisition, leading to increased academic achievement in ELA.	128,000	Y
4	Instructional Reading Lead for Support for Teachers	The school will continue to designate instructional leadership support to strengthen literacy instruction and build teacher capacity across all grade levels. ● A reading specialist and instructional leaders will provide ongoing coaching, modeling, and collaboration with teachers to strengthen ELA instruction and differentiation. ● Instructional leaders will support implementation of literacy programs, including Success For All (SFA) as the core literacy curriculum across TK–6, Heggerty, Read180, and NewsELA. ● Coaching cycles will include classroom observations, feedback, and alignment to teacher goals based on the California Standards for the Teaching Profession (CSTPs). ● Instructional leaders will support data analysis and instructional planning through ILT, PLCs, and Solutions Teams to ensure consistent and effective practices. This action supports Goal 1 by increasing teacher effectiveness and ensuring consistent implementation of core literacy instruction, resulting in improved student outcomes in ELA.	90,000	Y

5	Support learning loss Mitigation and enrichment	The Journey School will continue to provide targeted intervention and enrichment opportunities to address learning gaps and extend learning for all students. a. Students identified as “at risk” will receive differentiated small group instruction during the school day and through intervention blocks aligned to MTSS. b. Educational Support Personnel (ESPs), paraprofessionals, and instructional aides will provide push-in and pull-out support, including fluency practice, remediation, and targeted skill development. c. Students will participate in enrichment opportunities, including GATE programs and extended learning opportunities, to deepen academic engagement and achievement. d. Students will engage in structured enrichment and intervention through the eKnowledge Enhancement block, which includes intervention, ELD, and eFutures (college/career exposure). e. The school will continue to promote student engagement in reading and literacy through incentives, recognition programs, and schoolwide initiatives. This action supports Goal 1 by providing targeted intervention and enrichment opportunities that address individual learning needs and accelerate progress toward grade-level proficiency in ELA.	250,000	Y
6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	The Journey School will continue to utilize NWEA Measures of Academic Progress (MAP) and NWEA Fluency assessments to monitor student growth and inform instruction. ● 100% of students will participate in NWEA MAP assessments (BOY, MOY, EOY) to track academic growth and inform instructional planning. ● NWEA Fluency assessments will be used to identify foundational literacy needs and guide targeted small group instruction. ● Teachers will participate in professional development on NWEA administration, data analysis, and goal setting to ensure effective use of assessment data. ● Assessment data will be integrated with internal PowerSchool data and other measures to support real-time monitoring and targeted interventions. This action supports Goal 1 by providing reliable data to monitor student growth, inform instruction, and ensure that interventions are aligned to student needs.	185,000	Y

Goal #2

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

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

-Assessment

-Curriculum

-Equity

-Instruction

-Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)

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

-Assessment

-Curriculum

-Equity

-Instruction

Priority 7: Course Access (Conditions of Learning)

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

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed the goal of maintaining high academic standards for all students in mathematics to address persistent gaps in student achievement while building on recent growth trends. This goal is grounded in analysis of California School Dashboard data, internal NWEA data, English Learner subgroup data, and educational partner input.

Recent California School Dashboard data indicates that mathematics performance remains an area of need. The school is currently performing 65.6 points below standard in mathematics, placing the school in the Yellow performance level; however, the school demonstrated notable improvement with an increase of 9.2 points. Additionally, 69.9% of students improved their scores from the prior year, indicating moderate growth across the student population.

While this growth reflects progress in instructional practices and intervention systems, a significant number of students have not yet met grade-level standards, highlighting the need to continue strengthening both attainment and achievement in mathematics.

In addition to California School Dashboard data, the school utilizes internal PowerSchool and NWEA data to monitor student progress in real time, allowing for more responsive and targeted instructional adjustments and interventions.

Internal NWEA data further supports this trend. Recent assessment data indicates that while students are demonstrating growth across grade levels, a large percentage of students remain in the lower performance bands. For example, schoolwide data shows that approximately 29% of students are performing below the 25th percentile, with additional students in the 21st–40th percentile range, indicating that many students are still performing below grade-level expectations.

At the same time, growth data indicates that students are making progress, with a significant number of students meeting or exceeding growth projections across grade levels. This demonstrates that instructional systems are beginning to positively impact student outcomes, but additional focus is needed to translate growth into proficiency.

Student group data further reinforces the need for this goal. Students with disabilities continue to perform significantly below standard, at 117.8 points below standard; however, this group demonstrated substantial growth, increasing by 38.5 points.

English Learner subgroup data provides additional insight into areas of progress and continued need. Current English Learners are performing 101.9 points below standard in mathematics, although they demonstrated growth of 9.1 points. In contrast, recently reclassified English Learners are performing 10.7 points above standard, indicating strong long-term outcomes when students reach proficiency. English-only students are performing 69.3 points below standard, with a 6.7 point increase. This data highlights both the effectiveness of current supports and the continued need to accelerate progress for current English Learners to ensure equitable access to grade-level content.

Educational partner feedback also influenced the development of this goal. Teachers, families, and staff emphasized the need for consistent instructional practices, targeted intervention, and increased opportunities for students to engage in rigorous and meaningful mathematical learning experiences.

In response to these identified needs, The Journey School is strengthening its mathematics instructional program through alignment with the RJA Instructional Framework, continued implementation of a departmentalized model in grades 2–6 (including eSTEM for focused math and science instruction), and refinement of its Multi-Tiered System of Supports (MTSS). These systems ensure that instruction is data-driven, targeted, and responsive to student needs.

Additionally, this goal is informed by the school's participation in Differentiated Assistance (DA), where root cause analysis identified the need to strengthen Tier 1 instruction, improve access to grade-level content, and enhance intervention systems, particularly for Students with Disabilities.

Ultimately, this goal reflects The Journey School's commitment to building on demonstrated growth while increasing the percentage of students who meet or exceed standards in mathematics. By strengthening instructional practices, aligning systems of support, and maintaining a focus on equity, the school aims to ensure that all students are prepared for long-term academic success in mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Math-Schoolwide	During the 2022-2023 school year, 21.76% met or exceeded Math standards for CAASPP.	During the 2023-2024 school year, 25% met or exceeded Math standards for CAASPP. (74.9 points below standard)	During the 2024-2025 school year, 24.26% met or exceeded Math standards for CAASPP. (65.6 points below standard)	During the 2026-2027 school year, 34% will meet or exceed Math standards for CAASPP.	We maintained the number of students who met or exceeded standards during the CAASPP administration. (Increase 9.2 Points DFS)
	CAASPP Math-Students with Disabilities	During the 2023-2024 school year, 7.69% met or exceeded Math standards for CAASPP.	8% of all Students with Disabilities met or exceeded standards during the 2023-2024 CAASPP administration. (156.3 points below standard)	8.93% of all Students with Disabilities met or exceeded standards during the 2024-2025 CAASPP administration. (117.8 points below standard)	During the 2026-2027 school year, 21% of students will meet or exceed Math standards for CAASPP.	There was a 1% increase in the number of students with disabilities who met or exceeded standards during the CAASPP administration. (Increased 38.5 Points DFS)
	CAASPP- Math English Learners (IFEP, RFEP, EO)	During the 2023-2024 school year, 11.36% met or exceeded Math standards for CAASPP.	11% of all English Learners met or exceeded standards during the 2023-2024 CAASPP administration. (no performance color)	20% of all English Learners met or exceeded standards during the 2024-2025 CAASPP administration. (no performance color) (49.6 points below standard)	During the 2026-2027 school year, 26% of students will meet or exceed Math standards for CAASPP.	There was a 9% increase in the number of English Learners who met or exceeded standards during the CAASPP administration. (Increase 34.6 Points DFS)

2	NWEA Math Assessment Growth	During the 2023-2024 school year, 62% of students who tested Fall to Winter met or exceeded their projected growth goal in math.	53% students who tested Fall to Spring of the 2024-2025 school year met or exceeded their projected growth goal in math.	68.8% students who tested Fall to Spring of the 2025-2026 school year met or exceeded their projected growth goal in math.	During the 2026-2027 school year, 70% of students tested will meet or exceed grade level projected growth goals.	There was a 15.8% increase in the number of students met or exceeded their projected growth goal in math.
3	NWEA Math Assessment Attainment	During the 2023-2024 school year, 43% of students who tested Fall to Winter met or exceeded grade level attainment.	43.86% of students who tested in Spring of the 2024-2025 school year met or exceeded grade level attainment.	38% of students who tested in Spring of the 2025-2026 school year met or exceeded grade level attainment.	During the 2026-2027 school year, 51% of students tested will meet or exceed grade level attainment.	There was a 5.86% decrease in the number of students who met or exceeded grade level attainment in math.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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

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

Over the past school year, The Journey School implemented a strategic and data-driven approach to mathematics instruction with the goal of increasing student achievement and improving access to grade-level standards for all students. This work was grounded in the use of multiple data sources, including California School Dashboard data, NWEA assessments, and internal PowerSchool data, to guide instructional planning, intervention, and continuous improvement efforts.

A key component of implementation was the strengthening of collaborative structures. Grade-level Professional Learning Communities (PLCs), the Instructional Leadership Team (ILT), and schoolwide Solutions Teams met regularly to analyze student performance data, identify learning gaps, and plan targeted instructional responses. Over the course of the year, the depth and effectiveness of data conversations improved significantly, with teams moving from general data review to more targeted, action-oriented planning aligned to student needs.

The school also strengthened its instructional model through the implementation of a departmentalized structure in grades 2–6, including eSTEM for focused mathematics and science instruction. This model allowed for more targeted differentiation, flexible grouping, and increased instructional focus on mathematical concepts. This shift represented a substantive refinement from prior implementation and supported more consistent delivery of standards-aligned instruction.

Teachers utilized multiple assessment tools to inform instruction, including NWEA Growth assessments administered three times per year, as well as classroom-based formative assessments. NWEA data, including growth and proficiency bands, was used to identify students performing below grade level and to monitor progress over time. Internal PowerSchool data was also used to track student performance in real time, allowing teachers and administrators to adjust instruction and interventions more responsively.

Professional development and instructional coaching were key components of implementation. Teachers participated in ongoing professional development focused on differentiation, small group instruction, and effective mathematics instruction aligned to the RJA Instructional Framework. In addition, administrators and instructional leaders engaged in collaboration with the Riverside County Office of Education (RCOE), including participation in a data pilot and coaching cycles focused on strengthening instructional practices through the Plan-Do-Study-Act (PDSA) framework. This supported more intentional instructional planning and improved feedback systems for teachers.

The school also continued to refine its Multi-Tiered System of Supports (MTSS) to better address student needs. Targeted small group instruction, intervention blocks, and support from Educational Support Personnel (ESPs), paraprofessionals, and teachers allowed for more individualized support in mathematics. These supports were aligned to identified student needs and informed by ongoing data analysis.

Student outcomes reflect both successes and continued areas of need. California School Dashboard data indicates that the school improved by 9.2 points in mathematics and is now 65.6 points below standard, demonstrating measurable growth while highlighting the need for continued focus on proficiency. Additionally, 69.9% of students demonstrated improvement, indicating positive momentum in instructional practices. At the same time, internal NWEA data shows that a significant percentage of students remain in the lower performance bands, with approximately 29% of students performing below the 25th percentile, indicating that many students are still not meeting grade-level expectations.

Subgroup data reflects both progress and ongoing challenges. Students with disabilities demonstrated substantial growth (+38.5 points) but remain significantly below standard, indicating a continued need for targeted intervention and support. English Learner data also showed improvement; however, current English Learners continue to perform below standard, while recently reclassified students are performing above standard, highlighting the importance of continued language and academic support.

Several challenges were identified during implementation. Ensuring consistency of instructional practices across classrooms and grade levels required ongoing coaching and support. Additionally, translating student growth into grade-level proficiency remains an area of focus, as many students are improving but have not yet met standards. Time constraints, competing priorities, and varying levels of teacher also impacted the pace and consistency of implementation.

Despite these challenges, several key successes were evident. Teacher collaboration strengthened across PLCs, ILT, and Solutions Teams, leading to more consistent use of data to inform instruction. The implementation of the departmentalized eSTEM model improved the school's ability to provide targeted and differentiated mathematics instruction. Additionally, strengthened data systems, including the use of PowerSchool and NWEA, supported more responsive instructional adjustments and intervention planning.

Through participation in Differentiated Assistance (DA), the school also strengthened its systems for supporting student groups, particularly Students with Disabilities, by improving data analysis processes, refining MTSS structures, and increasing alignment between instruction, intervention, and student needs.

Overall, implementation of this goal demonstrated meaningful progress in strengthening instructional practices, improving data use, and increasing student growth in mathematics. The work completed this year established a strong foundation for continued improvement, with a clear focus moving forward on increasing student proficiency, strengthening Tier 1 instruction, and ensuring equitable outcomes for all student groups.

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

Action 1: Support Data Informed Instruction
Budgeted Expenditures: $127,000
Estimated Actual Expenditures:$111,212
Material Difference:$18,788
Explanation: The material difference is due to a reduced number of students in the IXL platform (grades 3rd-6th)..

