

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

The Journey School

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## 2017-20 Plan Summary

### The Story

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

For this past 2018 – 19 school year, The Journey School began serving the community previously served by Excel Prep Charter – IE.

Excel Prep Charter - IE began serving students in August 2012. The school's primary mission was to increase the number of minority or economically disadvantaged students who receive an effective education in the Inland Empire. To that end, campuses were established in areas of Moreno Valley and Fontana that have historically underserved populations. The Moreno Valley campus, Excel Prep Academy, offered grades K through 6 and served the majority of the school's population, with an enrollment of over 500 students. The Fontana campus, Success Academy, also offered grades K through 6 and served just over one hundred fifty students.

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

The Journey School:

Located in Moreno Valley, the second largest city in Riverside County, our Moreno Valley campus serves primarily Hispanic and African American students, with our student demographic distribution as follows: 50% Hispanic, 41% African American, 5% White, 1% Native Hawaiian or Other Pacific Islander, 1% Filipino, and 0.5% Asian. Twelve percent (12%) of our students are English Learners,

14% receive special education services, and 74% are low income. Foster youth students do not comprise a significant demographic subgroup. During its initial year of operation as Excel Prep Charter - IE, the Moreno Valley campus was located in a commercial shopping center at 23750 Alessandro Boulevard, Suite G. The building was formerly used as a preschool. It was 8,000 square feet and accommodated a maximum of 150 students. Due to a high demand for enrollment and the need for larger outdoor space, the school relocated in June 2013 to a former private school site in a residential area two miles from the previous location. It is a standalone 40,000 square foot facility located at 25560 Alessandro Boulevard. In 2013-2014, enrollment tripled to 450 students. The Journey School campus served approximately 550 students during the 2018-19 school year.

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

## LCAP Highlights

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

Our RJA strategic planning process, which took place from May to October of 2016 and involved all school stakeholders, from students to the RJA board, continues to inform our 2019-20 LCAP. Key features of this year's LCAP include the following:

- a continued focus on high expectations for all students (Goal 1)
- a determination to continue improving students' academic growth and closing the achievement gap for our underperforming student groups (Goal 2)
- increased efforts to engage parents and the community (Goal 3)

Additional stakeholder surveys and winter/spring LCAP meetings also contributed a great deal to our LCAP development.

## Review of Performance

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

## Greatest Progress

Our greatest progress this year has been increasing our students' performance in English Language Arts and Mathematics and decreasing our suspension rate. According to the California School Dashboard 2018 Report (for Excel Prep Charter-IE), the indicator for All Students increased in both subject areas, with every single demographic subgroup improving in both English Language Arts and Math. Preliminary CAASPP data from Spring 2019 is also indicating that our students' performance is improving again this year. We attribute this growth to the actions and services implemented under Goal 2, including providing opportunities for data-driven professional development, employing

universal screening and interim assessments, and providing collaborative time for teachers to respond to their students' data. We plan to continue these successful practices in the 2019-20 school year.

This year, we have continued our efforts to effectively implement PBIS and improve our school culture. We will continue to monitor our implementation of PBIS in 2019-20, and to collect data on our behavioral interventions to find out which of our strategies are having the most impact.

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

## **Greatest Needs**

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

1. Continue improving our academic performance: Our internal assessments indicate that many students are performing below grade level, despite our growth in CAASPP scores. Goal 2 for 2019 – 20 has actions and services directly aimed at improving academic outcomes. Among these are providing more differentiation and targeted interventions, as well as continuing to implement data-driven professional development.
2. Provide clean, safe, attractive campus: student surveys indicated that 53.5% of students agreed or strongly agreed with the statement "my school is clean, safe, and in good condition." To address this area of concern, we have added an action/service for Goal 3 related to implementing evidence-based practices to improve challenging behaviors, and we will continue to focus on inspecting school facilities and making corrections, as needed. With the heavy rains this past winter and spring, many roof repairs were needed as leaks were discovered. This problem has been solved for the upcoming school year.

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

## **Performance Gaps**

We have a performance gap in our state indicators for English Language Arts and Mathematics. The indicator for our Students with Disabilities' performance in both subject areas is Orange, while the indicator for All Students is Yellow. From Spring 2017 to Spring 2018, our Students with Disabilities improved their performance by 25.8 points in ELA and 19.7 points in Math, but their distance from the standard is still significantly lower than our All Students group.

To address this data, Goals 1 and 2 of our 2018-19 LCAP include ensuring all students have equitable access to rigorous, standards-aligned curricula and closing the achievement gap for all underperforming student groups, and we have specific actions/services to help us meet those goals as they relate to improving the performance of our Students with Disabilities. They are as follows:

Goal 1, Action 1 – All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices. Professional development will include a focus on effective instruction for students with disabilities.

Goal 1, Action 3 – Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History-Social Sciences and English Language Arts, including English Language Development for English Learners. Additional materials will be purchased, as needed, to support intervention and differentiation.

Goal 2, Action 1 - Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.

Goal 2, Action 6 - Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to increase achievement for Students with Disabilities and English Learners.

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

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

### **Support for Identified Schools**

Describe how the LEA supported 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.

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
100% attendance for summer professional development days	100% attendance for summer professional development days
100% of students will be provided with CA standards-aligned instructional materials	100% of students were provided with CA standards-aligned instructional materials
100% of instructional materials will be California standards-aligned	100% of instructional materials were California standards-aligned
95% of parents and 100% of teachers will report high expectations for all students	91.02% of parents and 100% of teachers reported high expectations for all students
100% of students will participate in core values character education	100% of students participated in core values character education
100% of students will have access to arts curricula	100% of students had access to arts curricula

Expected

Actual

95% of students will report that adults hold high expectations for them

77% of students reported that adults hold high expectations for them

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.	All teachers took part in professional development providing California standards-aligned instructional strategies, including implementing more effective writing and math instruction.	1. \$3,803 2. \$5,916 3. \$1,902	1. \$3,896 2. \$4,550 3. \$1,810

