



**2024- 2025 Local Control Funding Formula (LCFF) Budget
Overview for Parents**

**2024-2025 Local Control and Accountability Plan (LCAP) *and*
LCAP Expenditure Tables**

**Annual Update for the 2023-2024 LCAP Year *and* LCAP
Expenditure Tables**

**27102 FOXBOROUGH
ALISO VIEJO, CA 92656**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

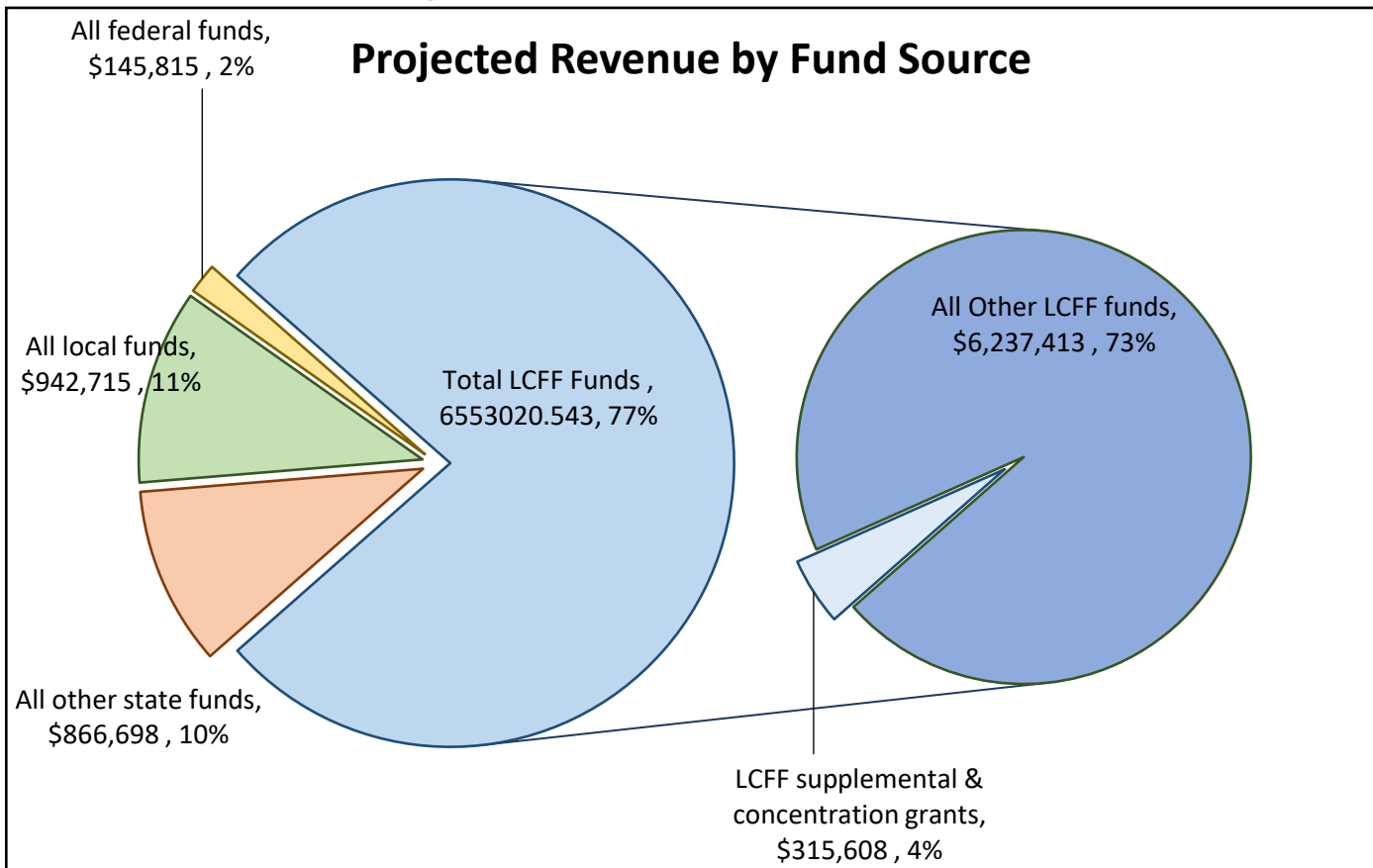
School Year: 24-25

LEA contact information: Gavin Keller, 949-448-7232, gavin@journeyschool.net

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

Budget Overview for the 24-25 School Year

Projected Revenue by Fund Source

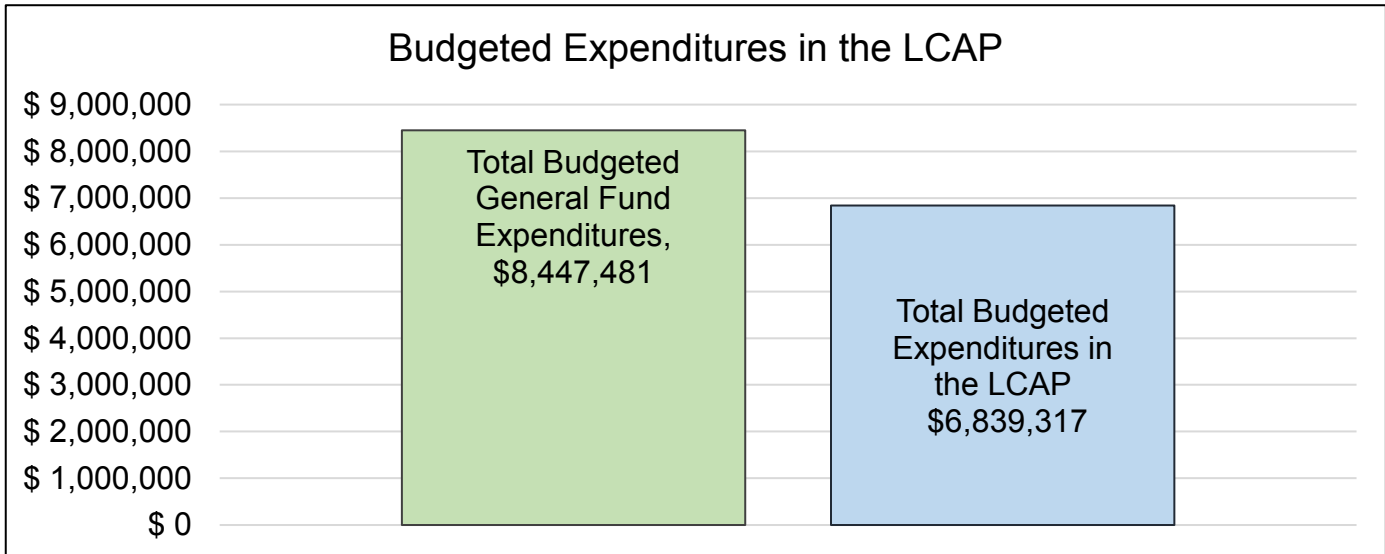


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey School is \$8,508,248.25, of which \$6,553,020.54 is Local Control Funding Formula (LCFF), \$866,697.77 is other state funds, \$942,714.78 is local funds, and \$145,815.16 is federal funds. Of the \$6,553,020.54 in LCFF Funds, \$315,607.57 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Journey School plans to spend for 24-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Journey School plans to spend \$8,447,480.92 for the 24-25 school year. Of that amount, \$6,839,316.82 is tied to actions/services in the LCAP and \$1,608,164.10 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