Action 2: Math Lead for Support for Teachers
Budgeted Expenditures: $85,000
Estimated Actual Expenditures:$ 0
Material Difference:$85,000
Explanation: Material difference is due to the math lead being hired in the 26-27 school year.

Action 3 : Math Curriculum
Budgeted Expenditures: $144,000
Estimated Actual Expenditures:$177,940
Material Difference:$33,940
Explanation: The material difference is due to vendor discount for curriculum.

Action 4 : ELD Support
Budgeted Expenditures: $102,000
Estimated Actual Expenditures:$100,000
Material Difference:$2,000
Explanation: There is no material difference.

Action 5 : Enrichment
Budgeted Expenditures: $238,000
Estimated Actual Expenditures:$175,430
Material Difference:$62,570
Explanation:The enrichment program will be expanded from 4th-6th grade through and include students in grades 1st-6th grade in the 26-27. school year.

Action 6 : NWEA Software and Professional Development
Budgeted Expenditures: $185,000
Estimated Actual Expenditures:$120,255
Material Difference:$64,745
Explanation: NWEA provided professional development at a discounted rate for the 25-26 school year.

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

The Journey School has implemented a series of intentional, data-informed actions to improve student achievement in mathematics. To date, these actions have demonstrated overall effectiveness in progressing toward the goal of increasing student mastery of grade-level standards. Evidence from both California School Dashboard data and internal assessment measures indicates positive growth trends, while also highlighting the need to continue strengthening student proficiency.

Professional development and instructional coaching have been effective in building teacher capacity and aligning instruction to the RJA Instructional Framework. Teachers engaged in ongoing professional learning focused on differentiation, small group instruction, and data-driven practices. In addition, collaboration with the Riverside County Office of Education (RCOE), including participation in a data pilot and coaching cycles aligned to the Plan-Do-Study-Act (PDSA) framework, strengthened instructional

planning and feedback systems. As a result, teachers demonstrated increased confidence and consistency in delivering rigorous, standards-aligned mathematics instruction.

The use of data has been a highly effective component in supporting instructional improvement. Grade-level PLCs, the Instructional Leadership Team (ILT), and Solutions Teams regularly analyzed NWEA MAP data, interim assessments, and classroom-based measures to inform instructional decisions. The integration of PowerSchool data allowed for real-time monitoring of student performance, enabling teachers and administrators to implement timely and targeted interventions. This has led to more intentional small group instruction and increased responsiveness to student needs.

The implementation of the departmentalized instructional model in grades 2–6, including eSTEM for focused mathematics instruction, has been an effective refinement in improving instructional delivery. This structure allowed for increased differentiation, flexible grouping, and deeper focus on mathematical concepts, contributing to improved student engagement and more aligned instruction across classrooms.

Targeted intervention systems aligned to the Multi-Tiered System of Supports (MTSS) have also contributed to student progress. Students identified as at risk received differentiated small group instruction during core instruction and intervention blocks. Educational Support Personnel (ESPs), paraprofessionals, and teachers provided push-in and pull-out support, reinforcing foundational skills and supporting targeted areas of need. The addition of Thinkverse, an AI-based adaptive math program, has further supported personalized learning by providing students with individualized practice aligned to grade-level standards. This has been effective in reinforcing skills and supporting both intervention and enrichment.

The use of NWEA MAP assessments has been effective in monitoring student growth and informing instructional practices. Students participated in assessments three times per year, and teachers used the data to set goals, monitor progress, and adjust instruction. Results indicate that 69.9% of students demonstrated growth, and the school improved by 9.2 points on the California School Dashboard. These outcomes reflect positive progress toward the goal.

However, while the actions implemented have been effective in increasing student growth, there are areas where effectiveness remains limited. NWEA proficiency data indicates that a significant percentage of students remain below grade-level expectations, with approximately 29% of students performing below the 25th percentile. This demonstrates that while students are improving, many have not yet reached proficiency.

Subgroup data reflects both effectiveness and continued need. Students with disabilities demonstrated substantial growth, indicating that targeted supports and MTSS systems are having a positive impact; however, this group continues to perform significantly below standard. English Learner data also reflects progress, with current English Learners demonstrating growth, while recently reclassified students are performing above standard. This suggests that while supports are effective over time, there is a need to accelerate progress for current English Learners.

Additionally, ensuring consistent implementation of instructional practices across classrooms and grade levels remains an area for continued improvement. While systems such as PLCs, ILT, and coaching cycles have strengthened instruction, variability in implementation has impacted overall effectiveness.

Through participation in Differentiated Assistance (DA) and alignment with Comprehensive Support and Improvement (CSI) efforts, the school has strengthened systems to address these challenges, including improved data analysis processes, enhanced MTSS structures, and increased collaboration between general education, special education, and leadership teams.

Overall, the actions implemented to date have been effective in improving instructional practices, strengthening data use, and increasing student growth in mathematics. The integration of MTSS, the eSTEM instructional model, Thinkverse, and strengthened data systems has created a more responsive and aligned instructional program. Moving forward, the school will focus on increasing student proficiency, strengthening Tier 1 instruction, and ensuring consistent implementation across classrooms to fully achieve the goal of high academic standards in mathematics.

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

Reflecting on prior year implementation, student outcomes, and comprehensive data analysis, The Journey School has identified several key areas for refinement to strengthen mathematics instruction and accelerate student achievement. These changes are designed to build on demonstrated growth while addressing the ongoing need to increase student proficiency and close gaps in performance.

A primary shift for the coming year is an increased emphasis on both student growth and attainment. While prior efforts resulted in measurable growth, including increases on NWEA assessments and California School Dashboard indicators, reflection revealed that many students are still not meeting grade-level standards. As a result, the school has refined its goal, metrics, and target outcomes to more intentionally focus on reducing the distance from standard and increasing the percentage of students meeting or exceeding proficiency.

To support this shift, the school has updated its metrics to include both growth indicators (such as NWEA growth percentiles) and attainment measures (such as proficiency levels on NWEA and state assessments). This dual focus ensures that student progress is measured not only by improvement but also by movement toward grade-level expectations.

In response to reflections on instructional effectiveness, the school will continue to refine its departmentalized instructional model in grades 2–6, including eSTEM for focused mathematics instruction. This model allows for increased teacher specialization, more targeted instructional delivery, and improved alignment to the California Mathematics Standards. Refinements to this model will include continued focus on differentiation, flexible grouping, and alignment of instruction to student data.

Additionally, the school is strengthening its Multi-Tiered System of Supports (MTSS) to provide more targeted and timely intervention. This includes refining the use of small group instruction, increasing coordination across Solutions Teams, and ensuring that supports provided by Educational Support Personnel (ESPs), paraprofessionals, and teachers are aligned to identified student needs.

A key change for the coming year is the implementation of Thinkverse, an AI-based mathematics program designed to provide personalized, adaptive learning opportunities for students. This program will support both intervention and enrichment by allowing students to engage in targeted practice aligned to their individual skill levels and grade-level standards.

The school will also continue to strengthen its use of data to inform instruction. Building on prior practice, data cycles will become more frequent and more deeply embedded within PLCs, ILT, and Solutions Teams. Teachers and administrators will utilize NWEA MAP data, classroom assessments, and PowerSchool data to monitor student progress in real time, adjust instructional groupings, and implement targeted interventions.

Professional development will continue to be a focus, with increased emphasis on strengthening Tier 1 mathematics instruction, promoting mathematical discourse, and supporting differentiation. Coaching cycles, including those informed by the Plan-Do-Study-Act (PDSA) framework through collaboration with the Riverside County Office of Education (RCOE), will support teachers in refining instructional practices and improving student outcomes.

The school will also continue to refine the use of structured instructional blocks, including eKnowledge Enhancement, to provide targeted intervention, reteaching, and enrichment during the school day. These blocks will be aligned to student data and designed to provide timely, responsive support.

Additionally, expanded learning opportunities will continue to be utilized to support student achievement. The afterschool program will include structured academic support focused on reinforcing key mathematical concepts and providing additional opportunities for students to close learning gaps.

These changes are directly aligned to findings from Differentiated Assistance (DA) and root cause analysis, which identified the need to strengthen Tier 1 instruction, improve access to grade-level content, and enhance intervention systems—particularly for Students with Disabilities and other student groups experiencing gaps in achievement.

These changes reflect The Journey School's commitment to continuous improvement and responsiveness to data and educational partner feedback. By refining instructional practices, strengthening data systems, enhancing intervention supports, and aligning resources to student needs, the school is better positioned to increase student proficiency, close achievement gaps, and ensure that all students have access to high-quality mathematics instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Support Data Informed Instruction	The Journey School will strengthen data-informed instructional practices in mathematics by ensuring that teachers and instructional leaders utilize multiple data sources to guide planning, instruction, and intervention. Through structured collaboration and professional learning, staff will continuously analyze student performance to improve outcomes. ● Teachers will participate in regular Professional Learning Communities (PLCs) to analyze NWEA MAP data, interim assessments, and classroom-based measures to identify learning gaps and adjust instruction. ● The Instructional Leadership Team (ILT) and Solutions Teams will engage in ongoing data cycles to monitor student progress, refine instructional strategies, and ensure alignment of supports. ● Teachers and administrators will utilize PowerSchool data to monitor student progress in real time and implement timely, targeted interventions. ● Staff will participate in professional development focused on differentiation, mathematical practice, and data-driven instructional practices aligned to the RJA Instructional Framework. ● Instructional leaders will support data analysis through coaching, modeling, and collaboration with teachers to strengthen instructional practices. This action supports Goal 2 by ensuring instructional decisions are driven by data and aligned to student needs, resulting in improved student achievement in mathematics.	127,000	Y

2	Instructional Math Lead for Support for Teachers	The Journey School will provide ongoing instructional coaching and support to strengthen mathematics instruction and build teacher capacity across all grade levels. ● Instructional leaders and academic coaches will provide ongoing coaching, modeling, and feedback to teachers to support effective math instruction and differentiation. ● Coaching cycles will include classroom observations, feedback aligned to the California Standards for the Teaching Profession (CSTPs), and goal setting to improve instructional practice. ● Instructional leaders will support lesson planning, co-teaching opportunities, and implementation of best practices aligned to the RJA Instructional Framework. ● Administrators and coaches will participate in collaboration and coaching cycles, including Plan-Do-Study-Act (PDSA) cycles through partnership with the Riverside County Office of Education (RCOE), to strengthen pedagogy and feedback systems. This action supports Goal 2 by increasing teacher effectiveness and ensuring consistent, high-quality mathematics instruction across classrooms.	85,000	Y

3	Implement Targeted Math Curriculum	The Journey School will continue to implement and refine a rigorous, standards-aligned mathematics program through its departmentalized instructional model. ● The school will continue implementation of the departmentalized model in grades 2–6, including eSTEM for focused mathematics and science instruction. ● Teachers will deliver instruction aligned to the California Common Core State Standards and RJA Instructional Framework. ● Instruction will include differentiation, flexible grouping, and targeted support based on student data and identified needs. ● Teachers will collaborate regularly to plan instruction, review pacing, and adjust instructional strategies to ensure alignment to standards. ● Administrators and instructional leaders will conduct classroom walkthroughs and provide feedback to ensure fidelity of implementation and instructional rigor. This action supports Goal 2 by ensuring all students receive consistent, high-quality, standards-aligned mathematics instruction.	144,000	Y

4	Implement Targeted ELD Curriculum and Program	The Journey School will continue to strengthen support for English Learners in mathematics through both integrated and designated English Language Development (ELD), aligned to the California ELD Standards. ● Teachers will continue to design and implement ELD instruction aligned to the California ELD Standards (Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works, and Part III: Using Foundational Literacy Skills, as applicable), ensuring instruction is responsive to students' language proficiency levels and academic needs. ● Teachers will continue to utilize Tools for Teachers resources to develop ELD objectives and lessons aligned to grade-level content and mathematics instruction. ● Students will continue to receive daily designated ELD instruction, in addition to integrated ELD support embedded within mathematics and other core content areas. ● Instruction will continue to focus on developing academic language, mathematical discourse, and conceptual understanding to support access to grade-level standards. ● Teachers will continue to collaborate and participate in professional development to refine ELD instructional practices and ensure alignment to both content and language standards. ● ELD supports will continue to be informed by student data and aligned to MTSS structures to ensure targeted and differentiated support. This action supports Goal 2 by ensuring English Learners receive standards-aligned, targeted language support that improves access to rigorous mathematics instruction and accelerates progress toward proficiency.	102,000	Y

5	Support learning loss Mitigation and enrichment	The Journey School will provide targeted intervention and personalized learning opportunities to address learning gaps and support all students in progressing toward grade-level proficiency. ● The school will implement a Multi-Tiered System of Supports (MTSS) to provide differentiated instruction and intervention based on student need. ● Students will receive small group instruction during core instruction and intervention blocks, including eKnowledge Enhancement. ● Educational Support Personnel (ESPs), paraprofessionals, and teachers will provide push-in and pull-out support, including remediation, fluency practice, and targeted skill development. ● The school will continue and refine the use of Thinkverse (grades 3–6), an AI-based adaptive mathematics program, to provide personalized practice aligned to grade-level standards and individual student needs. ● Instructional groupings will be adjusted regularly based on data to ensure targeted and responsive intervention and enrichment. ● Students will have access to enrichment opportunities, including extended learning and GATE-aligned experiences, to deepen mathematical thinking. This action supports Goal 2 by providing targeted intervention and personalized learning that accelerates student progress toward grade-level proficiency.	238,000	Y

6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	The Journey School will continue to utilize NWEA Measures of Academic Progress (MAP) assessments to monitor student growth and inform instructional practices. ● All students will participate in NWEA MAP assessments three times per year (BOY, MOY, EOY) to measure growth and proficiency. ● Teachers will use NWEA data to set goals, monitor progress, and adjust instruction. ● Assessment data will be analyzed in PLCs, ILT, and Solutions Teams to inform instructional planning and intervention. ● NWEA data will be used alongside PowerSchool data to support real-time monitoring and data-driven decision-making. ● Staff will participate in professional development focused on assessment administration, data analysis, and goal setting. This action supports Goal 2 by providing consistent and reliable data to guide instruction, monitor progress, and improve student outcomes in mathematics.	185,000	Y

Insert or delete rows, as necessary.