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.	Professional development goals and workshops were reviewed and updated. Topics supporting rigor and high expectations for all students included setting behavioral expectations, using rigor, and improving engagement.	\$7,607	\$6,066

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.</p>	<p>Administration reviewed assessment results and acquired curriculum and instructional materials for all students. Fountas and Pinnell was purchased for English Language Arts. In addition, a new math curriculum, Illustrative Math, was provided for the sixth grade, and all grades received a new state-adopted social studies curriculum, Social Studies Weekly.</p>	<p>1. \$6,339 2. \$84,520</p>	<p>1. \$4,929 2. \$ 81,535</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.</p>	<p>All teachers implemented instructional strategies for English learners after receiving training in the SIOP model. Teachers focused on setting language objectives and identifying content-specific vocabulary at each grade level.</p>	<p>1. \$21,553 2. \$3,880</p>	<p>1. \$17,062 2. \$3,621</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Administrators, teachers, and students will increase their use of instructional</p>	<p>Administrators, teachers, and students increased their use of instructional</p>	<p>\$8,452</p>	<p>\$9,918</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.	technology this year, including implementing Google Classroom and using online resources such as SmartyAnts, Achieve3000, IXL, and Typing.com.		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.	The Journey School held weekly core values assemblies led by the school counselor, and implemented restorative circles and classroom mini-lessons on core values.	<ol style="list-style-type: none"> <li>1. \$38,034</li> <li>2. \$6,339</li> </ol>	<ol style="list-style-type: none"> <li>1. \$37,064</li> <li>2. \$6,336</li> </ol>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will select arts curriculum aligned to the California Visual and Performing Arts standards and adjust school schedules to provide opportunities for all students to receive arts instruction over the course of the year.	The visual arts were built into classroom lessons this year, culminating in an end-of-year art walk for parents and the community. All students participated in the performing arts through music (including drumline), dance, and drama performances.	<ol style="list-style-type: none"> <li>1. \$1,426</li> <li>2. \$1,835</li> <li>3. \$423</li> </ol>	<ol style="list-style-type: none"> <li>1. \$1,137</li> <li>2. \$1,946</li> <li>3. \$18</li> </ol>

## Analysis

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



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

Overall, all of our seven actions/services for Goal 1 were implemented as planned, and we met or exceeded the targets for five out of seven of our annual measurable outcomes. We reviewed our professional development offerings for the 2018-19 school year, and we worked hard to ensure that all teachers participated in professional development, including the summer sessions before school started. Additionally, administration reviewed our 2017 – 18 assessment results and updated curricular materials for all students in all grade levels prior to the start of this 2018-19 school year, including adding in a new social studies curriculum for this year. The sixth grade also piloted a new math curriculum, Illustrative Math, to see if it would better support our students. All teachers were given additional training in the 2018-19 school year on strategies for English Learners. Finally, administrators, teachers, and students at all grade levels increased their use of instructional technology.

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

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

- For the 2018-19 school year, we acquired new state-adopted instructional materials in social studies. Teachers had been previously using a free California curriculum in addition to books from the last adoption several years ago, but the new materials are much more comprehensive.
- Our increased use of instructional technology across all disciplines is helping our students to be better prepared for college and careers.
- Incorporating the RJA core values into daily school life helps maintain high expectations for all students and prepares students for their roles as active 21st century global citizens.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have material differences between our budgeted expenditures and estimated actual expenditures. Our budgets for this goal very closely matched our actual spending. In Action 7, we did not need to spend as much on art supplies because we had sufficient supplies in storage.

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

This goal will remain the same for the upcoming year, as we need to maintain our focus on ensuring students have equitable access to rigorous curricula and on preparing them for college and career. Based on review of our student data, we have revised two of the actions/services to achieve this goal to include an additional professional development focus on effective instruction and assessment for students with disabilities and to purchase additional instructional materials to further support intervention and differentiation. These revisions can be found in Action/Service 1 and Action/Service 3.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Goal is 53% Standard Met or Exceeded in CAASPP ELA and 47% Standard Met or Exceeded in CAASPP Math for Spring 2019.	Preliminary Spring 2019 CAASPP results indicate 31% Standard Met or Exceeded in CAASPP ELA and 24% Standard Met or Exceeded in CAASPP Math, increases of 4% and 7%, respectively, over last spring.
30% reclassification rate	9% reclassification rate
95% of ELs will make at least one year's progress	Spring 2019 ELPAC results not available yet

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide opportunities for data-driven professional development and collaborative time for teachers to analyze and respond to student data on a school-wide and subgroup basis.	All teachers were provided frequent opportunities to collaborate in order to analyze and respond to their student data. Teachers reviewed NWEA, F&P, IXL, SmartyAnts, Achieve3000, and interim assessment data.	1. \$111,905 2. \$17,770	1. \$109,956 2. \$16,294

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Through universal screening assessments, our schools will identify early our students that are most in need and deploy resources and interventions for those students.	The Journey School implemented universal screening assessments and provided intervention through guided reading, an RTI block, and after-school tutoring.	1. \$48,302    2. \$8,082 3. \$8,766    4. \$19,017	1. \$48,183    2. \$6,446 3. \$8,905    4. \$18,104

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.	Teachers utilized Achieve3000, SmartyAnts, and IXL as the technology-based literacy and math interventions. They also continued to implement math fluency curricula.	1. \$16,904 2. \$4,226	1. \$16,513 2. \$4,959

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide monthly workshops for parents on how to provide additional academic support to students at home.	The Journey School held monthly family nights throughout the year. Topics included bake night with business plans, communicating with kids on tough topics, future planning about middle school and college and career choices, art night, sports night, and math night. Teachers also provided information for parents/guardians on how to support students academically at home through Class Dojo.	\$6,339	\$8,265

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English Learners.	All teachers were provided professional development on the SIOP model, including setting language objectives and identifying content-specific vocabulary by grade level.	\$3,592	\$3,033

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will continue to facilitate professional development for teachers on small group targeted intervention and differentiated instruction in order to	All teachers received professional development on differentiation through guided reading and instructional strategies for an inclusive classroom (led by the special education teachers).	1. \$7,818 2. \$5,705 3. \$2,434 4. \$8,452	1.\$7,413 2.\$4,550 3.\$1,810 4.\$9,918

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
increase achievement for English Learners and students with disabilities.	Teachers also received training on trauma-informed practices and verbal de-escalation.		