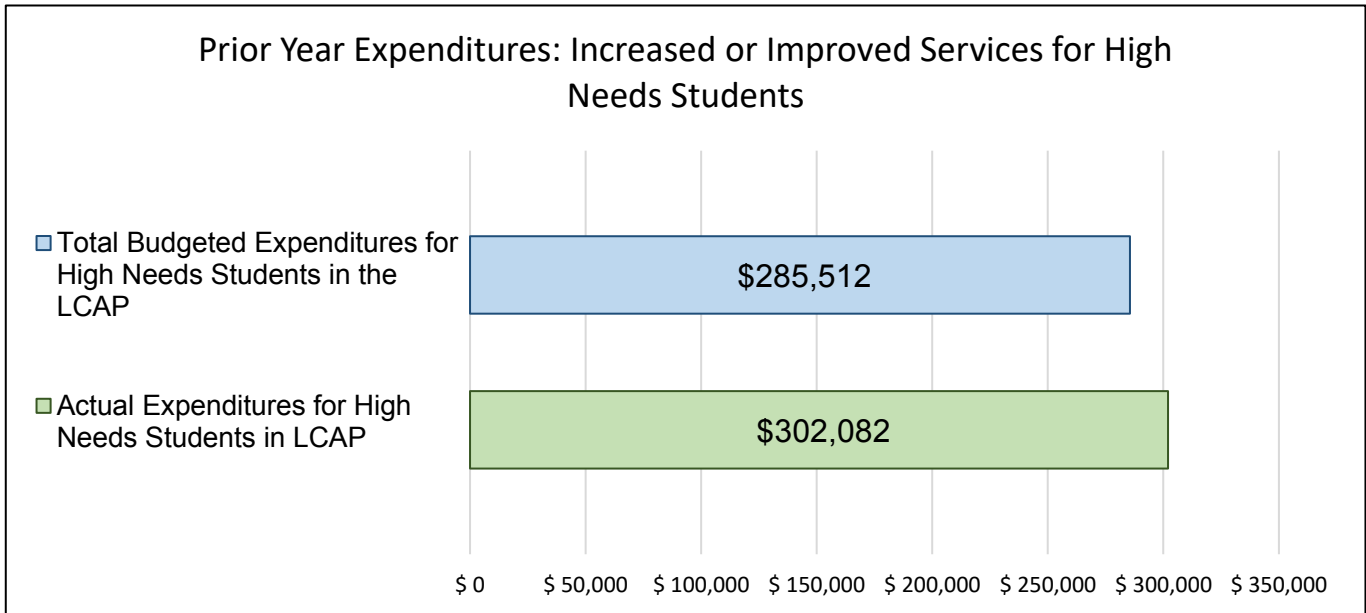
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 24-25 School Year

In 24-25, Journey School is projecting it will receive \$315,607.57 based on the enrollment of foster youth, English learner, and low-income students. Journey School must describe how it intends to increase or improve services for high needs students in the LCAP. Journey School plans to spend \$317,818.30 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 23-24



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

The text description of the above chart is as follows: In 23-24, Journey School's LCAP budgeted \$285,511.69 for planned actions to increase or improve services for high needs students. Journey School actually spent \$302,081.69 for actions to increase or improve services for high needs students in 23-24.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JOURNEY	Gavin Keller – Executive Director	gavin@journeyschool.net (949) 448-7232

Plan Summary [2024-2025]

General Information

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

Journey School is a k-8 public charter located in Aliso Viejo, California. The school is authorized by the Capistrano Unified School and has been in operation since 2000. Journey’s academic program is rooted in the core principles of Public Waldorf Education. The school strives to awaken curiosity in the whole child and cultivate ingenuity, compassion, and moral courage, leading Journey children towards a world of lifelong learning while educating the Head, the Heart and the Hands.

HEAD – Thinking/Ingenuity: Journey’s Waldorf-led faculty fosters academic growth throughout the grades, by *balancing* imagination, risk-taking, and critical thinking with respect for the individual child.

HEART – Feeling/Compassion: Illuminating the goodness of what the world offers, Journey and its family-like community fiercely protect each child with an abundance of kindness, generosity, and gratitude for purposeful learning.

HANDS – Willing/Moral Courage: Holding students to the highest standards, the Journey community champions each child in their development for shouldering the willingness to fearlessly advocate social justice and environmental awareness. Centered on relationships, the Journey School community strives to develop as human beings so that each may bring their highest potential forth in service of their families, communities, and all of humanity.

Journey School serves approximately 600 students, roughly 25% of which are designated as socioeconomically disadvantaged. Approximately 7% of Journey students are classified as English Learners and approximately 15% receive Special Education services. Race/ethnicity of Journey is 50% white, 20% Hispanic, 14% two or more races, 7% Asian, 2% African American, 1% Filipino and 6% not disclosing.

The profile of a Journey graduate includes qualities and skills required for college and career success. These skills include being an effective communicator and collaborator, a lifelong learner, a critical thinker, an ethical and responsible citizen, and a self-directed individual.

Reflections: Annual Performance

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

The following reflections are based on a review of local data at Journey School gathered through the 2023-2024 school year.

- Students were engaged and participated in a wide variety of festivals, events and experiences.
- A temporary independent study program was implemented to support students who contracted COVID-19 or quarantined due to an exposure event.
- Students had access to a broad course of study which includes a wide variety of programming and elective courses, including access to 6 weeks of ELOP funded summer programming.
- A multi-disciplinary team of educators (called the Three Streams of Student Support) met the needs of many students with academic, social-emotional and/or behavioral concerns. This included development of supports implemented in the classroom setting which helped students access their education.
- Parent partnership and parent education remain as cornerstones to Journey's success.