Goal #3

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:
-Equity
-Professional Learning
-Resource Alignment
-Teachers
-Student access to standards-aligned instructional materials as relates to:
-Curriculum
-Instruction
-Resource Alignment
-Facilities in good repair as relates to:
-Culture and Climate
-Resource Alignment

Priority 2: State Standards (Conditions of Learning)
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:
-Assessment
-Curriculum
-Equity
-Instruction
-Professional Learning

Priority 3: Parental Involvement (Engagement)
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:
-Culture and Climate
-Equity
-Family and Community
Priority 4: Pupil Achievement (Pupil Outcomes)

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

Priority 5: Pupil Engagement (Engagement)
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:
-Culture and Climate
-Equity
-Family and Community

Priority 6: School Climate (Engagement)
Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:
-Culture and Climate
-Equity
-Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:
-Curriculum
-Equity
-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed Goal 3 to address ongoing needs related to student behavior, school climate, safety, and engagement, as identified through multiple data sources, including suspension rates, chronic absenteeism, office referral trends, and stakeholder feedback. This goal builds on post-pandemic trends that revealed increased behavioral challenges, disruptions in attendance patterns, and a need for stronger systems to support the social, emotional, and physical well-being of students.

Following the return to full-time, in-person instruction, the school observed a rise in student behavioral needs and disengagement, prompting the development of a discipline framework grounded in restorative practices and the implementation of the Success for All: Getting Along Together (GAT) curriculum. This work established a foundation for social-emotional learning (SEL) by focusing on key competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, while promoting culturally relevant practices and a sense of belonging for all students. In addition, the school increased efforts to strengthen family engagement and community partnerships to better support student attendance, behavior, and overall well-being.

While the school has made measurable progress, current data indicates that continued focus and system refinement are necessary, multiple data sources indicate ongoing challenges related to school climate, student behavior, and engagement, particularly for unduplicated student groups. Analysis of 2025–2026 data shows that while overall outcomes have improved, disparities persist. Students with Disabilities have a suspension rate of 7.9%, significantly higher than English Learners (1.7%) and Socioeconomically Disadvantaged students (3.0%). Chronic absenteeism also remains elevated among English Learners (29.8%) and Socioeconomically Disadvantaged students (30.5%), indicating a continued need to strengthen engagement and attendance systems. Behavior trend data across the past three school years shows inconsistent patterns, with periodic spikes in incidents during key instructional weeks and no sustained decline over time. These fluctuations indicate inconsistent implementation of behavior expectations and the need for more proactive, structured systems.

School climate data from the 2024–2025 California Healthy Kids Survey (CHKS) further reinforces this need. Parent responses reflect moderate levels of school satisfaction, with just over half reporting that the school is safe and promotes academic success, but only 37% indicating that the school actively seeks parent input. Staff data reveals significant concerns, including low perceptions of safety (10–20%), limited confidence in school climate systems, and 71% identifying disruptive student behavior as a severe issue. Additionally, 100% of staff respondents identified a need for professional development in behavior management, and 86% indicated a need for training in trauma-informed practices. Student data reflects similar concerns, with only 56% reporting feeling safe at school, high rates of bullying and peer conflict, and only 19% indicating that students are well-behaved.

To build on prior SEL efforts and strengthen systemwide coherence, the school has begun implementation of the Real Journey Academies (RJA) eMindset framework through the R.I.S.E. model, integrating social-emotional learning, character development, and behavior expectations. However, data and observations indicate that full implementation with fidelity across all classrooms and staff remains an area for growth, requiring continued professional development, monitoring, and accountability.

Findings aligned with WASC, SARC, and LCAP mid-year review processes further support the need to:

1. Increase consistency in behavior expectations and implementation across all settings

2. Strengthen classroom management and instructional routines to maximize learning time

3.Improve student engagement and connectedness to reduce absenteeism

4. Enhance supervision systems to ensure student safety at all times

5. Build staff capacity through ongoing coaching, monitoring, and accountability structure

5 Important Core Competencies:

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

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

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

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

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

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

Goal 3 is designed to ensure that all students have access to a safe, consistent, and engaging learning environment that supports both academic achievement and social-emotional development. By strengthening schoolwide systems, deepening implementation of the eMindset framework, and addressing identified gaps in practice, The Journey School aims to reduce behavioral incidents, improve attendance, and increase overall student engagement and success, while continuing to support the development of the whole child. In alignment with prior LCAP goals, Differentiated Assistance priorities, and findings from WASC and internal reviews, Goal 3 was developed to strengthen schoolwide systems, including PBIS and the R.I.S.E. eMindset framework, to improve school climate, reduce behavioral incidents, increase student engagement, and ensure equitable outcomes for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	The daily suspension rate of students in the 2023-2024 school year is 3.7%.	The daily suspension rate of students in the 2024-2025 school year is 5%	The daily suspension rate of students in the 2025-2026 school year is currently 2.4%	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -2.6%
	Suspension Rate-Socioeconomically Disadvantaged	The daily suspension rate of students in the 2023-2024 school year is 8.2%.	The daily suspension rate of students in the 2024-2025 school year is 2.7%	The daily suspension rate of students in the 2025-2026 school year is 3%	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is +.3%
	Suspension Rate-Students with Disabilities	The daily suspension rate of students in the 2023-2024 school year is 11.5%.	The daily suspension rate of students in the 2024-2025 school year is 11.1%	The daily suspension rate of students in the 2025-2026 school year is 7.9%	The daily suspension rate of students in 2026-2027 school year will be 2.5%	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -3.2%
2	Expulsion Rate	The expulsion rate of students in the 2023-2024 school year is 0.0019%	The expulsion rate of students in the 2024-2025 school year is 0.0017%	The expulsion rate of students in the 2025-2026 school year is 0%	The expulsion rate of students in the 2026-2027 school year will be 0%	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -1.7%

3	Parent Participation and Engagement	80% of Families in the 2023-2024 school year attend monthly family literacy nights 20% of Families in the 2023-2024 school year attend quarterly parent workshops	80% of Families in the 2024-2025 school year attend monthly family literacy nights 0% of Families in the 2024-2025 school year attend quarterly parent workshops	80% of Families in the 2025-2026 school year attend monthly family literacy nights 0% of Families in the 2025-2026 school year attend quarterly parent workshops	85% of Families in the 2026-2027 school year will attend monthly family literacy nights 40% of Families in the 2026-2027 school year attend quarterly parent workshops	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is 0% The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is 0%
4	Attendance Rate (Average Daily Attendance)	During the 2023-2024 school year, average daily attendance rate has been 90.86%.	During the 2024-2025 school year, average daily attendance rate has been 90.40%	During the 2025-2026 school year, average daily attendance rate has been 92.07%	During the 2026-2027 school year, average daily attendance rate will be 93%.	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -1.67%
5	Chronic Absenteeism	During the 2023-2024 school year, 34.9% of students are Chronically Absent	During the 2024-2025 school year, 34.6% of students are Chronically Absent	During the 2025-2026 school year, 27.8% of students are Chronically Absent	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -4.51%
	Chronic Absenteeism - English Learners	During the 2023-2024 school year, 42.6% of students are Chronically Absent	During the 2024-2025 school year, 39.6% of students are Chronically Absent	During the 2025-2026 school year, 29.8% of students are Chronically Absent	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -9.8%
	Chronic Absenteeism- Students with Disabilities	During the 2023-2024 school year, 41.3% of students are Chronically Absent	During the 2024-2025 school year, 45.5% of students are Chronically Absent	During the 2025-2026 school year, 26.1% of students are Chronically Absent	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -19.4%
	Chronic Absenteeism- Socioeconomically Disadvantaged	During the 2023-2024 school year, 37.1% of students are Chronically Absent	During the 2024-2025 school year, 33.11% of students are Chronically Absent	During the 2025-2026 school year, 30.5% of students are Chronically Absent	During the 2026-2027 school year, 20% or less of students will be Chronically Absent.	The current difference from the baseline for the 2024-2025 to the 2025-2026 school year is -2.61%

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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

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

During the 2025–2026 school year, The Journey School implemented Goal #3 through a comprehensive and data-informed approach focused on improving student behavior, attendance, and overall school climate. Implementation was guided by ongoing input from educational partners and informed by student data, including CHKS results and internal behavior and attendance metrics. The school prioritized building a cohesive system of support addressing students' social, emotional, and physical needs to create a safe, inclusive, and supportive learning environment.

To achieve this goal, the school implemented several key actions centered on strengthening schoolwide systems. A social-emotional learning (SEL) framework was reinforced through the continued implementation of the Getting Along Together (GAT) curriculum with increased focus on consistency and fidelity across classrooms. The school also introduced the R.I.S.E. eMindset framework beginning in August 2025 to support student self-awareness, resilience, and goal setting, alongside the establishment of clear behavior expectations through the RISE PBIS framework. The Instructional Leadership Team (ILT) and its subcommittees (Leadership, Solutions Teams) supported data analysis, professional development, and alignment of behavior and attendance systems. The school strengthened its Multi-Tiered System of Supports (MTSS) by implementing Tier 2 and Tier 3 interventions, including Check-In/Check-Out systems, small group supports, SST processes, counseling services, and enhanced supports for students with disabilities, including the addition of an RBT and improved alignment of IEP behavior supports and BIPs.

A substantive difference from the original planned actions was the refinement and strengthening of the school's social-emotional learning and behavior systems to better align with student needs. While the initial plan focused on GAT and restorative practices, the school increased the consistency and daily implementation of GAT and introduced the eMindset framework to provide a more cohesive and developmentally aligned approach to student growth. Additionally, the implementation of RISE PBIS established a structured, schoolwide system for behavior expectations aligned to Responsibility and Respect, Innovation and Integrity, Safety and Self-Awareness, and Equity and Entrepreneurship. Another key difference was the expansion of community partnerships to include on-site health, mental health, and wellness services, including IEHP Navigators, McKinley, and providers supporting dental, vision, hearing, and immunization needs. The school also expanded its attendance systems by incorporating the Director of Attendance, increasing the use of SART/SARB processes, and conducting weekly home visits to better address chronic absenteeism.

A key challenge during implementation was ensuring consistent and schoolwide fidelity of behavior and SEL systems across all classrooms. Staff feedback and CHKS results indicated that behavior expectations and classroom management practices were not implemented consistently, leading to variability in student behavior and periodic increases in incidents. Additionally, chronic absenteeism remained a persistent challenge, as families continued to face barriers related to health, access to resources, and student engagement. While systems such as MTSS, attendance monitoring, and restorative practices were in place, full implementation and internalization of these systems across staff and students required continued focus. Staff also identified a need for additional professional development in behavior management and trauma-informed practices to strengthen consistency and effectiveness.

Despite these challenges, the school experienced measurable successes based on year-to-date data. Suspension rates declined, and chronic absenteeism showed significant improvement compared to prior years. Average daily attendance increased, and targeted attendance strategies—including expanded outreach, incentives, and structured monitoring systems—resulted in improved engagement across student groups. Chronic absenteeism decreased overall and among key student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. These improvements indicate that the school's systems for attendance, behavior, and student support are becoming more effective. While continued focus on consistency and capacity-building is needed, the school has established a strong foundation for sustained growth and improved student outcomes.

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

Action 1:Schoolwide Solutions Model
Budgeted Expenditures: $273,000
Estimated Actual Expenditures:$352,318
Material Difference:$79,318
Explanation:The material difference is due to high student enrollment.