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide professional development specifically geared toward increasing the achievement of African American students.	During the summer professional development for teachers before the school year began, teachers received training on culturally responsive instructional practices and building relationships with students.	\$3,592	\$4,959

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to use CAASPP practice and interim assessments, with special focus devoted to writing and math performance tasks, to support student understanding and increased achievement.	Teachers used the Digital Library and CAASPP practice and interim assessments throughout the school year to help students prepare for the level of rigor they would encounter on their grade level assessments.	<ol style="list-style-type: none"> <li>1. \$49,748</li> <li>2. \$7,901</li> <li>3. \$8,029</li> </ol>	<ol style="list-style-type: none"> <li>1. \$49,418</li> <li>2. \$7,242</li> <li>3. \$9,918</li> </ol>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will expand opportunities for academic intervention after school.	Teachers provided content-based tutoring after school and after-school program	<ol style="list-style-type: none"> <li>1. \$40,961</li> <li>2. \$1,902</li> </ol>	<ol style="list-style-type: none"> <li>1. \$43,655</li> <li>2. \$2,226</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	tutors provided additional reading and math tutoring.		

## Analysis

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

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

Overall, all nine of our planned actions/services were implemented during the 2018-19 school year. Schools created opportunities for data-driven professional development, provided teachers with collaborative time to analyze student results, used universal screening assessments to identify students in need of intervention, and provided technology-based literacy and math interventions for students. Schools also provided additional professional development for teachers in EL strategies, differentiated instruction, and increasing the achievement of African American and Hispanic students. Finally, monthly family night workshops for parents were also provided on a variety of topics. Based on the information currently available to us, we know that although we have not met all of our annual measurable outcomes for this goal, our students did make good academic progress over the course of the year. Preliminary Spring 2019 CAASPP results indicate that the percentage of students meeting or exceeding the standards in English Language Arts increased by 4% and the percentage of students meeting or exceeding the standards in Mathematics increased by 6%.

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

It is difficult to fully ascertain the effectiveness of the actions/services for this goal, as we do not yet know the Spring 2019 ELPAC results, but based on the results of our internal universal screening assessments, interim assessments, and preliminary CAASPP results, we believe that our actions/services have been partially effective in ensuring that students demonstrate academic growth. Students definitely made growth over the course of the year in both English Language Arts and Mathematics, but many are still performing below grade level. We need to continue to deploy additional resources toward the intervention-based actions and services in Goal 2.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated actual expenditures only exceeded our budgeted expenditures slightly for actions/services 4, 7, and 9. These overages were the result of our having added additional activities to family nights, increased time for professional development, and providing additional tutoring after school.

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

At this time, we do not have plans to change the actions and services in support of this goal, other than revising Action 7 to include our Hispanic student population. Although students are showing growth in both English Language Arts and Mathematics, based on the preliminary Spring 2019 CAASPP results, we have a continued need for data-driven professional development and student literacy and math interventions in order to increase our performance on the academic indicator. The expected annual measurable outcome related to CAASPP testing will remain the same based on the RJA strategic plan.

### Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
96% attendance rate	93.5% attendance rate
Expulsion rate of less than 1%	Expulsion rate of 0%

Expected	Actual
5.4% suspension rate	2.5% suspension rate
Spring student-led conferences	Held spring student-led conferences
10 meetings per year	Held 10 parent meetings (one per month)
9 parents per workshop	Average of 6 parents per advisory group meeting; hundreds of parents at family nights
100% of schools maintain compliant safety plans	Maintained 100% compliant safety plans
100% of school facilities issues reported are resolved within 10 days	90% of facilities issues reported were resolved within 10 days; the rainy winter caused many leaks in the roof and the roof replacement took considerably longer than 10 days from discovery of the problem
<p>1) 92% of students agree with the statement “my school is clean, safe, and in good condition.”</p> <p>2) 97% of students agree with the statement “there is an adult at my school whom I trust and can go to for help if I have a problem”</p> <p>3) 97% of students agree with the statement “teachers and other adults at school care about me”</p> <p>4) 92% of students hold positive beliefs about their social and emotional well-being while at school</p>	<p>1) 53.5% of students agree with the statement “my school is clean, safe, and in good condition.”</p> <p>2) 78% of students agree with the statement “there is an adult at my school whom I trust and can go to for help if I have a problem”</p> <p>3) 71% of students agree with the statement “teachers and other adults at school care about me”</p> <p>4) 61% of students hold positive beliefs about their social and emotional well-being while at school</p>

## **Actions / Services**

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



## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School staff will promote attendance by implementing attendance incentives, ensuring that school is socially, emotionally and physically safe and that classroom interactions are engaging and rewarding, and by increasing outreach and support services to families of students with chronic absences.	Attendance incentives for the year included students' ability to earn fun activities for their classroom via perfect attendance, monthly perfect attendance dances, treat attendance parties, attendance awards, and a Castle Park field trip. In addition, families of students with chronic absences were contacted via phone, mail, and home visit, and SART and SARB processes were in place.	<ol style="list-style-type: none"> <li>1. \$19,397</li> <li>2. \$25,779</li> <li>3. \$5,578</li> </ol>	<ol style="list-style-type: none"> <li>1. \$20,037</li> <li>2. \$20,474</li> <li>3. \$5,431</li> </ol>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine whether additional supports are needed for these demographic groups.	The Journey School implemented a PBIS system that included incentives for students such as scholar dollars/Big Bucks and a student store, check in/check out (with a mentor), counseling, and behavior support plans.	<ol style="list-style-type: none"> <li>1. \$4,226</li> <li>2. \$4,226</li> </ol>	<ol style="list-style-type: none"> <li>1. \$4,453</li> <li>2. \$4,128</li> </ol>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All campus supervision staff will receive ongoing PBIS and supervision training throughout the year, and school	All campus supervision staff received CPI de-escalation training, SafeSchools online trainings, and in-person training with the	<ol style="list-style-type: none"> <li>1. \$14,791</li> <li>2. \$8,452</li> <li>3. \$9,065</li> </ol>	<ol style="list-style-type: none"> <li>1. \$15,849</li> <li>2. \$19,926</li> <li>3. \$9,462</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
administrators will analyze student behavior data on a weekly basis to determine when and where additional supervision is needed on campus.	principal. They were also given maps of supervision areas and schedules, updated as needed in response to discipline data.		