The following reflections and summaries are based on a review of the CA Dashboard, which is largely data collected through the 2022-2023 school year.

- The State classified Journey as a High Performing Charter School using their metrics.
- Chronic Absenteeism declined by 1.2%, a combination of COVID related illnesses and an increase in the amount of travel.
- Performance on the CAASPP ELA for all students remained in "Green", as students on average performed above grade level standard, however this was a decline in performance when compared to 2021-2022 results.
- Performance on the CAASPP Mathematics for all students declined into the "Yellow" range, as students on average performed just below grade level standard, this was a decline in performance when compared to 2021-2022 results.
- 66.7% of our English learners made progress towards English language proficiency.
- Behaviorally, 1.5% of students were suspended at least one day, this rate doubled from the prior year but remains significantly below the CA suspension rate.

Reflections: Technical Assistance

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

Journey School was identified for Additional Targeted Support and Improvement (ATSI) in the following areas:

Asian: Chronic Absenteeism, Suspension Rate
English Learner: Chronic Absenteeism, Suspension Rate

As it relates to Suspension Rates, it is worth noting that 2.4% of students in both subgroups listed above were suspended at least one day. The subgroups are 42 students (Asian) and 41 students (English Learners). Therefore, the percentage of these subgroups equates to 1 student that was suspended and triggering identification for ATSI. A behavior support plan has been developed to support this student.

As it relates to Chronic Absenteeism for the subgroups indicated, Journey School has initiated a variety of school support to improve attendance rates including notification, parent education efforts, and initiation of temporary independent study placements when necessary and appropriate.

Journey continues to collaborate with educational partners to develop and implement school-level actions and services to improve student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable – Journey School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable – Journey School is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable – Journey School is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Journey Council/Board of Directors and administration	LCAP Midyear Update discussed at the February board meeting followed by a discussion of a draft LCAP at the May and June board meetings, ultimately approving the plan in June.
Faculty and staff	LCAP related discussions were held at faculty meetings and Pedagogical Council meetings.
Parents	LCAP related discussions were held at Parent Cabinet (similar to PTA) meetings held monthly throughout the year. Specific input sessions were held on January 10 th , May 9 th , June 3 rd . Additionally, a parent survey was available for all parents to review the LCAP and provide input.
Students	LCAP related discussions and data gathering occurred through “Compassionate Campus” meetings, civics classes, student government club and SAEBRS assessments via Illuminate Ed

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

The LCAP was adjusted to match charter, metrics were adjusted based on feedback from parents, staff and board members. Actions were developed based on feedback from educational partners, most notably to develop a special education program, to include an elementary TOSA in school plans and to increase counseling support for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal 1]	Academic Performance and Progress	[Broad Goal]

State Priorities addressed by this goal.

State Priority 1: Basic Conditions of Learning, State Priority 2: Implementation of State Standards, State Priority 4: Student Achievement and State Priority 8: Pupil Outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #1 and Goal #2. The school strives to increase academic performance and progress by continuing to focus resources to support high quality instruction and assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of All Students achieving SBAC met/exceeded status	55.30% ELA and 45.98% Math (2022-2023 Results)			70% ELA and 60% Math	
2	Percentage of All Students achieving CAST met/exceeded status	30.18% Science (2022-2023 Results)			45% Science	
3	Percentage of students with reported disabilities achieving SBAC met/exceeded status	30.88% ELA and 17.65% Math (2022-2023 Results)			45% ELA and 32% Math	
4	Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status	44% ELA and 37.34% Math (2022-2023 Results)			59% ELA and 52% Math	
5	Percentage of ALL students achieving met/exceeded status on interim/benchmark reading and math assessments (Illuminate Education)	65% reading and 66% math (Spring 2024 Results)			75% reading and 75% math	
6	Local Indicator: Implementation of Academic Standards	Local Indicator: Standard Met			Local Indicator: Standard Met	
7	Local Indicator: Basics	Local Indicator: Standard Met			Local Indicator: Standard Met	

Goal Analysis for [2023-2024 LCAP Year]