Action 2: Community Partnerships
Budgeted Expenditures: $145,000
Estimated Actual Expenditures:$29,902
Material Difference:$115,098
Explanation:The material difference is due to phase two of three implementation during the 25-26 school year. Phase three implementation will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 3: Parent & Family Connection
Budgeted Expenditures: $75,000
Estimated Actual Expenditures:$70,464
Material Difference:$4,536
Explanation:There is no material difference.

Action 4: Attendance Initiative
Budgeted Expenditures: $135,000
Estimated Actual Expenditures:$65,092
Material Difference:$69,908
Explanation: The material difference is due to phase two of three implementation during the 25-26 school year. Phase three implementation will take place during the 26-27 school year. Each year of implementation there will be an increase in the actual expenditures.

Action 5: Parent Participation and Engagement Around Student Self Advocacy and School Safety
Budgeted Expenditures: $90,000
Estimated Actual Expenditures:$28,000
Material Difference:$62,000
Explanation: The material difference is due a lower than anticipated participation rate from parents and students.

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

Implement School Wide Solution Model: The implementation of a school-wide solution and component model has contributed to meaningful progress in addressing the social, emotional, and physical needs of students. Through the consistent use of the Getting Along Together (GAT) curriculum, the integration of the eMindset framework, and the establishment of RISE PBIS expectations, the school has strengthened its approach to reducing student conflict, building self-confidence, and fostering a safe and inclusive learning environment. The Instructional Leadership Team (ILT) structure has been highly effective in promoting collaboration among staff and aligning both

academic and social-emotional learning (SEL) supports. Regular ILT meetings, data analysis cycles, and trimester reviews have resulted in more cohesive planning, proactive interventions, and a more integrated system of support for students. Additionally, the strengthening of the Multi-Tiered System of Supports (MTSS), including the implementation of Tier 2 and Tier 3 interventions such as Check-In/Check-Out systems, small group supports, counseling services, and the addition of a Registered Behavior Technician (RBT), has improved targeted behavioral support for students with the greatest needs. Efforts to reduce suspensions have shown measurable success. Restorative practices, implemented through the Cooperative Culture Team and school social worker, have supported students through relationship-building and conflict resolution. Targeted group sessions for students with autism, anxiety, and impulse control needs have improved peer interactions and contributed to a more positive school climate. Suspension rates have declined, with the current rate at 2.4%, and overall school incidents have decreased significantly from 412 to 292 over the past two years, indicating progress in behavior management systems. These data points highlight the continued need for trauma-informed practices, peer conflict resolution, and targeted SEL supports. While these actions have been effective, challenges remain as student perceptions of safety and belonging indicate the need for continued focus on trauma-informed practices, peer conflict resolution, and consistent implementation of SEL strategies across all classrooms. Continued monitoring of suspension rates, behavior trends, and student perception data will be essential to ensure sustained progress.

Community Partnerships: Community partnerships have been effective in addressing students' physical well-being and reducing barriers to learning. Collaborations with organizations such as IEHP Navigators, McKinley, and Community Health Systems have expanded access to essential health and mental health services for students and families. To date, over 83 site referrals, 100 student walk-ins, and 25 parent service requests have been completed, demonstrating increased access to support services. On-site services, including mobile dental clinics, immunization clinics, and Vision to Learn, have provided critical resources such as free glasses and preventative care, ensuring students remain healthy and ready to learn. These services have contributed to reducing health-related absences and improving overall student well-being. Additionally, partnerships with local universities and businesses have enriched both instruction and student experiences. These collaborations have provided mentorship opportunities, classroom support, and exposure to real-world learning experiences, strengthening school culture and student engagement. While internship and job-shadowing opportunities are still in early development, the effectiveness of these partnerships is evident in increased student engagement and expanded community involvement. Continued evaluation will ensure these partnerships remain aligned to student needs and outcomes.

Support Parent & Family Connection: Efforts to strengthen parent and family engagement have shown mixed effectiveness, with strong participation in some areas and opportunities for growth in others. Monthly family literacy nights have been highly successful, with attendance ranging from 500 to over 1,000 participants, demonstrating strong community engagement and interest in school-based events. Parent education workshops and committee participation have shown moderate growth. Approximately 30% of families have participated in workshops, while a newly implemented tracking system has increased parent participation in committees by approximately 10%. This system, which identifies and engages two to three parents per teacher, has improved outreach and accountability. While progress has been made, increasing consistent participation in parent education workshops and decision-making committees remains an area of need. Moving forward, the school will leverage Instructional Leadership Team (ILT) structures to strengthen accountability, improve communication strategies, and expand opportunities for meaningful parent involvement. Continued feedback from families will be critical in refining these efforts.

Implement Attendance Improvement Initiatives: Attendance improvement initiatives have been largely effective in increasing student attendance and engagement. The school’s multi-tiered approach, including the implementation of standard operating procedures (SOPs), collaboration with the Attendance Solutions Team, and expanded support through Nutritional Services and community partnerships, has strengthened systems for monitoring and addressing attendance concerns. Average daily attendance has increased to 92%, reflecting a 2% increase from the previous year. Additionally, chronic absenteeism has decreased by 6.8%, indicating progress in reducing barriers to attendance. Strategies such as targeted outreach, weekly data monitoring, SART/SARB processes, home visits, and family engagement efforts have contributed to these improvements. Creative incentive systems, including attendance competitions, raffles, schoolwide recognition, and student engagement events such as dances, have proven effective in increasing motivation and rebuilding school-home connections. While these strategies have generated positive momentum, chronic absenteeism remains an ongoing challenge, requiring continued focus on targeted interventions and consistent implementation of supports.

Overall, the actions outlined in LCAP Goal #3 have been effective in promoting student social, emotional, and physical well-being. Systems for behavior, attendance, and student support have been strengthened and are demonstrating measurable progress. Improvements in suspension rates, attendance, and student engagement indicate that the school's comprehensive approach is yielding positive outcomes.

However, the effectiveness of these actions continues to depend on consistent implementation, staff capacity, and ongoing engagement with educational partners. Continued refinement of SEL practices, expansion of family engagement efforts, and targeted support for high-need student groups will be essential to sustain and accelerate progress. Ongoing data analysis and monitoring will guide adjustments to ensure continued alignment with student needs and LCAP goals.

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

Based on reflection of data, stakeholder feedback, and implementation outcomes, The Journey School has made several key refinements to Goal 3 for the 2026–2027 school year.

1. **Adjusted Metrics:**

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

The school has established clearer and more measurable outcome targets, including reducing suspension rates to 2.5% or below across all student groups and decreasing chronic absenteeism to 20%. These targets reflect a stronger emphasis on accountability and improved student outcomes. A primary shift for the coming year is a focus on implementation with fidelity. While previous efforts centered on establishing systems such as PBIS, SEL programming, and the R.I.S.E. eMindset framework, the 2026–2027 focus will emphasize consistency across all classrooms and settings. This includes clearly defined expectations, increased monitoring, and stronger accountability structures to ensure alignment schoolwide.

Professional development will be more targeted and responsive to staff-identified needs, with an emphasis on classroom management, trauma-informed practices, and positive behavior supports. Ongoing coaching and support structures will be implemented to build staff capacity and improve instructional environments.

The school will also strengthen its use of data systems to more frequently monitor behavior and attendance trends, allowing for timely and proactive interventions. This includes analyzing weekly incident patterns and aligning supports during identified high-need periods.

Additionally, the school will continue to refine and expand its MTSS framework by strengthening Tier 2 and Tier 3 interventions and increasing coordination with community partners to address barriers to attendance, behavior, and student well-being.

2. Revised Target Outcomes:

- Target outcomes for Support Parent & Family Connection have been expanded to include specific goals for parent education workshops and family participation rates. This adjustment ensures a more focused and measurable approach to increasing parental engagement and support.

- Target outcomes for Implement Attendance Improvement Initiatives now include a specific target for reducing chronic absenteeism by 10% over the course of the year. This addition provides a clear and measurable objective for addressing attendance issues and promoting student well-being.

3. Modified Actions:

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

-Professional development will be more targeted and responsive to staff-identified needs, with an emphasis on classroom management, trauma-informed practices, and positive behavior supports. Ongoing coaching and support structures will be implemented to build staff capacity and improve instructional environments. The school will also strengthen its use of data systems to more frequently monitor behavior and attendance trends, allowing for timely and proactive interventions. This includes analyzing weekly incident patterns and aligning supports during identified high-need periods.

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

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

These changes are designed to build on prior progress while addressing identified gaps, ensuring more consistent implementation, improved school climate, and equitable outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Implement School Wide Solution Model	a. Students will receive eMindset eAttributes instruction to increase self efficacy, empathy and enrich the community in order to reduce suspension rates, increase student safety, and promote a positive school culture of the RJA five core values of Innovation, Growth Mindset, Leadership, Self-Awareness, Relational Skills; teachers recognize 2 students during our monthly award recognition. Student Leadership also promotes eAttributes via morning school wide announcements, classroom visits, student group discussions, and during restorative sessions. Students will also receive additional learning focused on eSkills, eMindset Behaviors, and GROWTH to further build on self efficacy, empathy and enrich the community in order to reduce suspension rates, increase student safety, and promote a positive school culture. b. 100% of teachers will implement the Getting Along Together (GAT) or School Connect (for sixth graders) SEL curriculum and engage in culturally relevant practices to reduce student conflict, build self-confidence, teach conflict resolution, enhance learning and coping skills, encourage teamwork, and foster an inclusive school culture and community. We are ensuring successful school-wide implementation and fidelity to the curriculum as follows: our administrative team observes and teaches GAT/School Connect lessons, the Cooperative Culture Solutions Team collaborates with the curriculum coach to discuss updates and best practices, our staff participates in school-wide GAT challenges, and our support staff will receive ongoing training, reinforcing a common SEL language. As a result, we are seeing a decrease in school behavior incidents, demonstrating the effectiveness of our SEL integration. c. School employees will participate in solutions committees to help build a cohesive vision for the school that is reflective of all Education Partner Groups that ensures the social, emotional and physical well being of our students and families are met. Our Solutions Committees include Intervention, Cooperative Culture, Attendance, Parent and Family Involvement, and Community Connections. Each team meets an average of twice a month for thirty minutes, using current data to set goals and implement strategies that support our SEL practices. These teams provide opportunities and resources for staff, students, and families to strengthen our school's social-emotional learning culture. d. Administrators, teachers, and staff work together to ensure students perceive their school as a safe place to learn through PBIS eR.I.S.E. rules. The school prioritizes the physical and emotional safety of students. Daily, during our morning announcements, Student Leadership promotes our eR.I.S.E. rules as students begin the day with the flag salute, our school song, and a reminder of the school rules are reviewed for a positive start to the day. e. Students participate and engage in the adopted SEL program (GAT/class council) through incentives to build towards students' self adoption of coping stills, conflict resolutions and core values-incentives include our PBIS system (eBucks, student store). Using the curriculum, a common language is used when students are redirected or reflect on their behavior.	$273,000	Yes

2	Community Partnerships	Our school partnerships include the University of Redlands and California State University San Bernardino for resident and intern student teachers, as well as our Mentor and Grow Your Own programs, Riverside County Office of Education (RCOE) for English Language Development (ELD) and English Learner (EL) support, along with charter assistance. The Inland Empire Health Program (IEHP) Navigators and McKinley for student and family health and social-emotional services. Our Extended Enrichment Academy (EEA) is expanding its after-school activities by incorporating community partnerships to enhance enrichment and engagement. The Moreno Valley City Library, Vision to Learn, and Community Health Systems are providing services such as literacy support, vision screenings, and immunizations. Also, our local and family-owned businesses are strengthening our community ties. Our partnerships continue to grow as more businesses and organizations increase their outreach efforts, further enriching opportunities for our students and families. This year, we have secured Shakey's for family incentives and Cane's for both family incentive and community partnership.	$145,000	Yes
3	Support Parent & Family Connection	The school will continue to partner with communities to ensure equitable access to necessary resources such as clothing and food, through the implementation of the community closet purpose of providing clothes or food pantries for the purpose of providing staple and produce foods and other essentials to our families in need. Our monthly FLNs continue to have a high attendance rate. Our family night local connections have included the Moreno Valley City Library, student family owned and local businesses, and dental services. We are continuing our efforts with our local and family businesses. Our heritage months have allowed for our family-owned business an opportunity for partnerships in areas such as grooming and mental health services.	$75,000	Yes