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.	All new students were provided with an orientation and tour, and SST processes were in place for both academic and behavioral concerns. Students identified as at-risk academically or behaviorally received pull-out academic interventions, behavior support plans, and counseling.	<ol style="list-style-type: none"> <li>1. \$18,130</li> <li>2. \$4,754</li> <li>3. \$1,780</li> </ol>	<ol style="list-style-type: none"> <li>1.\$14,408</li> <li>2.\$2,921</li> <li>3.\$1,810</li> </ol>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will provide interventions for students who are absent for more than ten days for any reason.	Teachers provided assignments and accommodations to students with extended or chronic absences, and offered additional academic support to those students upon their return to school.	\$1,293	\$1,113

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.	Parents/guardians were given quarterly attendance reports and families with chronic absences were contacted via phone, mail, and home visits. SART and SARB processes were both in place.	1. \$10,565 2. \$30,005 3. \$7,303	1. \$11,131 2. \$41,671 3. \$6,336

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.	The Journey School had a parent advisory group that met monthly. They reviewed and gave input on the LCAP, participated in the WASC process, helped plan family nights, and gave feedback on the daily operations of the school.	\$3,233	\$2,654

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School facilities will be inspected on a regular basis by administration and corrections made as needed.	This year an operations manager was hired who inspected facilities and made corrections as needed. The main concern addressed this year was a leaky roof.	1. \$26,751 2. \$16,059 3. \$7,706	1. \$21,233 2. \$37,695 3. \$7,242

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will conduct school climate surveys three times annually, in addition to annual stakeholder surveys that gather input and responses to educational programs, including programs for unduplicated students.	The school conducted student surveys three times throughout the year, in addition to annual stakeholder surveys that gathered input and responses to educational programs, including programs for unduplicated students.	\$2,853	\$2,783

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.	The school's additional outreach activities this year included all-calls, emails, text messages through Illuminate, principal newsletters, classroom newsletters, flyers, Harvest Fest, Winter Program, and a Family BBQ. Attendance was in the hundreds for the seasonal events.	<ol style="list-style-type: none"> <li>1. \$39,886</li> <li>2. \$64,278</li> </ol>	<ol style="list-style-type: none"> <li>1.\$31,849</li> <li>2.\$63,009</li> </ol>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will develop and implement programming to support positive student interactions with peers and staff in all campus settings (classroom, lunch area, playground, etc.).	Programming to support positive student interaction with peers and staff included setting expectations with students, modeling, counseling, check in/check out system, scholar dollar incentives, and a Kindness Challenge.	<ol style="list-style-type: none"> <li>1. \$44,995</li> <li>2. \$12,691</li> <li>3. \$1,183</li> </ol>	<ol style="list-style-type: none"> <li>1.\$44,477</li> <li>2.\$7,789</li> <li>3.\$55</li> </ol>

## Analysis

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

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

All eleven actions and services for this goal were implemented this year. The school more fully implemented PBIS during the 2018 – 19 school year. The principal also trained campus supervisors, provided student and parent orientations, and surveyed students on school climate. In addition, new attendance incentives were developed, and parents were notified of chronic absences. Tutoring was provided to academically at-risk students and parents were provided with multiple opportunities to engage with the school and assume leadership roles. Parents participated in the WASC process, gave feedback on school procedures, and helped organize several school activities.

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

Our actual annual measurable outcomes indicate that although we are making good strides toward achieving our goal, we still need to increase our efforts to promote student attendance and parent engagement. From our stakeholder surveys, we learned that we also need to build the teachers' capacity to handle challenging behaviors in the classroom. This will help build even more positive classroom climates, as well as help us to decrease our suspension rate even further. In terms of the growth we did make toward this goal during the 18-19 school year, we believe that implementing Action/Service 11 contributed a great deal to our progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures for this goal (Actions 3, 6, and 8) are due to salary and benefits costs being significantly higher than originally projected. An operations manager was hired to support the school's facilities upgrades this school year.

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

As a result of this analysis, we are adding an action/service (Action/Service 3) to provide professional development for school staff on behavioral interventions and evidence-based practices to improve challenging behaviors. We also revised Action/Service 12 to include the use of restorative practices. We are hoping these changes will help to improve our students' experience of a positive school climate.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Maintain 100% fully credentialed teachers	Maintained 100% fully credentialed teachers
Maintain 0% mis-assigned teachers	Maintained 0% mis-assigned teachers
100% annual principal certification that teachers have all successfully participated in the RJA teacher development system	100% annual principal certification that teachers have all successfully participated in the RJA teacher development system.
100% annual Chief Academic Officer certification that school leaders have all successfully participated in the RJA leader development system	100% annual Chief Executive Officer certification that school leaders have all successfully participated in the RJA leader development system
100% of staff surveyed will understand and identify with the RJA mission and vision.	89% of staff surveyed understood and identified with the RJA mission and vision.

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.	The principal led discussions about the school's mission and vision during professional development days and through the WASC process this year. Staff also reviewed the mission and vision during weekly staff meetings, and mission and vision posters were posted in all classrooms and common areas.	1. \$2,371	\$2,226

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.	All teachers demonstrated subject area competency and either completed or were engaged in an induction program. Intern teachers participated in their credential and mentoring programs.	\$9,661	\$9,884

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.	RJA advertised teacher job openings widely in order to ensure an adequate pool of candidates and screened prospective candidates for possession of appropriate credentials.	\$4,226	\$4,959

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will continue to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	RJA continued to partner with the Riverside County of Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.	\$25,200	\$31,406

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.	RJA implemented Teacher and Leader Development Systems (through EdReflect) to increase teacher and leader effectiveness throughout the year.	\$21,130	\$26,447

## Analysis

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

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

Overall, all five of our actions/services for Goal 4 were successfully implemented as planned, and we met four of our five annual measurable outcomes. We ensured our beginning teachers were engaged in induction, continued our partnership with the Riverside County Office of Education's Center for Teacher Innovation, and continued the implementation of our teacher and leader development systems. Site administrators communicated the mission and vision through staff meetings and discussions.