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

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Materials and Supplies	Procure high quality supplies and learning materials that support delivery of a Waldorf inspired education	\$106,493	N
2	Develop Special Education Programming at Journey	Journey will become its own LEA for the purposes of Special Education and will need to staff and train employees and provide services.	\$1,185,357	N
3	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans	\$71,178	N
4	Curriculum and Training	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction, including science curriculum	\$45,207	N
5	Assessment and Data	Utilize assessment systems to gather achievement data throughout the year. Utilize the data to drive instructional decisions. Communicate benchmarks and achievement data at regular intervals through the school year.	\$2,200	N
6	High Quality Instruction	Retain high performing teachers and support their effort in developing a dynamic educational experience rooted in the core principles of Public Waldorf education.	\$2,377,255	N
7	Middle School "Honors" Track	Fund "honors" or accelerated programming in the middle school to ensure a seamless transition and access for students wishing to pursue high school honors/AP tracks	\$95,369	N
8	Elementary "Teacher on Special Assignment" (TOSA)	Fund a new position to support students in grades 1-5 with small group, instructional intervention/reteaching, and other support.	\$97,781	Y
9	Expanded Learning Opportunity Program	Summer school programming and tutoring opportunities for students	\$150,000	N

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal 2]	Engaged and Creative Learners	[Broad Goal]

State Priorities addressed by this goal.

State Priority 1: Basic Conditions of Learning, State Priority 5: Student Engagement, State Priority 7: Course Access and State Priority 8: Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #3. It is our intention to decrease rates of chronic absenteeism, improve student attendance rates and continue to provide students access to a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average Daily Attendance	93.7% ADA			95%	
2	Chronic Absenteeism Rate (ALL STUDENTS)	30.1% of students are classified as chronically absent			15% of students will be classified as chronically absent	
3	Chronic Absenteeism Rate (Subgroup: Asian)	31% of students are classified as chronically absent			15% of students will be classified as chronically absent	
4	Chronic Absenteeism Rate (Subgroup: English Learners)	26.8% of students are classified as chronically absent			15% of students will be classified as chronically absent	
5	Chronic Absenteeism Rate (Subgroup: Students with Disabilities)	37.3% of students are classified as chronically absent			20% of students will be classified as chronically absent	
6	Local Indicator: Access to a Broad Course of Study	Local Indicator: Standard Met			Local Indicator: Standard Met	
7	Local Indicator: Parent and Family Engagement	Local Indicator: Standard Met			Local Indicator: Standard Met	

Goal Analysis for [2023-2024 LCAP Year]

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

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to a Broad Course of Study	Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education	\$572,447	No
2	Improve Attendance Messaging and Attendance Tracking	Increase frequency of school messaging as it relates to student attendance that includes automated delivery of attendance notes, reminders, and compliance letters.	\$104,022	No
3	Independent Study	Continue to fund a temporary independent study program and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).	\$198,000	No
4	Safe and Secure Learning Environment	Enhance security measures across campus, including automated gates, visitor kiosks and additional staff presence at school entry points during arrival and dismissal. Add a campus supervisor to staffing plan to oversee recess/lunch and other unstructured periods of the day.	\$296,443	No
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$113,325	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal 3]	Positive School Climate and Social Emotional Literacy	[Broad Goal]

State Priorities addressed by this goal.

State Priority 1: Basic Conditions of Learning and State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #4. Many Journey students are presenting complex academic, behavior and social-emotional needs that require a variety of support and interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	1.5% of students suspend at least one day			Maintain percentage at or below 3%	
2	Local Indicator: Climate Survey	Local Indicator: Standard Met			Local Indicator: Standard Met	
3	% of initial Student Support Team (SST) plans that are successful (subsequent SST meetings, revised plans and/or special education referrals are not necessary)	58% of initial SST plans are successful (students are making progress towards goals) and are supported by plan			75% of SST plans are successful (students are making progress towards goals) and supported by plan	
4	SAEBRS (Social, Academic, Emotional Behavior Risk Screener)	85% of students are low risk whereas 15% of students are in elevated risk categories.			Maintain greater than 80% of student population in low risk category and less than 20% in elevated risk categories	

Goal Analysis for [2023-2024 LCAP Year]

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

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund access to mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices	\$119,570	No
2	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselors (increase to 2.0 full time employees), school nurse, and behavioral support providers (“Hearth Keepers”)	\$275,597	Yes
3	Implement SE Curriculum	Implement social-emotional learning curriculum and Compassionate Campus activities, civics classes and student access to field trips and overnight excursions	\$91,476	Yes
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors.	\$468,081	No
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$128,561	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal 4]	Environmental and Ecological Literacy	[Maintenance of Progress]