4	Implement Attendance Improvement Initiatives	a. We've implemented targeted interventions and initiatives to improve student attendance rates and reduce chronic absenteeism with our attendance director, social work, IEHP navigators, Nutritional Services, attendance clerk, and attendance solutions team. Our school-wide attendance monitoring system includes parent phone calls, meetings with our administrative team, SART/SARB, attendance contracts, and home visits with families who have chronic absenteeism. We also aid families in attaining resources that are hindering attendance such as free public transportation, gas cards, and health care and day care services as needed. Our attendance initiatives, data, updates, and rationale are promoted with our families via our communication platforms and our monthly family newsletter and parent groups. Our Nutritional Services and solutions attendance team is prompting newer initiatives. These initiatives include reviewing attendance data weekly and monthly, providing incentives for positive attendance both schoolwide and in the classroom. Classrooms receive incentives when students are in attendance. Our Sunshine Club is where staff acknowledges students whose attendance is 90% or less when they are in attendance. Also, students receive monthly perfect attendance awards and they and their parents are then entered into a raffle for an incentive. We encourage families to call in their attendance, provide attendance documentation, discuss with the staff or the administrative team if the family is going out of town or have an emergency for an extended period of time, and we provide attendance recovery days, as well as short-term or long-term attendance opportunities. Our Nutritional Services is proactive during extended weekends offering special meals, treats, and family raffles to encourage attendance. b. The school continues to collaborate with community partners and agencies to provide resources and support to address underlying issues contributing to absenteeism (i.e. bus pass for families, gas cards). c. The school will reduce chronic absenteeism by 10% over the course of the year. Our chronic absenteeism goal is 20% and we are decreasing. Our current year-to-date rate is 27.8%.	135,000	Y

5	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety	a. Offer parent education workshops focused on promoting student self-advocacy and school safety. These workshops will provide parents with information, resources, and strategies to support their children in advocating for their needs, navigating school systems, and promoting a safe and supportive school environment. Topics may include understanding student rights, building communication skills, promoting positive behavior, and addressing bullying prevention. By empowering parents as partners in promoting student well-being, the school aims to increase parent participation and engagement in supporting students' social, emotional, and physical needs. b. Conduct workshops with the participation of at least 50% of families. c. Our Family and Engagement solution team is brainstorming ways to engage families to attend workshops that are available or would be of interest. Our current efforts have yielded a small group of parents who are talking to other parents about increasing their participation. Our increased popularity and engagement of our family night events have begun to peak the interest of families who are wanting to become more involved in the processes of and to support the school.	$90,000	Yes

Goal #4

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Rate of teacher misassignment as relates to:
-Equity
-Professional Learning
-Resource Alignment
-Teachers
-Student access to standards-aligned instructional materials as relates to:
-Curriculum
-Instruction
-Resource Alignment
-Facilities in good repair as relates to:
-Culture and Climate
-Resource Alignment

Priority 3: Parental Involvement (Engagement)
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:
-Culture and Climate
-Equity
-Family and Community

Priority 7: Course Access (Conditions of Learning)
Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:
-Curriculum
-Equity
-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has established this goal to strengthen engagement among teachers, administrators, parents, and community partners in order to support the holistic development of every student. This goal reflects the school's commitment to fostering a collaborative, inclusive, and values-driven environment where students are

supported academically, socially, emotionally, and behaviorally. Data from student surveys, family engagement participation, and school climate indicators highlighted the need to continue strengthening student voice, family partnerships, and access to community-based learning opportunities. Additionally, as the school expands its focus on developing “Rising Entrepreneurs,” there is a need to intentionally build systems that promote character development, civic responsibility, and real-world application of learning.

To address these needs, the school has continued to implement and expand its eMindset framework, providing students with structured opportunities to develop self-efficacy, empathy, and leadership skills. Students engage in targeted learning experiences focused on eSkills, eMindset behaviors, and growth, which are reinforced through classroom instruction and schoolwide systems. Teachers model and reinforce eAttributes alongside the consistent use of GAT and School Connect practices, creating a unified approach to student development across all classrooms.

Student voice and leadership are central to this goal. The school provides multiple opportunities for students to actively participate in their learning environment through Ambassadors, Student Leadership, student-led morning announcements, student council, classroom discussions, and service-learning projects. These opportunities foster civic responsibility, critical thinking, and a sense of ownership in the school community. Recognition systems, including monthly eAttribute awards, Cooperative Challenges, and “Cool Kid” recognitions, reinforce positive behaviors and celebrate student contributions to the school culture.

A key component of this goal is ensuring a safe, supportive, and well-maintained learning environment. The school conducts regular campus walkthroughs, safety drills, and ongoing facility maintenance to ensure that students learn in a secure and welcoming environment. These efforts are essential in promoting student well-being and creating the conditions necessary for academic success.

The school also prioritizes meaningful engagement with families and community partners. Opportunities such as Parent Engagement Nights, Coffee with the Principal, School Site Council, AAPAC, SEPAC, and ILT-led family learning sessions provide platforms for collaboration and shared decision-making. Communication systems, including ParentSquare, ClassDojo, and the Warrior Parent Newsletter, ensure transparency and consistent outreach to families.

In addition, the school has expanded partnerships with community organizations to increase student access to enrichment opportunities and real-world learning experiences. Field trips, including grade-level standards-based trips and college and career readiness experiences, provide students with exposure to higher education, entrepreneurship, and community resources. These partnerships support the development of student networks, broaden perspectives, and reinforce the connection between academic learning and future opportunities.

Overall, this goal reflects The Journey School’s commitment to building a collaborative and inclusive school community that supports student success through strong relationships, meaningful engagement, and access to resources. By strengthening these systems, the school aims to ensure that all students are prepared to become active, responsible, and engaged members of their community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent & Family Engagement Data	During the 2023-2024 school year an average of 80% of families participated in school-wide events.	During the 2024-2025 school year an average of 80% of families participated in school-wide events	During the 2025-2026 school year an average of 82% of families participated in school-wide events	During the 2023-2024 school year an average of 85% of families will participate in school-wide events.	The current difference from baseline from the 2024-2025 school year to the 2025-2026 school year is an increase of +2%.
2	Increase Community Partnerships	During the 2023-2024 school year, the Journey School has been able to maintain 3 and add 3 community partnerships.	During the 2024-2025 school year, the Journey School has been able to maintain 6 community partnerships and 1 community partnership.	During the 2025-2026 school year, the Journey School has been able to maintain 6 community partnerships and 2 community partnerships.	During the 2026-2027 school year, the Journey School will maintain 6 and add 3 community partnerships.	The current difference from baseline from the 2024-2025 school year to the 2025-2026 school year is an increase of 25%.
3	Maintain High Academic Standards for achievement	During the 2023-2024 school year, 100% of teachers fully engaged in professional development opportunities.	During the 2024-2025 school year, 100% of teachers fully engaged in professional development opportunities.	During the 2025-2026 school year, 100% of teachers fully engaged in professional development opportunities.	During the 2026-2027 school year, 100% of teachers will continue to fully engage in professional development opportunities.	The current difference from baseline from the 2024-2025 school year to the 2025-2026 school year is an increase of 0%.
4	Teacher Retention	During the 2023-2024 school year, there was a teacher retention rate of 70.8% from the previous year.	During the 2024-2025 school year, there was a teacher retention rate of 91.6% from the previous year.	During the 2025-2026 school year, there was a teacher retention rate of 82% from the previous year.	During the 2026-2027 school year, there was a teacher retention rate of 85% from the previous year.	The current difference from baseline from the 2024-2025 school year to the 2025-2026 school year is an increase of -6.6%.

Insert or delete rows, as necessary.

Goal Analysis for [2026]

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

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

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

Parent & Family Engagement Data (Metric #1):

Planned Actions:

The Journey School aimed to achieve and maintain high levels of parent and family participation in school-wide events, such as Family Literacy Nights, Parent Engagement Nights, and other school activities, while expanding opportunities for engagement through workshops and committees.

Actual Implementation:

The school exceeded its previous participation rate, increasing from 80% to 82% participation in school-wide events. Communication systems such as ParentSquare, ClassDojo, and the Warrior Parent Newsletter were consistently utilized to maintain outreach. Virtual access to meetings through Google links and the translation of all written communication improved accessibility for families. Additionally, flyers and outreach materials were refined to include clearer descriptions of events and meetings to increase understanding and participation.

Successes:

The increase in participation reflects strong and growing engagement from families and continued community connection. High attendance at large-scale events demonstrates the effectiveness of outreach and communication strategies. Increased accessibility through virtual options and translated materials has supported broader participation and strengthened home-school connections.

Challenges:

While participation in large-scale events remains strong, engagement in workshops and committees continues to require targeted outreach. Barriers such as work schedules and participation in smaller group settings persist. Continued focus is needed to increase consistent engagement across all family groups and expand participation beyond event-based involvement.

Increase Community Partnerships (Metric #2):

Planned Actions:

The Journey School planned to maintain existing partnerships while expanding the number of community partnerships to enhance access to resources and opportunities for students.

Actual Implementation:

The school successfully expanded its network of community collaborators, resulting in a 25% increase in partnerships. Partnerships with local organizations, universities, and businesses were strengthened to provide students with enrichment opportunities, student support services, and exposure to college, career, and community resources.

Successes:

The expansion of partnerships has enhanced student access to real-world learning experiences, enrichment opportunities, and additional support services. These partnerships have strengthened connections between the school and the community and contributed to increased student engagement and exposure to future pathways.

Challenges:

While the number of partnerships has increased, continued focus is needed to ensure consistent student access and measurable impact across all programs. Aligning partnerships to student needs and tracking their effectiveness remains an area for continued development.

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

Planned Actions:

The LEA aimed to ensure that 100% of teachers fully engaged in professional development opportunities to support instructional quality and student success.

Actual Implementation:

The Journey School achieved full engagement, with 100% of teachers consistently participating in professional learning opportunities. Instructional Leadership Team (ILT) structures and ongoing staff development supported collaboration, alignment, and continuous improvement in instructional practices.

Successes:

The high level of teacher engagement reflects a strong culture of professional growth and collaboration. These efforts have strengthened instructional practices and supported a more aligned and engaging learning environment for students.

Challenges:

While participation remains high, continued focus is needed to ensure that professional development translates into consistent classroom implementation, particularly in areas related to student engagement and character development.

Teacher Retention (Metric #4):

Planned Actions:

The Journey School aimed to maintain high teacher retention rates to ensure stability and continuity in instructional programs.

Actual Implementation:

Teacher retention increased from the baseline year but decreased from 91.6% to 82% in the most recent year. This decline was primarily influenced by factors related to work location and staffing transitions rather than job dissatisfaction.

Successes:

The school continues to maintain a committed and engaged staff, with strong participation in professional development and collaborative structures supporting instructional quality.

Challenges:

Maintaining a stable and consistent teaching staff remains a priority. Continued focus on staff support, onboarding, and retention strategies is necessary to sustain program implementation and student success.

The implementation of Goal #4 demonstrates The Journey School's commitment to fostering a collaborative and inclusive school community through strong engagement with families, staff, and community partners. In addition to these measured outcomes, the school has made progress in promoting student voice and leadership through expanded opportunities such as Ambassadors, Student Leadership, and service-learning experiences, contributing to increased student engagement and ownership within the school community.

While successes are evident in increased family participation, expanded partnerships, and strong staff engagement, ongoing challenges related to participation in workshops, consistent implementation of systems, and retention highlight areas for continued focus. Overall, the school has established strong systems that support engagement and collaboration, with continued refinement needed to ensure equitable access and sustained impact across all student groups.

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

Action 1:Parent & Community Committees and Councils

Budgeted Expenditures: $80,000

Estimated Actual Expenditures:$70,464

Material Difference:$9,536

Explanation: There is no material difference.

Action 2: Parent Education Workshops

Budgeted Expenditures: $60,000

Estimated Actual Expenditures:$29,010

Material Difference:$30,990

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

Action 3: Professional Development

Budgeted Expenditures: $320,000

Estimated Actual Expenditures:$233,690

Material Difference:$86,310

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

Action 4: Parent & Family Connection

Budgeted Expenditures: $70,000

Estimated Actual Expenditures:$55,985

Material Difference:$14,015

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

Action 5:Student Leadership Program

Budgeted Expenditures: $50,000

Estimated Actual Expenditures:$26,800

Material Difference:$23,200

Explanation:The material difference is due implementation of grades 4th-6th. Implementation of grades 2nd-3rd will take place in 26-27 school year

Action 6: Parent Liaison

Budgeted Expenditures: $30,000

Estimated Actual Expenditures:$0

Material Difference:$30,000

Explanation:The material difference is due to implementation in 26-27 school year

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

The Journey School continues to make strong progress toward Goal #4, with a sustained emphasis on academic excellence, character development, family engagement, and exposure to community resources. These efforts have positively impacted school climate, student engagement, and stakeholder involvement by fostering collaboration among teachers, administrators, parents, and community members. Our work remains focused on promoting academic achievement, character development, safe and well-maintained learning environments, and access to community resources that support each student's potential as a learner.

Character Education and Student Development:

Character education continues to be a vital component of the school culture and has evolved through the integration of the eMindset framework alongside the consistent implementation of GAT and RISE expectations. Recognition systems such as eAttribute awards, Cooperative Challenges, and weekly "Cool Kid" recognitions have contributed to a positive and motivating environment for students. Teachers report stronger student relationships, increased engagement, and improved student ownership of behavior as a result of these systems. While these efforts have been effective, implementation has been more consistent in primary grades, indicating a need to

strengthen engagement strategies and relevance for upper grade students. The Cooperative Culture Solutions Team continues to refine strategies to ensure consistent impact across all grade levels.