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



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

- Ensured a credentialed teacher was assigned to every classroom
- Ensured beginning teachers were provided a reflective coach to support them through the induction process

Our mission and vision work could still be improved upon, as we only had 89% of the school staff reporting that they understood and identified with the school mission and vision.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between our budgeted expenditures and our estimated actual expenditures were due to our having more teachers participating in the induction program than we had originally anticipated, as well as a number of additional school staff using the teacher and leader development system (EdReflect).

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

There will be no changes made to this goal or its actions/services, as we wish to continue all of these efforts for the 2019-20 school year.

# Stakeholder Engagement

LCAP Year: 2019–20

## Involvement Process for LCAP and Annual Update

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

The Journey School and the other RJA schools employed several different types of communication and outreach efforts throughout the year to consult with parents, community members, staff and students in order to develop the LCAP and annual update. Our planning process for the 2019-20 LCAP actually began in May of 2016, as REAL Journey Academies (RJA) began a strategic planning process that included the RJA board, certificated and classified staff, parents, and students at all schools. Additionally, throughout this school year, parents were consulted through ELAC meetings, monthly parent meetings, parent surveys in the winter and spring, and specific LCAP meetings to review the state priorities and the goals for the upcoming year. The parent survey was also provided in both English and Spanish, and paper copies were provided in addition to an online survey. Students were consulted via online surveys in December and again in April, and teachers worked directly with students in the lower grades (grades 3 & 4) to assist them in completing their surveys. Principals also reached out to teachers and staff, through faculty and staff meetings and an online survey, and principals were consulted for the annual update, as well as for the development of the goals, actions and services for the upcoming year. Finally, the Real Journey Academies board provided feedback on our LCAP draft at their late spring board meeting held on May 1, 2019.

## Impact on LCAP and Annual Update

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

Over the course of the year we worked with school stakeholders in order to gain feedback on our goals and to analyze the effectiveness of our actions/services over the past year for the annual update. These consultations impacted our 2019-2020 LCAP in the following ways:

Our goals for 2019 – 2020 will remain the same as the goals for 2018 – 2019 because we are still working on fully achieving these goals, but we are making some changes or additions to the actions and services.

Goal 1: This goal will remain the same for the upcoming year, as we have only met five out of seven of our expected annual measurable outcomes. We revised two of our actions/services for this goal based on our consultations with school stakeholders. Based

on survey and discussion data, we are adding a new professional development focus to improve instruction for students with disabilities, and we are also adding resources to support intervention and differentiation for all students.

Goal 3: Based on the results of our student surveys and feedback from school administrators and teachers, one action/service has been added in this area to provide more behavioral interventions for students and another action/service has been revised to include monitoring of data for students with disabilities.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

### Identified Need:

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

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Unchanged

Modified

**2017-18 Actions/Services**

All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.

**2018-19 Actions/Services**

All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices.

**2019-20 Actions/Services**

All teachers will take part in professional development, refresher trainings, or orientations that provide up to date California standards-aligned instructional strategies and practices. Professional development will include a focus on effective instruction and assessment for students with disabilities.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$9,435 2. \$12,360 3. \$3,923	1. \$9,000 2. \$14,000 3. \$4,500	1. \$3,980 2. \$5,071 3. \$1,700
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners, Foster Youth, Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services



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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.

2018-19 Actions/Services

Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.

2019-20 Actions/Services

Review professional development goals and workshop offerings annually as they pertain to California standards alignment and support of instructional rigor and high expectations for all students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$18,000	\$9,098
Source	LCFF	LCFF	LCFF
Budget Reference	Travel & Conference: 5200	Salaries:1300	Salaries:1300

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New

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

Unchanged

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English Learners. Additional materials will be purchased, as needed, to support intervention and differentiation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$5,100 2. \$200,000	1. \$15,000 2. \$200,000	1. \$7,392 2. \$61,053
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Books & Supplies: 4000-4999 2. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1300 2. Books & Supplies: 4000-4999	1. Salaries: 1300 2. Books & Supplies: 4000-4999

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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



OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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




**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English Learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.

2018-19 Actions/Services

Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English Learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.

2019-20 Actions/Services

Ensure that teachers implement rigorous, standards-based instruction utilizing strategies for English Learners: 1) setting language objectives and providing feedback, 2) non-linguistic representations, 3) cues, questions, and advanced organizers, 4) 6-step process for teaching academic vocabulary.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$51,000 2. \$9,180	1. \$51,000 2. \$9,180	1. \$25,815 2. \$3,401
Source	1.LCFF 2. LCFF	1.LCFF 2. LCFF	1.LCFF 2. LCFF
Budget Reference	1. Salaries: 1300 2. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Employee Benefits: 3000-3999

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.

**2018-19 Actions/Services**

Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.

**2019-20 Actions/Services**

Administrators, teachers, and students will increase their use of instructional technology to meet or exceed the academic content standards. Keyboarding training or supplemental curriculum will be provided for students in grades 3 – 6.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$10,882
Source	LCFF	LCFF	LCFF
Budget Reference	Services & Other Operating Expense: 5000-5999	Services & Other Operating Expense: 5000-5999	Services & Other Operating Expense: 5000-5999

## Action 6

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.

2018-19 Actions/Services

Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.

2019-20 Actions/Services

Schools will incorporate the RJA core values into daily school life as part of an integrated character education program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$114,298 2. \$20,574	1. \$90,000 2. \$15,000	1. \$41,280 2. \$5,527
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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



**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

N/A

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

New

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

Unchanged

**2017-18 Actions/Services**

[Describe the 2017-18 action/service here]

**2018-19 Actions/Services**

Schools will select arts curriculum aligned to the California Visual and Performing Arts standards and adjust school schedules to provide opportunities for all students to receive arts instruction over the course of the year.