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards, State Priority 6: School Climate and State Priority 8: Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #5. Journey strives to demonstrate an awareness for the natural world that surrounds all of us and to actively teach skills and responsibilities to be stewards for the earth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Indicator: Access to a Broad Course of Study	Local Indicator: Standard Met			Local Indicator: Standard Met	
2	Class Participation Rate in a field trip associated with environmental awareness and/or an Earthroots class	24 classes/24 classes = 100%			24 classes/24 classes = 100%	

Goal Analysis for [2023-2024 LCAP Year]

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

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Earth Roots programming	Continue contract with Earth Roots to bring high quality environmental literacy lessons and “on campus field trips” to the children	\$28,011	No
2	Farming/Gardening	Continue to fund a garden/farm program on campus	\$5,000	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal 5]	Parental Involvement	[Maintenance of Progress]

State Priorities addressed by this goal.

State Priority 3: Parental Involvement and State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #6. Research conducted on the effects of parental involvement and educational success of children is clear; Journey will continue to provide opportunities for input, involvement, volunteering, and parent education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of participants in Alumni Survey (combination of students and families)	84			126	
2	Percentage of students represented by parent participation in annual Parent Survey for School Improvement	15%			30%	
3	Percentage of parent body volunteering at the school (annually)	49%			70%	

Goal Analysis for [2023-2024 LCAP Year]

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

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Not applicable – See 2023-2024 Annual Update section of the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Communication	Fund social media expert and Parent Square communication platform	\$32,828	No
2	Report Card Access	Fund Report Card Maker system to communicate student achievement to parents	\$2,000	No
3	Student Information System	Purchase new license with a student information system for parents to utilize and access.	\$23,500	No
4	Parent Education	Coordinate and fund guest speakers and related events	\$3,049	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$315,608	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.06%	0%	\$0	5.06%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status: 44% ELA and 37.34% Math (2022-2023 Results)	Actions detailed in Goal 1 are being provided on an LEA-wide basis to maximize their impact in increasing SBAC scores for this subgroup of students.	SBAC Scores
Goal 2, Action 4	Chronic Absenteeism Rate (Subgroup: English Learners): 26.8% of students are classified as chronically absent	Actions detailed in Goal 2 are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	Chronic Absenteeism Rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools	This section does not apply to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools	This section does not apply to charter schools

24-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
24-25	\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,351,643	\$ 1,341,859	\$ -	\$ 145,815	\$ 6,839,316.82	\$ 5,289,396	\$ 1,549,921