Safe and Well-Maintained Learning Environment:

Ensuring a safe, supportive, and well-maintained environment remains highly effective and a priority for the school. Weekly campus walkthroughs conducted by administration and operations teams, routine safety drills, and ongoing coordination with maintenance staff have ensured that students and staff operate in a clean, secure, and welcoming environment. These efforts have directly supported both physical and emotional safety, which is foundational for student engagement, attendance, and overall well-being.

Parent & Community Committees/Councils:

The establishment and continued engagement of Education Partner Groups, including SSC, AAPAC, CAC, and other committees, has been effective in promoting collaboration, transparency, and shared ownership of school initiatives. These groups provide valuable input that informs decision-making and ensures that strategies reflect the diverse needs of the school community. Participation in these committees has increased over time, with families becoming more knowledgeable and engaged in school processes. However, challenges remain in ensuring consistent participation across all families, particularly those facing barriers such as work schedules or language access. The implementation of virtual meeting options, including the use of Google links for remote access, has increased accessibility for families who are unable to attend in person. In addition, written communication is consistently translated to support accessibility for families, ensuring that key information is available in multiple languages. While these efforts have improved access, continued outreach and flexible scheduling will be necessary to further expand participation and engagement.

Parent & Educational Partner Engagement:

Parent and family engagement efforts have been largely effective, with participation in school-wide events increasing from 80% to 82%, demonstrating sustained and growing involvement. Communication systems, including ParentSquare, ClassDojo, Warrior Newsletters, and Coffee with the Principal, have supported consistent outreach and transparency. According to the 2024–2025 California Healthy Kids Survey (CHKS), 93% of parents reported positive involvement in the school, and over 70% indicated agreement that the school effectively supports students' social-emotional needs. While engagement in large-scale events remains strong, participation in workshops and committees continues to present challenges. The school has begun addressing these barriers through virtual access, translation of written communication, and targeted outreach, with plans to expand additional strategies to support engagement during live meetings and presentations.

Professional Development and Staff Engagement:

Professional development efforts have been highly effective, with 100% of teachers consistently engaging in professional learning opportunities. The use of feedback surveys has supported the alignment of professional development to staff needs, increasing relevance and teacher buy-in. Instructional Leadership Team (ILT) structures have further strengthened collaboration and instructional alignment. While these efforts demonstrate strong effectiveness, continued focus is needed to ensure that professional development translates into consistent classroom implementation, particularly in areas related to student engagement and character development.

Family Engagement Workshops:

Family engagement workshops have shown moderate effectiveness, providing valuable resources and support to families. While participation rates have improved, attendance remains lower than large-scale events. Barriers such as competing priorities, scheduling conflicts, and language differences continue to impact participation. The school has responded by increasing flexibility in scheduling, offering virtual sessions, and providing translation services. Continued refinement of workshop topics, outreach strategies, and accessibility will be necessary to maximize participation and impact.

Student Leadership and Voice:

The development of student leadership opportunities has been effective in increasing student engagement and promoting active citizenship. Students participate in leadership roles through Ambassadors, Student Leadership, student council, and service-learning opportunities. Weekly student-led morning announcements and ongoing

efforts in peer mediation and leadership development have strengthened student voice and ownership within the school community. While these opportunities have shown positive impact, the school is continuing to refine systems for tracking participation and ensuring equitable access for all student groups.

Community Partnerships:

Community partnerships have been effective in expanding student access to resources, enrichment opportunities, and real-world learning experiences. The school has increased the number of partnerships by 25%, strengthening connections with local organizations, universities, and businesses. These partnerships have supported student exposure to college and career pathways, enhanced instructional opportunities, and provided additional resources to support student success. While growth has been significant, continued focus is needed to ensure that partnerships result in consistent and measurable impact for all students.

Teacher Retention and Staff Stability:

Teacher retention data reflects both progress and areas for improvement. While retention rates increased significantly from the baseline year, recent data indicates a decrease from 91.6% to 82%. This decline was primarily influenced by factors related to work location and staffing transitions rather than job dissatisfaction. While this context is important, maintaining a stable and effective teaching staff remains a priority. Continued focus on staff support, onboarding, and retention strategies will be essential to sustain program implementation and student success.

The specific actions outlined in Goal #4 demonstrate a strong and proactive approach to engaging teachers, administrators, parents, and community members in promoting active citizenship and supporting students' academic, social, and emotional development. While many actions have proven effective and resulted in measurable progress, ongoing challenges related to participation, consistency of implementation, and staff retention remain. Continuous monitoring, data analysis, and targeted adjustments will be essential to sustain growth and ensure continued progress toward achieving the goal.

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

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

1. Adjusted Metrics:

-The metric regarding Parent & Family Engagement Data will be refined to better capture participation across multiple engagement opportunities, including workshops, committees, and school-wide events, as data shows strong participation in large-scale events but lower participation in targeted workshops.

-The metric related to Increase Community Partnerships will continue to track the number of partnerships but will also emphasize the impact of those partnerships on student access to enrichment opportunities, services, and real-world learning experiences.

-The metric on Maintain High Academic Standards for Achievement will continue to focus on professional development participation, with an increased emphasis on collaboration, implementation of strategies, and alignment to student engagement and character development systems.

-Additional internal measures will be developed to better monitor student voice, leadership participation, and engagement, as these areas are central to the goal but not fully captured in the current metrics.

2. Revised Target Outcomes:

-Target outcomes for Parent & Educational Partner Engagement will be refined to increase participation not only in school-wide events but also in workshops, committees, and decision-making groups, with a focus on improving accessibility and representation across all families.

-Target outcomes for community partnerships will include both maintaining and expanding partnerships while ensuring that students have equitable access to the opportunities and resources provided.

-Target outcomes related to staff engagement will continue to maintain high participation in professional development while also focusing on improving staff retention and support systems.

-Additional focus will be placed on increasing student participation in leadership opportunities and service-learning experiences to further promote active citizenship and student voice.

3. Modified Actions:

-Actions related to Parent & Community Committees/Councils will continue, with an increased emphasis on improving access through virtual participation, translation of written communication, and targeted outreach to underrepresented families to ensure equitable engagement.

-Communication strategies will be refined to include clearer descriptions of parent committee meetings and engagement opportunities on flyers and outreach materials to increase understanding and participation.

-Actions related to family engagement will be expanded to include additional workshop offerings, flexible scheduling options (including evening sessions), and improved tracking systems to monitor participation and effectiveness.

-The school will continue to expand language access by exploring additional supports for live meetings and presentations, building on current practices that ensure all written communication is translated.

-Actions related to student leadership will be strengthened by expanding opportunities for student voice, including Ambassadors, Student Leadership, student council, and service-learning, with a focus on increasing participation across all grade levels.

-Actions related to community partnerships will be refined to prioritize partnerships that provide direct and measurable benefits to students, including enrichment, college and career exposure, and access to community resources.

-Actions related to staff support will be enhanced to address retention and capacity-building, including improved onboarding, continued professional development, and increased alignment through Instructional Leadership Team (ILT) structures.

These adjustments reflect a proactive and data-informed approach to refining strategies that promote active citizenship and support student development. By strengthening engagement systems, improving access and participation, and expanding opportunities for student voice and leadership, The Journey School will continue to build a collaborative, inclusive, and values-driven school community. Ongoing monitoring, feedback from Educational Partners, and continuous improvement will guide the effective implementation of LCAP Goal #4 in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent & Community Committees/Councils	The Journey School will continue to ensure ● Education Partner groups (teachers, staff, families, community members) are represented on Solutions Team committees and actively participate in schoolwide decision-making processes. ● Education Partner groups understand and support the mission and vision of RJA/The Journey School. ● Education Partner groups are represented on ELAC/DLAC, AAPAC, CAC, and SSC. ● Virtual access to meetings is provided through Google links to increase participation and accessibility for families unable to attend in person. ● Written communication for meetings and committees is translated to ensure accessibility for all families. ● Flyers and outreach materials to include clear descriptions of meeting purposes to increase understanding and participation.	$80,000	Yes
2	Parent & Educational Partner Engagement	The Journey School will continue to strengthen ● 85% or more of parents participate in school-wide events such as Parent Engagement Nights and Family Literacy Nights. ● 95% of student families participate in Parent-Teacher Conferences. ● 95% of at-risk students receive progress reports four times per year. ● 95% of families receive report cards. ● 95% of families with chronic absenteeism receive attendance notifications (SART/SARB). ● 95% of families are connected to communication platforms such as ClassDojo and ParentSquare. ● 95% of families report that the school listens to their concerns and provides support. ● 95% of families report that school administrators are approachable and caring. ● Performance data is shared with all Education Partner groups. ● 70% or more of Education Partner groups provide feedback on instructional and school decisions. ● Virtual communication, translated written materials, and targeted outreach strategies are used to increase accessibility and engagement.	$60,000	Yes

3	Professional Development	The Journey School will continue to ● Engage teachers and staff in meaningful and ongoing professional development aligned to student engagement, character development, and instructional best practices. ● Teachers and staff provide meaningful feedback through surveys to guide professional development planning and implementation. ● Instructional Leadership Team (ILT) structures support collaboration, alignment, and continuous improvement of instructional practices.	$320,000	Yes
4	Family Engagement Workshops	The Journey School will continue to ● Host a series of family engagement workshops designed to empower parents with the knowledge, skills, and resources to support their children's academic and personal development. ● Workshops will include topics such as effective communication strategies, parent-child relationships, academic support at home, social-emotional learning, and navigating the education system. ● Workshops will be interactive, culturally responsive, and tailored to meet the diverse needs of families. ● Flexible scheduling, including virtual and evening options, will be implemented to increase participation. ● Translated written materials and clear workshop descriptions will be provided to improve accessibility and understanding. These efforts aim to strengthen home-school partnerships and promote student success.	$70,000	Yes
5	Student Leadership and Voice	The Journey School will continue to ● Expand and strengthen student leadership opportunities to empower students to take an active role in shaping their school community. ● Students will participate in leadership structures such as Ambassadors, Student Leadership, student council, service-learning projects, and student-led activities including morning announcements. ● Opportunities will focus on developing leadership skills, civic responsibility, collaboration, and peer support. Through these structures, The Journey School aims to nurture confident, empathetic, and responsible citizens who actively contribute to a positive school environment.	$50,000	Yes

6	Parent Liaison	The Journey School will ● Appoint a dedicated Parent Liaison to serve as a bridge between the school and families, facilitating communication, collaboration, and engagement initiatives. ● The Parent Liaison will provide support to families by sharing information about school programs, resources, and services, and assisting with navigating school systems. ● The liaison will organize meetings, workshops, and engagement opportunities to strengthen relationships between families, staff, and the community. The role will support increased parent participation, improved communication, and stronger home-school connections. Position will be 0.50 FTE	$30,000	Yes

Insert or delete rows, as necessary.

Goal #5

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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

-Culture and Climate

-Equity

-Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

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

-Assessment

-Curriculum

-Equity

-Instruction

Priority 6: School Climate (Engagement)

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

-Culture and Climate

-Equity

-Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The Journey School has developed this goal to promote a strong college and career-going culture that prepares all students for long-term success through academic achievement, character development, and real-world readiness. This goal reflects the school's commitment to supporting each scholar's journey to and through college and/or a career pathway, beginning in the earliest grades.

This goal is grounded in both data and educational partner feedback. Previous reflections indicated a need to increase student exposure to college and career opportunities, strengthen family awareness of post-secondary pathways, and build more intentional systems that connect academic learning to real-world application. Families, staff, and students emphasized the importance of preparing students not only academically, but also socially and emotionally for future success.

In response, The Journey School has developed a more comprehensive and intentional approach to college and career readiness through the continued implementation and refinement of the eMindset (R.I.S.E.) framework. This model introduces students to entrepreneurship, leadership, and career exploration beginning in Transitional Kindergarten and continues through the upper grades. Through eMindset, students engage in learning experiences that promote critical thinking, problem-solving, collaboration, and real-world application, supporting both college and career readiness.

This goal is also aligned to the school's efforts to strengthen school culture, student engagement, and connectedness. Data related to attendance, behavior, and student engagement highlights the importance of ensuring that students feel connected to their learning and understand the relevance of their education to future goals. The school's implementation of PBIS, social-emotional learning (SEL) programs such as Getting Along Together and School Connect, and tiered supports through MTSS contribute to creating a positive environment where students are motivated and prepared for success.

Additionally, The Journey School has expanded partnerships with community organizations to support college and career awareness and remove barriers to student success. Partnerships with organizations such as McKinley (mental health services), IEHP (family support services), and local businesses that support student incentives and recognition provide students and families with access to resources that support both academic and future readiness.

Family engagement is also a critical component of this goal. Through orientations, parent meetings, family events, newsletters, and ongoing communication, the school works to ensure that families are informed, involved, and equipped to support their child's educational and career journey. These efforts help strengthen the connection between school and home and reinforce a shared commitment to student success.