**2019-20 Actions/Services**

Schools will select arts curriculum aligned to the California Visual and Performing Arts standards and adjust school schedules to provide opportunities for all students to receive arts instruction over the course of the year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		1. \$3,375 2. \$4,342 3. \$1,000	1. \$1,706 2. \$3,596 3. \$1,698
Source		1. LCFF	1. LCFF



Year	2017-18	2018-19	2019-20
		2. LCFF 3. LCFF	2. LCFF 3. LCFF
Budget Reference		1. Salaries: 1300 2. Salaries: 2100 3. Classroom Materials & Supplies: 4315	1. Salaries: 1300 2. Salaries: 2100 3. Classroom Materials & Supplies: 4315

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

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8  
Local Priorities:

## Identified Need:

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

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

## Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
as measured by the CELDT and the ELPAC.				

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$264,800 2. \$42,050	1. \$264,800 2. \$42,050	1. \$120,853 2. \$15,476
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999	1. Salaries: 1100 2. Employee Benefits: 3000-3999

### Action 2

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

**Students to be Served:**

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

**Location(s):**

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

[Empty selection box for Students to be Served]

[Empty selection box for Location(s)]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$114,298 2. \$19,125 3. \$20,744 4. \$20,031	1. \$114,298 2. \$19,125 3. \$20,744 4. \$45,000	1. \$52,279 2. \$9,666 3. \$6,930 4. \$16,581
Source	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF
Budget Reference	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999	1. Salaries: 1100 2. Salaries: 1300 3. Salaries: 2300 4. Employees Benefits: 3000-3999

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.

2018-19 Actions/Services

Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.

2019-20 Actions/Services

Teachers will utilize technology-based literacy and math interventions to support increases in student reading and math achievement, in addition to continuing to implement math fluency curricula.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	1. \$40,000 2. \$10,000	1. \$12,195 2. \$5,441
Source	LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	Services & Other Operating Expenses: 5000-5999	1. Books and Supplies: 4000 - 4999 2. Services & Other Operating Expenses: 5000-5999	1. Books and Supplies: 4000 - 4999 2. Services & Other Operating Expenses: 5000-5999

### Action 4

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$8,162
Source	LCFF	LCFF	LCFF
Budget Reference	Services Other Operating Expenses: 5000-5999	Services Other Operating Expenses: 5000-5999	Services Other Operating Expenses: 5000-5999

## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

2017-18 Actions/Services

Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English Learners.

2018-19 Actions/Services

Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English Learners.

2019-20 Actions/Services

Schools will provide additional professional development for teachers in EL strategies, including model lessons, to accelerate the English language development of English Learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,500	\$8,500	\$4,321
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1300	Salaries:1300	Salaries:1300

**Action 6**

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

**Students to be Served:**

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

Students with Disabilities, Specific Student Groups: English Learners

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$18,500 2. \$13,500 3. \$5,760 4. \$20,000	1. \$18,500 2. \$13,500 3. \$5,760 4. \$20,000	1.\$8,419 2.\$6,823 3.\$2,126 4.\$10,882
Source	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF	1. LCFF 2. LCFF 3. LCFF 4. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1100 2. Salaries: 1300 3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1100 2. Salaries: 1300 3. Employee Benefits: 3000-3999 4. Services & Other Operating Expenses: 5000-5999

## Action 7

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

**Students to be Served:**

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

**Location(s):**

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

Specific Student Groups: African American

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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**Actions/Services**

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

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

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

New	Unchanged	Modified
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Schools will provide professional development specifically geared toward increasing the achievement of Hispanic and African American students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$8,500	\$4,591
Source	LCFF	LCFF	LCFF
Budget Reference	Travel & Conference: 5200	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

[Empty input box for Students to be Served]

[Empty input box for Location(s)]

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$117,720 2. \$18,695 3. \$15,000	1. \$117,720 2. \$18,695 3. \$19,000	1. \$53,909 2. \$6,887 3. \$10,372
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Supplies: 4300	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Services & Other Operating Expenses: 5000-5999	1. Salaries: 1100 2. Employee Benefits: 3000-3999 3. Services & Other Operating Expenses: 5000-5999

## Action 9

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

**Students to be Served:**

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

**Location(s):**

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

--	--

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income	LEA-wide	All Schools
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**Actions/Services**

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

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

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

New	Unchanged	Unchanged
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2017-18 Actions/Services

Schools will expand opportunities for academic intervention after school.

2018-19 Actions/Services

Schools will expand opportunities for academic intervention after school.

2019-20 Actions/Services

Schools will expand opportunities for academic intervention after school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$96,926 2. \$4,500	1. \$96,926 2. \$4,500	1. \$80,755 2. \$1,521
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Salaries: 2100 2. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2300

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

Unchanged Goal

**Goal 3**

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

**State and/or Local Priorities addressed by this goal:**

State Priorities: 1, 3, 5, 6



Local Priorities:

**Identified Need:**

Our local data indicates that we only met five out of nine (or 56%) of our annual measurable outcomes for this goal in 2017-18. Additionally, the RJA strategic plan, developed with all school stakeholders from May – October 2016, indicates that we need to increase our external partnerships, involve our families more, and host additional parent workshops on our campuses. \*RJA Strategic Plan, pages 11 and 19