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Learning Materials and Supplies	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 106,493	\$ 69,565	\$ 36,928	\$ -	\$ -	\$ 106,493	0.000%
1	2	Develop Special Education Programming at Journey	SPED	No	Schoolwide		Journey School	On-going	\$ 665,135	\$ 520,222	\$ 389,726	\$ 700,622	\$ -	\$ 95,009	\$ 1,185,357	0.000%
1	3	Mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 22,865	\$ 48,312	\$ 34,288	\$ 30,200	\$ -	\$ 6,689	\$ 71,178	0.000%
1	4	Curriculum and Training	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 45,207	\$ 45,207	\$ -	\$ -	\$ -	\$ 45,207	0.000%
1	5	Assessment and Data	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 2,200	\$ 2,200	\$ -	\$ -	\$ -	\$ 2,200	0.000%
1	6	High Quality Instruction	All	No	Schoolwide		Journey School	On-going	\$ 2,353,946	\$ 23,309	\$ 2,180,191	\$ 197,064	\$ -	\$ -	\$ 2,377,255	0.000%
1	7	Middle School "Honors" Track	All	No	Schoolwide		Journey School	On-going	\$ 95,369	\$ -	\$ 95,369	\$ -	\$ -	\$ -	\$ 95,369	0.000%
1	8	Elementary "Teacher on Special Assignment" (TOSA)	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 97,781	\$ -	\$ 97,781	\$ -	\$ -	\$ -	\$ 97,781	0.000%
1	9	Expanded Learning Opportunity Program	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	\$ 150,000	0.000%
2	1	Access to a Broad Course of Study	All	No	Schoolwide		Journey School	On-going	\$ 572,447	\$ -	\$ 513,482	\$ 58,965	\$ -	\$ -	\$ 572,447	0.000%
2	2	Improve Attendance Messaging and Attendance Tracking	All	No	Schoolwide		Journey School	On-going	\$ 104,022	\$ -	\$ 104,022	\$ -	\$ -	\$ -	\$ 104,022	0.000%
2	3	Independent Study	All	No	Schoolwide		Journey School	On-going	\$ 183,615	\$ 14,385	\$ 193,700	\$ 4,300	\$ -	\$ -	\$ 198,000	0.000%
2	4	Safe and Secure Learning Environment	All	No	Schoolwide		Journey School	On-going	\$ 63,041	\$ 233,402	\$ 278,287	\$ 18,156	\$ -	\$ -	\$ 296,443	0.000%
2	5	Little Acorns	All	No	Schoolwide		Journey School	On-going	\$ 98,325	\$ 15,000	\$ 113,325	\$ -	\$ -	\$ -	\$ 113,325	0.000%
3	1	Fund access to mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 114,570	\$ 5,000	\$ 119,570	\$ -	\$ -	\$ -	\$ 119,570	0.000%
3	2	Fund specialized Staff Members	All	No	Schoolwide		Journey School	On-going	\$ 275,597	\$ 0	\$ 162,287	\$ 113,310	\$ -	\$ -	\$ 275,597	0.000%
3	2	Fund specialized Staff Members	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 91,476	\$ -	\$ 91,476	\$ -	\$ -	\$ -	\$ 91,476	0.000%
3	3	Implement SE Curriculum	All	No	Schoolwide		Journey School	On-going	\$ 312,058	\$ 156,022	\$ 409,001	\$ 16,500	\$ -	\$ 42,580	\$ 468,081	0.000%
3	3	Implement SE Curriculum	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 128,561	\$ -	\$ 128,561	\$ -	\$ -	\$ -	\$ 128,561	0.000%
3	4	Increase Student Supervision	All	No	Schoolwide		Journey School	On-going	\$ 80,437	\$ -	\$ 80,437	\$ -	\$ -	\$ -	\$ 80,437	0.000%
3	5	Janitorial services to ensure clean school facilities	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 166,130	\$ 150,317	\$ 15,813	\$ -	\$ -	\$ 166,130	0.000%
4	1	Earth Roots programming	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 28,011	\$ 28,011	\$ -	\$ -	\$ -	\$ 28,011	0.000%
4	2	Farming/Gardening	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%

24-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
24-25	\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,351,643	\$ 1,341,859	\$ -	\$ 145,815	\$ 6,839,316.82	\$ 5,289,396	\$ 1,549,921

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	1	School Communication	All	No	Schoolwide		Journey School	On-going	\$ 30,150	\$ 2,678	\$ 32,828	\$ -	\$ -	\$ -	\$ 32,828	0.000%
5	2	Report Card Access	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
5	3	Student Information System	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 23,500	\$ 23,500	\$ -	\$ -	\$ -	\$ 23,500	0.000%
5	4	Parent Education	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 3,049	\$ 1,512	\$ -	\$ -	\$ 1,537	\$ 3,049	0.000%

24-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,237,413	\$ 315,608	5.060%	0.000%	5.060%	\$ 317,818	0.000%	5.095%	Total:	\$ 317,818
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 317,818

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	8	Elementary "Teacher on Special Assignm	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 97,781	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 91,476	0.000%
3	3	Implement SE Curriculum	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 128,561	0.000%

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JOURNEY	Gavin Keller – Executive Director	gavin@journeyschool.net (949) 448-7232

Goals and Actions

Goal

Goal #	Description
[Goal 1]	Develop and enhance appropriate interventions to meet the academic, behavioral and social-emotional needs of at-risk students.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Fund access to mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices	\$59,785	N
[Action 2]	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselor, school nurse, and behavioral support providers	\$153,597	Y
[Action 3]	Implement SE Curriculum	Implement social-emotional learning curriculum (Positive Outcomes), Compassionate Campus activities, civics classes and student access to field trips and overnight excursions	\$167,957	N
[Action 4]	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors	\$305,189	N
[Action 5]	Fund Student Support Services	Assign academic interventionists and teachers on special assignment to various grade bands	\$237,185	Y

Action #	Title	Description	Total Funds	Contributing
[Action 6]	Additional Counseling Support	Hire a second counselor to support counseling efforts	\$79,360	Y
[Action 7]	Special Education Services	Contract with CUSD for provision of Special Education Services on the Journey School campus.	\$270,055	N
[Action 8]	Hire Director of Special Education	Hire and administrator to serve as a liaison between CUSD and Journey School employees, sit in on IEP meetings, serve as the 504 Coordinator, lead the Care Stream/SST, and ensure delivery of high quality supports and interventions for students in all settings across the program.	\$117,288	N