In addition to California School Dashboard indicators, the school utilizes local data, including attendance, behavior, and student engagement metrics, to monitor progress toward this goal and inform continuous improvement efforts.

As part of the school's long-term vision and commitment to expanding opportunities for students, The Journey School successfully submitted a material revision as part of its charter renewal to expand from serving grades TK–6 to TK–12, which was approved and is planned for implementation beginning in the 2027–2028 school year. This expansion reflects strong family and community interest and will allow the school to extend its college and career readiness model, including the eMindset framework, to support students through secondary education. This growth will further strengthen the school's ability to prepare students for college, career, and entrepreneurship by providing a continuous and aligned TK–12 educational experience.

Ultimately, this goal reflects The Journey School's commitment to developing the whole child by integrating academic instruction, social-emotional development, and college and career readiness. By building a strong college-going culture, providing meaningful experiences, and aligning systems of support, the school aims to ensure that all students are prepared with the knowledge, skills, and mindset necessary to succeed in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	College and Career Awareness	During the 2023-2024 school year, 5% of families have been involved in advocating for more college and career opportunities for students.	During the 2024-2025 school year, 5% of families have been involved in advocating for more college and career opportunities for students.	During the 2025-2026 school year, 10% of families have been involved in advocating for more college and career opportunities for students.	During the 2026-2027 school year, 60% of families have been involved in advocating for more college and career opportunities for students.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 10%.
2	College and Career-Focused Resources and Enrichment Activities	During the 2023-2024 school year, 5% of support staff or teachers have exposed students to college and career enrichment activities.	During the 2024-2025 school year, 13% of support staff or teachers have exposed students to college and career enrichment activities.	During the 2025-2026 school year, 75% of support staff or teachers have exposed students to college and career enrichment activities.	During the 2026-2027 school year, 80% of support staff or teachers have exposed students to college and career enrichment activities.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 62%.
3	College and Career Readiness Classroom and School Culture	During the 2023-2024 school year, 60% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness.	During the 2024-2024 school year, 60% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness.	During the 2025-2026 school year, 100% of classes displayed evidence of a classroom culture and climate that promoted and educated students about college and career readiness.	During the 2026-2027 school year, 100% of classes will have displayed evidence of a classroom culture and climate that promotes and educates students about college and career awareness.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 40%.
4	College Field Trips	During the 2023-2024 school year, 0% of students in grades 3rd - 6th attended a field trip/college tour at a local college/university.	During the 2024-2025 school year, 0% of students in grades 3rd - 6th attended a field trip/college tour at a local college/university.	During the 2025-2026 school year, 25% of students in grades 3rd - 6th attended a field trip/college tour at a local college/university.	During the 2026-2027 school year, 50% of students in grades 3rd-6th grade will attend a field trip/college tour at a local college/university.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 25%.

5	Matriculation to Middle School Preparedness	During the 2023-2024 school year, 0% of students have participated in the Middle School Matriculation Fair.	During the 2024-2025 school year, 0% of students have participated in the Middle School Matriculation Fair.	During the 2025-2026 school year, 0% of students have participated in the Middle School Matriculation Fair.	During the 2026-2027 school year, 80% of 6th graders will participate in the Middle School Matriculation Fair.	The current difference from baseline from the 2023-2024 school year to the 2024-2025 school year is an increase of 0%.

Goal Analysis for [2026]

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

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

The Journey School implemented a comprehensive approach to promoting college and career readiness by strengthening school culture, expanding real-world learning opportunities, and integrating systems that support the development of the whole child. Implementation focused on building a consistent college and career-going culture across all grade levels, while refining systems that connect academic learning to future readiness.

A key component of implementation was the continued development of a schoolwide college-going culture. Each classroom cohort was intentionally named after a college or university, reinforcing college awareness and identity beginning in the earliest grades. Teachers integrated college and career discussions into daily instruction, and schoolwide recognition systems celebrated student achievement, leadership, and growth. These efforts contributed to increased student awareness of post-secondary pathways and strengthened a culture that values long-term success.

The implementation of the eMindset (R.I.S.E.) framework served as a central driver of this goal. Through eMindset, students engaged in entrepreneurship, leadership development, and real-world application of learning. Students participated in activities that promoted critical thinking, collaboration, and problem-solving, helping them build skills aligned to both college and career readiness. This represented a shift from isolated college awareness activities to a more embedded, systemwide approach.

Additionally, the school expanded opportunities for students to apply entrepreneurial skills through its GATE program. Building on prior product development experiences, GATE students engaged in service-based entrepreneurship by planning and operating student-led initiatives during family events such as Family Literacy Night. Students developed and sold items such as popcorn, candy grams, and snow cones, allowing them to apply skills in budgeting, marketing, customer service, and financial literacy in a real-world setting. This hands-on experience further strengthened students' understanding of entrepreneurship and aligned directly to the eMindset framework. These experiences increased student engagement and provided authentic opportunities to develop real-world skills aligned to future college and career pathways.

Social-emotional learning (SEL) and school climate systems also played a critical role in implementation. Programs such as *Getting Along Together* (TK–5) and *School Connect* were implemented to support students' social-emotional development, communication skills, and goal setting. These efforts were reinforced through PBIS systems, including student incentives such as eBucks and the student store, as well as tiered supports including daily check-ins and targeted interventions. These systems contributed to improved student engagement and a stronger sense of connectedness to the school.

Family engagement was strengthened through multiple structures, including summer orientations, parent meetings, newsletters, open house events, and parent-teacher conferences. These opportunities provided families with information about academic expectations, attendance, and college and career readiness, while also creating space for feedback and collaboration. Family participation in events and increased communication supported stronger partnerships between home and school.

The school also expanded partnerships with community organizations to support student success and remove barriers. Partnerships with organizations such as McKinley and IEHP provided mental health services and access to family resources, while local business partnerships supported student incentives and recognition programs. These partnerships enhanced the school's ability to support students' academic, social-emotional, and future readiness needs.

In addition to these successes, the school began planning for long-term expansion as part of its approved material revision to grow from serving grades TK–6 to TK–12, beginning in the 2027–2028 school year. While this expansion was not yet implemented, it influenced current planning and strengthened the school's focus on building a continuous college and career readiness pipeline.

While implementation was largely successful, several challenges were identified. Ensuring consistency in integrating college and career readiness across classrooms and grade levels required ongoing support and collaboration. Additionally, while students demonstrated increased awareness and engagement, there remains a need to deepen opportunities for structured career exploration and real-world experiences. Scheduling constraints and resource limitations also impacted the ability to expand certain opportunities, such as field trips and guest speakers.

Despite these challenges, significant successes were observed. The school strengthened its college-going culture, increased student engagement, and implemented systems such as eMindset, SEL, and PBIS that support the development of the whole child. Students demonstrated increased awareness of future pathways, improved engagement in learning, and stronger connections to their school community.

Overall, implementation of this goal marked a shift from isolated activities to a more cohesive and integrated system that promotes college and career readiness. The foundation established this year positions The Journey School to continue expanding and refining its approach, particularly as it prepares to extend its model through the planned TK–12 expansion.

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

Action 1:College and Career Readiness in Classrooms
Budgeted Expenditures: $70,000
Estimated Actual Expenditures:$40,085
Material Difference:$29,915
Explanation:The material difference is due to pilot year with implementation in 3rd-6th grade

Action 2: College Tours and Field Trips
Budgeted Expenditures: $260,000
Estimated Actual Expenditures:$123,600
Material Difference:$136,400
Explanation:The material difference is due to phase 1 of 2 with GATE program

Action 3:College and Career Resources
Budgeted Expenditures: $60,000
Estimated Actual Expenditures:$13,000
Material Difference:$47,000
Explanation: The material difference is due to implementation in 26-27 school year

Action 4: Matriculation to Middle School Preparedness
Budgeted Expenditures: $30,000
Estimated Actual Expenditures:$2,000
Material Difference:$28,000
Explanation:There is no material difference.

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

The specific actions implemented to date under this goal have been largely effective in strengthening a college and career-going culture at The Journey School, particularly by embedding college and career readiness into the school's identity, expanding student engagement opportunities, and reinforcing the connection between academic learning and future success.

One of the most effective actions has been the development of a schoolwide college-going culture. Each classroom cohort being named after a college or university has helped normalize college awareness and build early familiarity with post-secondary pathways beginning in the primary grades. This consistent messaging, combined with classroom discussions, recognition systems, and schoolwide culture-building practices, has contributed to increased student awareness of future educational opportunities and strengthened a school environment that values long-term success.

The implementation of the eMindset (R.I.S.E.) framework has also been effective in advancing this goal. Rather than limiting college and career readiness to isolated events, the school embedded entrepreneurship, leadership, and real-world application into the student experience. Through this framework, students engaged in activities that promoted critical thinking, collaboration, innovation, and problem-solving. This action has been particularly effective because it connected future readiness to everyday learning and school culture, making college and career development more meaningful and developmentally appropriate for TK–6 students.

The expansion of entrepreneurial opportunities through the GATE program has been another effective component. GATE students participated in service-based entrepreneurship during family events such as Family Literacy Night, where they planned and sold items such as popcorn, candy grams, and snow cones. These activities allowed students to apply budgeting, marketing, customer service, and financial literacy skills in an authentic setting. This provided a strong example of how the school's eMindset model is translating into real-world experiences for students and has increased both student engagement and family visibility of the school's college and career readiness efforts.

The school's social-emotional learning (SEL), PBIS, and MTSS systems have also been effective in supporting this goal. Programs such as *Getting Along Together* and *School Connect*, along with PBIS supports such as eBucks, the student store, daily check-ins, and tiered interventions, have helped strengthen student connectedness, motivation, and readiness to engage in learning. These systems have been effective because college and career readiness is not only about academic preparation, but also about helping students develop the self-awareness, relational skills, leadership habits, and perseverance needed for future success.

Family engagement efforts have also contributed positively to progress toward this goal. Summer orientations, open house events, parent meetings, newsletters, and ongoing communication helped families better understand school expectations, student supports, and the school's long-term vision for college and career readiness. These efforts strengthened home-school partnerships and increased family awareness of the school's emphasis on entrepreneurship, leadership, and future readiness.

Community partnerships have been moderately to highly effective in supporting the goal. Partnerships with McKinley, IEHP, and local businesses have expanded access to resources, incentives, and wraparound supports that help remove barriers to student success. While these partnerships have significantly strengthened the school's ability to support the whole child, there is still room to deepen structured college and career exposure opportunities through additional community-based experiences, guest speakers, and partnerships connected directly to career exploration.

Some actions have been more effective in building culture and awareness than in providing direct exposure to post-secondary institutions or structured career pathways. Because The Journey School currently serves students in grades TK–6, implementation has appropriately focused more on awareness, identity, leadership, entrepreneurship, and foundational readiness rather than traditional college and career programming designed for older students. As a result, while the school has made strong progress in building a college and career-going culture, there remains an opportunity to expand more formal college and career exploration experiences over time.

Support for transition and matriculation has also evolved. While the school has not yet implemented a full middle school matriculation system internally, the recent approval of the school's material revision to expand from TK–6 to TK–12 represents a significant step forward in building a more coherent and continuous college and career readiness pipeline. This future expansion will strengthen the long-term effectiveness of this goal by allowing students to continue within the school's entrepreneurial and college-going model through secondary grades.

Overall, the actions implemented to date have been effective in establishing a stronger college and career-going culture, increasing student engagement, and embedding entrepreneurship, leadership, and future readiness into the school experience. While some components, such as structured external college and career exposure, remain areas for growth, the school has made meaningful progress toward this goal by shifting from isolated awareness activities to a more cohesive and integrated system of support for college, career, and life readiness.

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

Based on reflections on prior practice, implementation outcomes, and analysis of both local data and educational partner feedback, several key changes have been made to the planned goal, metrics, target outcomes, and actions for the coming year to strengthen the effectiveness of college and career readiness efforts at The Journey School.

Refinement of Metrics and Data Monitoring:

While prior metrics focused primarily on participation and exposure, reflection identified the need for more meaningful and measurable indicators of impact. The school has refined its metrics to include broader indicators such as student engagement, connectedness, leadership development, and participation in real-world learning experiences. In addition to California School Dashboard indicators, the school will continue to utilize local data, including attendance, behavior, and engagement metrics, to monitor progress and inform decision-making. This shift allows for a more comprehensive understanding of how college and career readiness is being developed across grade levels.

Expansion and Systematization of eMindset Implementation:

A significant change for the coming year is the continued refinement and expansion of the eMindset (R.I.S.E.) framework. While prior efforts included general college and career awareness activities, the school has transitioned to a more structured and embedded model that integrates entrepreneurship, leadership, and real-world application

across all grade levels. This includes expanding opportunities for students to engage in authentic learning experiences, such as student-led entrepreneurship through programs like GATE, where students apply skills in budgeting, marketing, and financial literacy during schoolwide events. These refinements ensure that college and career readiness is not an isolated initiative, but a consistent part of the instructional program and school culture.