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 95% or higher student attendance rates.	94% attendance rate	95% attendance rate	96% attendance rate	96% attendance rate
Maintain an expulsion rate of less than 1%.	Expulsion rate of .06%	Expulsion rate of less than 1%	Expulsion rate of less than 1%	Expulsion rate of less than 1%
Decrease the off-campus suspension rate by 25%.	9.7% suspension rate	7.2% suspension rate	5.4% suspension rate	4.4% suspension rate
Maintain student-led conferencing once per year.	Spring student-led conferences	Spring student-led conferences	Spring student-led conferences	Spring student-led conferences
Parent advisory committees or school site councils will meet on a regular basis	New metric, data to be collected	10 meetings per year	10 meetings per year	10 meetings per year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(at least once a month) throughout the year.				
Increase attendance at monthly parent workshops by 10%.	7 parents per workshop	8 parents per workshop	9 parents per workshop	9 parents per workshop
100% of schools will maintain compliant safety plans.	New metric, data to be collected	100% of schools maintain compliant safety plans	100% of schools maintain compliant safety plans	100% of schools maintain compliant safety plans
Maintain school facilities in a manner that ensures that they are clean, safe, and functional.	New metric, data to be collected	100% of school facilities issues reported are resolved within 10 days	100% of school facilities issues reported are resolved within 10 days	100% of school facilities issues reported are resolved within 10 days
School climate surveys will indicate an increase in students' positive beliefs about campus safety, caring relationships, their social and emotional well-being at school, and their	1) 51.55% of students agree or strongly agree with the statement "my school is clean, safe, and in good condition." 2) 83.12% of students agree or strongly agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem"	1) 90% of students agree with the statement "my school is clean, safe, and in good condition." 2) 95% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 95% of students agree with the statement	1) 92% of students agree with the statement "my school is clean, safe, and in good condition." 2) 97% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 97% of students agree with the statement	1) 90% of students agree with the statement "my school is clean, safe, and in good condition." 2) 95% of students agree with the statement "there is an adult at my school whom I trust and can go to for help if I have a problem" 3) 95% of students agree with the statement "teachers and other

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
meaningful participation in school activities.	3) 76.43% of students agree with the statement “teachers and other adults at school care about me” 4) Additional new metrics, data to be collected	“teachers and other adults at school care about me” 4) 90% of students hold positive beliefs about their social and emotional well-being while at school	“teachers and other adults at school care about me” 4) 92% of students hold positive beliefs about their social and emotional well-being while at school	adults at school care about me” 4) 90% of students hold positive beliefs about their social and emotional well-being while at school

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.

2018-19 Actions/Services

School staff will promote attendance by implementing attendance incentives, ensuring that school is socially, emotionally and physically safe and that classroom interactions are engaging and rewarding, and by increasing outreach and support services to families of students with chronic absences.

2019-20 Actions/Services

Schools will promote attendance by implementing attendance incentives, ensuring that school is socially, emotionally and physically safe, and that classroom interactions are engaging and rewarding. Additionally, schools will increase outreach and support services to families of students with chronic absences.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$45,900 2. \$61,000 3. \$13,200	1. \$45,900 2. \$61,000 3. \$13,200	1. \$15,340 2. \$30,875 3. \$4,847
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 2200 2. Salaries: 1300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 1300 3. Employee Benefits: 3000-3999

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine

2018-19 Actions/Services

All schools will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Behavioral interventions for boys and students with ADHD will be monitored to determine

2019-20 Actions/Services

The school will continue implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels. Discipline data for boys, students with ADHD, and students with disabilities will be monitored to determine whether additional supports

2017-18 Actions/Services

whether additional supports are needed for these demographic groups.

2018-19 Actions/Services

whether additional supports are needed for these demographic groups.

2019-20 Actions/Services

are needed for these demographic groups.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$10,000 2. \$10,000	1. \$10,000 2. \$10,000	1. \$3,338 2. \$3,087
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference	1. Consulting Services: 5800 2. Books & Supplies: 4000-4999	1. Salaries: 2300 2. Books & Supplies: 4000-4999	1. Salaries: 2300 2. Books & Supplies: 4000-4999

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	1. \$21,870 2. \$12,929
Source	<input type="text"/>	<input type="text"/>	1. LCFF 2. LCFF
Budget Reference	<input type="text"/>	<input type="text"/>	1. Salaries 1300 2. Benefits 3101

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

All campus supervision staff will receive PBIS and supervision training.

2018-19 Actions/Services

All campus supervision staff will receive ongoing PBIS and supervision training throughout the year, and school administrators will analyze student behavior data on a weekly basis to

2019-20 Actions/Services

All campus supervision staff will receive ongoing PBIS and supervision training throughout the year, and school administrators will analyze student behavior data on a weekly basis to



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

determine when and where additional supervision is needed on campus.

determine when and where additional supervision is needed on campus.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$28,132 2. \$15,194	1. \$35,000 2. \$20,000 3. \$21,450	1. \$29,127 2. \$27,910 3. \$7,184
Source	1. LCFF 2. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 2100 2. Salaries: 2200	1. Salaries: 2100 2. Salaries: 2200 3. Salaries: 2300	1. Salaries: 2100 2. Salaries: 2200 3. Salaries: 2300

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All School

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.

**2018-19 Actions/Services**

The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.

**2019-20 Actions/Services**

The school will provide orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$4,335 2. \$3,060 3. \$1,331	1. \$42,901 2. \$11,250 3. \$4,213	1. \$21,721 2. \$3,219 3. \$1,531
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 1300 2. Salaries: 2300 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 1200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 1200 3. Employee Benefits: 3000-3999

## Action 6

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

2017-18 Actions/Services

Staff will provide interventions for students who are absent for more than ten days for any reason.

2018-19 Actions/Services

Staff will provide interventions for students who are absent for more than ten days for any reason.

2019-20 Actions/Services

Staff will provide interventions for students who are absent for more than ten days for any reason.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,060	\$3,060	\$1,014
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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



OR

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

**Students to be Served:**

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

Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All School

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.

**2018-19 Actions/Services**

Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.

**2019-20 Actions/Services**

Schools will provide parents/guardians with quarterly attendance reports and inform them of chronic absences.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$25,000 2. \$71,000 3. \$17,280	1. \$25,000 2. \$71,000 3. \$17,280	1. \$8,367 2. \$15,366 3. \$6,377
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999	1. Salaries: 2300 2. Salaries: 2400 3. Employee Benefits: 3000-3999

## Action 8

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schols

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.

2018-19 Actions/Services

The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.

2019-20 Actions/Services

The school will provide parents/guardians/community members with opportunities to enhance meaningful engagement, participate in shared decision-making, and assume leadership roles.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,650	\$7,650	\$3,867
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1300	Salaries: 1300	Salaries: 1300

**Action 9**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

School facilities will be inspected on a regular basis by administration and corrections made as needed.

**2018-19 Actions/Services**

School facilities will be inspected on a regular basis by administration and corrections made as needed.

**2019-20 Actions/Services**

School facilities will be inspected on a regular basis by administration and corrections made as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$63,300 2. \$38,000 3. \$18,234	1. \$63,300 2. \$38,000 3. \$18,234	1. \$32,069 2. \$53,037 3. \$6,717
Source	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999	1. Salaries: 1300 2. Salaries: 2200 3. Employee Benefits: 3000-3999



# Action 10

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,750	\$6,750	\$2,240
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.

The school will conduct additional outreach to increase the number of parents, guardians, and community members participating in school activities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		1. \$94,382 2. \$152,101	1. \$47,820 2. \$69,660
Source		1. LCFF 2. LCFF	1. LCFF 2. LCFF
Budget Reference		1. 1300 2. 1100	1. 1300 2. 1100

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school will develop and implement programming to support positive student interactions with peers and staff in all campus settings (classroom, lunch area, playground, etc.).

The school will develop and implement programming to support positive student interactions with peers and staff in all campus settings (classroom, lunch area, playground, etc.). This may include the use of restorative practices.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1. \$106,471 2. \$30,031 3. \$2800	1. \$48,749 2. \$8,591 3. \$4,631
Source		1. LCFF 2. LCFF 3. LCFF	1. LCFF 2. LCFF 3. LCFF
Budget Reference		1. Salaries: 1100 2. Salaries: 1200 3. Classroom Materials & Supplies: 4315	1. Salaries: 1100 2. Salaries: 1200 3. Classroom Materials & Supplies: 4315

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

Unchanged Goal

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6

Local Priorities:

## Identified Need:

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

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 100% fully credentialed teachers	98%	100%	100%	Maintain 100% fully credentialed teachers
Maintain 0% mis-assigned teachers.	100%	100%	100%	Maintain 0% mis-assigned teachers.
Annual principal certification that teachers have all successfully participated in the RJA teacher development system.	New metric, data to be collected	100%	100%	100% annual principal certification that teachers have all successfully participated in the RJA teacher development system.
Annual Chief Academic Officer certification that school leaders have all successfully participated in the	New metric, data to be collected	100%	100%	100% annual Chief Academic Officer certification that school leaders have all successfully participated

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
RJA leader development system.				in the RJA leader development system.
Staff surveys will indicate stakeholder understanding of and identification with the RJA mission and vision.	New metric, data to be collected	N/A	100% of staff surveyed will understand and identify with the RJA mission and vision.	100% of staff surveyed will understand and identify with the RJA mission and vision.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.

**2018-19 Actions/Services**

Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.

**2019-20 Actions/Services**

Communicate the RJA vision and mission frequently and through a variety of sources to ensure a committed staff that understands, teaches, and leads in accordance with the mission and vision.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. \$5,610	1. \$5,610	1.\$1,859
Source	1. LCFF	1. LCFF	1.LCFF
Budget Reference	Salaries: 2300	Salaries: 2300	Salaries: 2300



## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.

2018-19 Actions/Services

All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.

2019-20 Actions/Services

All teachers will demonstrate subject area competency and will have completed or be engaged in an induction program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,860	\$22,860	\$10,456
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries: 1100	Salaries: 1100	Salaries: 1100

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.

2018-19 Actions/Services

RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.

2019-20 Actions/Services

RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$5,441
Source	LCFF	LCFF	LCFF
Budget Reference	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

RJA will continue to partner with the Riverside County Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.

**2018-19 Actions/Services**

RJA will continue to partner with the Riverside County Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.

**2019-20 Actions/Services**

RJA will continue to partner with the Riverside County Office of Education's Center for Teacher Innovation to provide induction for beginning teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,500	\$75,500	\$32,477
Source	LCFF	LCFF	LCFF
Budget Reference	Consulting Services: 5800	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

## Action 5

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.

2018-19 Actions/Services

RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.

2019-20 Actions/Services

RJA will continue to implement Teacher and Leader Development Systems to increase teacher and leader effectiveness throughout the year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$27,206
Source	LCFF	LCFF	LCFF
Budget Reference	Consulting Services: 5800	Services & Other Operating Expenses: 5000-5999	Services & Other Operating Expenses: 5000-5999

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 670,885

45%

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

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

The actions and services that demonstrate increased or improved services for unduplicated pupils are as follows: Goal 1, Actions 2 and 4; Goal 2, Actions 2, 5, and 9; Goal 3, Actions 5 and 10. Goal 1, Actions 2 and 4 support our unduplicated pupils because they state our intent to maintain high expectations for ALL students, regardless of their English language learner or socioeconomic status and they require the implementation of SPECIFIC strategies to improve the English language development of our English Language Learners. These actions are improvements over last year because not only will the use of specific ELD strategies be more easily measured and tracked in the classroom, but the professional development around high expectations for all will make it clear to all teachers that the quality of our instruction for English Learners, socioeconomically disadvantaged students, and foster youth must meet or exceed the quality of instruction for students who do not fall into those categories. We are striving to make it clear to all school staff that a student's socioeconomic, foster youth, or English Learner status does not mean we lower the expectations for that student. Goal 2, Actions 2, 5, and 9 increase services for our unduplicated pupils because our universal screening assessments will pinpoint our students who are struggling early on and will trigger our deployment of resources to those students immediately. We will ensure that our students most in need (English Learners, socioeconomically disadvantaged students, and foster youth) are assigned the resources they need to be successful. Additionally, our increased professional development for teachers, including model lessons, around English language development will improve services for our English Learners. We are also increasing the availability of after-school interventions, which will improve services for all our unduplicated students. Finally, Actions 4 and 9 in Goal 3 will help us improve services for our unduplicated students because we will disaggregate our school climate survey data for English Learners, socioeconomically

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



# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

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

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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