Strengthening Alignment to MTSS, SEL, and School Climate Systems:

Reflection on prior implementation highlighted the importance of aligning college and career readiness with broader school systems. As a result, the school has strengthened alignment between this goal and its Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning (SEL) programs. This includes integrating leadership development, goal setting, and student accountability into daily practices, as well as reinforcing student engagement through incentives, recognition systems, and tiered supports such as daily check-ins and targeted interventions. These changes support the development of the whole child and ensure that students are building the habits and skills necessary for long-term success.

Expansion of Family Engagement and Communication Structures:

Based on feedback from educational partners, the school has expanded its approach to family engagement. The school will continue to strengthen structures such as summer orientations, open house events, parent-teacher conferences, newsletters, and family workshops to increase awareness of college and career pathways and reinforce the importance of attendance, engagement, and academic success. These efforts ensure that families are active partners in supporting their child's future readiness and help build a shared understanding of long-term goals.

Enhanced Community Partnerships and Real-World Connections:

Reflection also indicated the need to deepen real-world connections and expand access to resources. As a result, the school has strengthened and expanded partnerships with community organizations such as McKinley and IEHP, as well as local businesses that support student incentives and engagement. Moving forward, the school will continue to explore opportunities to expand partnerships that provide students with increased exposure to career pathways, mentorship, and real-world learning experiences.

Shift from Isolated Activities to a Cohesive System:

A key change resulting from reflection is a shift in approach. Previously, college and career readiness efforts were implemented through individual activities such as field trips and events. The school has now shifted to a more cohesive, systemwide approach that integrates college and career readiness into instruction, school culture, student experiences, and support systems. This ensures greater consistency, sustainability, and impact across all grade levels.

Alignment to Long-Term Vision and TK–12 Expansion:

A significant development influencing this goal is the approval of the school's material revision to expand from serving grades TK–6 to TK–12, beginning in the 2027–2028 school year. While this expansion is not yet implemented, it has influenced current planning by strengthening the focus on building a continuous college and career readiness pipeline that supports students from early childhood through secondary education. This shift ensures that current actions are aligned to a long-term vision of sustained student success and expanded opportunities.

Continuous Improvement and Reflection:

The school remains committed to ongoing reflection and continuous improvement. Through regular collaboration in PLCs, Solutions Teams, and leadership structures, the school will continue to analyze data, gather educational partner feedback, and refine practices to ensure alignment to student needs. This cyclical process ensures that actions remain responsive, effective, and aligned to the goal of preparing all students for college, career, and life success.

These changes reflect a deliberate shift toward a more integrated, data-informed, and student-centered approach to college and career readiness. By refining metrics, strengthening systems, expanding real-world learning opportunities, and aligning to a long-term TK–12 vision, The Journey School is better positioned to ensure that all students are equipped with the knowledge, skills, and mindset necessary for future success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Readiness Classroom and School Culture	The Journey School will continue to implement college and career readiness into the school culture and climate through ongoing systems and activities throughout the year. ● Highlight a career each month and provide students and families with exposure to different college and career pathways (e.g., Career Day, College Fridays). ● Maintain classroom college and career walls that include information about colleges, majors, and pathways. ● Ensure each classroom cohort is named after a college or university to build early college identity and awareness. ● Integrate college and career discussions into daily instruction and classroom activities. ● Embed the eMindset (R.I.S.E.) framework to promote entrepreneurship, leadership, and real-world application of learning. ● Utilize PBIS and SEL systems (Getting Along Together, School Connect) to support student engagement, goal setting, and future readiness.	70,000	Y

2	College Tours/Field Trips	The Journey School will continue to provide scholars with opportunities to participate in college tours and field trips to promote a college-going culture. ● Provide opportunities for students to attend college tours and field trips when available. ● Incorporate guest speakers, career exploration activities, and virtual experiences to expand exposure. ● Ensure developmentally appropriate college and career awareness opportunities across grade levels. ● Continue to build foundational exposure at the TK–6 level while preparing for expanded opportunities aligned to the school's future TK–12 model.	260,000	Y
3	College and Career-Focused Resources and Enrichment Activities	The Journey School will continue to provide scholars with access to resources and enrichment activities to support college and career awareness. ● Provide access to college and career resources, informational materials, and enrichment opportunities. ● Offer activities that support career awareness, leadership development, and skill-building. ● Integrate real-world learning opportunities through the eMindset framework. ● Implement student-led entrepreneurship through the GATE program, including service-based projects during events such as Family Literacy Night (e.g., selling popcorn, candy grams, snow cones). ● Support development of real-world skills such as budgeting, marketing, customer service, and financial literacy.	60,000	Y

4	Matriculation to Middle School Preparedness	The Journey School will continue to support 6th grade scholars and their families in transitioning to middle school. ● Provide students and families with information, resources, and support related to middle school options. ● Facilitate communication, meetings, and guidance to support a smooth transition. ● Prepare students academically and socially for the next level of education. ● Align transition planning with the school's long-term vision following approval of the TK–12 expansion beginning in the 2027–2028 school year. ● Begin strengthening systems that support a continuous college and career readiness pipeline across grade levels.	30,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,047,060	$241,040

Required Percentage to Increase or Improve Services for the 2026

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
32.372%	7.708%	$474,349	40.080%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal #1 Action #9	Action: ELD Core Curriculum & Instruction Need: English Language Development Scope - Limited	To provide additional exposure and opportunities for students to develop language acquisition and english language development skills to increase the total number of students being reclassified and to improve by one level annually.	ELPAC Assessment

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	15 classified staff providing direct services to a student population of 520 students. Staff-to-student ratio providing direct services to students 1:34
Staff-to-student ratio of certificated staff providing direct services to students	N/A	30 certificated staff providing direct services to a student population of 520 students. Staff-to-student ratio providing direct services to students 1:17

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 6,323,614	$ 2,047,060	32.372%	7.708%	40.080%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,624,000	$ -	$ -	$ -	$ 3,624,000.00	$ 2,035,970	$ 1,588,030

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support Data Informed Instruction	All	Yes	LEA-wide	All	Journey	Ongoing	$ 111,212	$ 63,788	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
1	2	Implement Targeted Reading Curriculum	All	Yes	LEA-wide	All	Journey	Ongoing	$ 133,455	$ 33,545	$ 167,000	$ -	$ -	$ -	$ 167,000	0.000%
1	3	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	$ 115,315	$ 12,685	$ 128,000	$ -	$ -	$ -	$ 128,000	0.000%
1	4	Instructional Reading Lead for Support for Teachers	All	Yes	LEA-wide	All	Journey	Ongoing	$ 100,212	$ (10,212)	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
1	5	Support learning loss Mitigation and enrichment	All	Yes	LEA-wide	All	Journey	Ongoing	$ 120,255	$ 129,745	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	$ 44,485	$ 140,515	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
2	1	Support Data Informed Instruction	All	Yes	LEA-wide	All	Journey	Ongoing	$ 111,212	$ 15,788	$ 127,000	$ -	$ -	$ -	$ 127,000	0.000%
2	2	Instructional Math Lead for Support for Teachers	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 85,000	$ 85,000	$ -	$ -	$ -	$ 85,000	0.000%
2	3	Implement Targeted Math Curriculum	All	Yes	LEA-wide	All	Journey	Ongoing	$ 177,940	$ (33,940)	$ 144,000	$ -	$ -	$ -	$ 144,000	0.000%
2	4	Implement Targeted ELD Curriculum and Program	English Learners	Yes	LEA-wide	English Learners	Journey	Ongoing	$ 100,212	$ 1,788	$ 102,000	$ -	$ -	$ -	$ 102,000	0.000%
2	5	Support learning loss Mitigation and enrichment	All	Yes	LEA-wide	All	Journey	Ongoing	$ 125,055	$ 112,945	$ 238,000	$ -	$ -	$ -	$ 238,000	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	$ 120,255	$ 64,745	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
3	1	Implement School Wide Solution Model	All	Yes	LEA-wide	All	Journey	Ongoing	$ 352,318	$ (79,318)	$ 273,000	$ -	$ -	$ -	$ 273,000	0.000%
3	2	Community Partnerships	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 145,000	$ 145,000	$ -	$ -	$ -	$ 145,000	0.000%
3	3	Support Parent & Family Connection	All	Yes	LEA-wide	All	Journey	Ongoing	$ 70,464	$ 4,536	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
3	4	Implement Attendance Improvement Initiatives	All	Yes	LEA-wide	All	Journey	Ongoing	$ 65,092	$ 69,908	$ 135,000	$ -	$ -	$ -	$ 135,000	0.000%
3	5	Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 90,000	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	1	Parent & Community Committees/Councils	All	Yes	LEA-wide	All	Journey	Ongoing	$ 70,464	$ 9,536	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
4	2	Parent & Education Partner group Engagement	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
4	3	Professional Development	All	Yes	LEA-wide	All	Journey	Ongoing	$ 133,455	$ 186,545	$ 320,000	$ -	$ -	$ -	$ 320,000	0.000%
4	4	Family Engagement Workshops	All	Yes	LEA-wide	All	Journey	Ongoing	$ 44,485	$ 25,515	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
4	5	Creation of a Student Leadership Program	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	6	Parent Liaison	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
5	1	College and Career Readiness Classroom and School Culture	All	Yes	LEA-wide	All	Journey	Ongoing	$ 40,085	$ 29,915	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
5	2	College Tours/Field Trips	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 260,000	$ 260,000	$ -	$ -	$ -	$ 260,000	0.000%
5	3	College and Career-Focused Resources and Enrichment Activities	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
5	4	Matriculation to Middle School Preparedness	All	Yes	LEA-wide	All	Journey	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%

2026-2027 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
$ 6,323,614	$ 2,047,060	32.372%	7.708%	40.080%	$ 3,624,000	0.000%	57.309%	**Total:**	$ 3,624,000
								LEA-wide Total:	$ 3,624,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,624,000.00	$ 2,613,563.00

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	Support Data Informed Instruction	Yes	$ 175,000	$ 151,000
1	2	Implement Targeted Reading Curriculum	Yes	$ 167,000	$ 156,489
1	3	Implement Targeted ELD Curriculum and Program	Yes	$ 128,000	$ 115,315
1	4	Instructional Reading Lead for Support for Teachers	Yes	$ 90,000	$ 100,212
1	5	Support learning loss Mitigation and enrichment	Yes	$ 250,000	$ 188,700
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 185,000	$ 53,600
2	1	Support Data Informed Instruction	Yes	$ 127,000	$ 111,212
2	2	Instructional Math Lead for Support for Teachers	Yes	$ 85,000	$ -
2	3	Implement Targeted Math Curriculum	Yes	$ 144,000	$ 177,940
2	4	Implement Targeted ELD Curriculum and Program	Yes	$ 102,000	$ 100,000
2	5	Support learning loss Mitigation and enrichment	Yes	$ 238,000	$ 175,430
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 185,000	$ 120,255
3	1	Implement School Wide Solution Model	Yes	$ 273,000	$ 352,318

3	2	Community Partnerships	Yes	$ 145,000	$ 26,902
3	3	Support Parent & Family Connection	Yes	$ 75,000	$ 70,464
3	4	Implement Attendance Improvement	Yes	$ 135,000	$ 65,092
3	5	Increase Parent Participation and	Yes	$ 90,000	$ 28,000
4	1	Parent & Community Committees/Councils	Yes	$ 80,000	$ 70,464
4	2	Parent & Education Partner group	Yes	$ 60,000	$ 29,010
4	3	Professional Development	Yes	$ 320,000	$ 233,690
4	4	Family Engagement Workshops	Yes	$ 70,000	$ 55,985
4	5	Creation of a Student Leadership Program	Yes	$ 50,000	$ 26,800
4	6	Parent Liaison	Yes	$ 30,000	$ -
5	1	College and Career Readiness Classroom	Yes	$ 70,000	$ 40,085
5	2	College Tours/Field Trips	Yes	$ 260,000	$ 123,600
5	3	College and Career-Focused Resources and	Yes	$ 60,000	$ 13,000
5	4	Matriculation to Middle School Preparedness	Yes	$ 30,000	$ 28,000

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,991,377	$ 3,624,000	$ 1,978,759	$ 1,645,241	0.000%	0.000%	0.000% - No Difference

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

2025-2026 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)
$ 6,153,959	$ 1,991,377	7.503%	39.862%	$ 1,978,759	0.000%	32.154%	$ 474,349.07	7.708%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing 2026 based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each 2026, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each 2026, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the 2026.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the 2026 as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the 2026, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming 2026)
- Table 2: Contributing Actions Table (for the coming 2026)
- Table 3: Annual Update Table (for the current 2026)
- Table 4: Contributing Actions Annual Update Table (for the current 2026)
- Table 5: LCFF Carryover Table (for the current 2026)

Note: The coming 2026 is the year that is being planned for, while the current 2026 is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming 2026 and 2023–24 will be the current 2026.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable 2026:

- **2026**: Identify the applicable 2026.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming 2026.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior 2026. 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 2026.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant 2026:

- **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 2026:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current 2026.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming 2026. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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