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referral Rates to Student Study Team (Social, emotional, behavioral and academic needs combined)	11% of students referred to at least one team meeting (2018-2019 data)	16.3% of students were referred to at least one team meeting	16.4% of students were referred to at least one team meeting	12% of students have been referred to at least one team meeting	Decrease to less than 10%
Suspension Rate	2.6% of students suspended at least one day (2018-2019)	.9% of students were suspended at least one day (2020-2021 Results)	.9% of students were suspended at least one day (2021-2022 Results)	1.5% of students were suspended at least one day (2022-2023 Results)	Maintain a sub 1% suspension rate
Percentage of Special Education (SPED) students achieving SBAC met/exceeded status	28.85% ELA and 17.31% Math (2018-2019)	45.65% ELA and 23.92% Math (2020-2021 Results)	46.30% ELA and 31.49% Math (2021-2022 Results)	30.88% ELA and 17.64% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of Socio Economically Disadvantaged (SED) students achieving SBAC met/exceeded status	47.6% ELA and 38.1% Math (2018-2019)	51.51% ELA and 27.27% Math (2020-2021 Results)	57.90% ELA and 35.09% Math (2021-2022 Results)	44% ELA and 37.34% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of English Language Learner (EL) students achieving SBAC met/exceeded status	41% ELA and 44.8% Math (2018-2019)	53.85% ELA and 30.77% Math (2020-2021 Results)	In order to protect student privacy, data is suppressed because 10 or fewer EL students tested.	In order to protect student privacy, data is suppressed because 10 or fewer EL students tested.	Increase ELA scores and math scores by 5% each year
SAEBRS (Social, Academic, Emotional Behavior Risk Screener)	84% of students are low risk whereas 16% of students are in elevated risk categories	NA	Established baseline of 84% of students are low risk whereas 16% of students are in elevated risk categories (2022-2023 Results)	85% of students are low risk whereas 15% of students are in elevated risk categories.	Maintain greater than 80% of student population in low risk category and less than 20% in elevated risk categories

Goal Analysis

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

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

There were no substantive differences, all planned actions were implemented.

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The increased number of staff on campus in coordination with expanded services and support for students have supported school operations immensely. While we have seen a decrease in academic achievement results as detailed above along with an increase in formal suspension rates, the percentage of students requiring SST support has decreased, which is a clear indicator that TIER I and TIER II supports are working effectively in the general education classrooms.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school’s charter document. High quality support and interventions remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

Goal

Goal #	Description
[Goal 2]	Students in TK-8 will demonstrate academic growth and proficiencies needed to ensure they are progressing towards high school readiness.

This goal was developed in response to the most recent (2022) SBAC scores for math and ELA. While our achievement levels continue to increase, even thru school closures, it is important to continue focusing resources to support teacher implementation of instruction that is aligned with our charter and drives student achievement levels to new heights.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of All Students achieving SBAC met/exceeded status	57.93 % ELA and 45.45% Math (2018-2019)	59.92 % ELA and 45.73% Math (2020-2021 Results)	65.38% ELA and 52.80% Math (2021-2022 Results)	55.30% ELA and 45.98% Math (2022-2023 Results)	Increase ELA scores and math scores by 5% each year
Percentage of All Students achieving CAST met/exceeded status	46.39 % Science (2018-2019)	41.86% Science (2020-2021 Results)	44.71% Science (2021-2022 Results)	30.18% Science (2022-2023 Results)	Increase baseline CAST scores by 5%
Interim ELA and Math assessments (Illuminate Education)	Wasn't established/available	25% of Students are in the elevated risk categories for ELA (2021-2022 Results) 37% of students are in the elevated risk categories for Math (2021-2022 Results)	31% of Students are in the elevated risk categories for ELA (2022-2023 Results) 36% of students are in the elevated risk categories for Math (2022-2023 Results)	35% of Students are in the elevated risk categories for ELA (2023-2024 Results) 36% of students are in the elevated risk categories for Math (2023-2024 Results)	Reduce Year 1 rate of students in elevated risk categories by 5% for ELA and 10% for math

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Learning Materials and Supplies	Procure high quality supplies and learning materials that support delivery of a Waldorf inspired education	\$116,720	N
[Action 2]	Student Support Services	Assign academic interventionists and teachers on special assignment to various grade bands	\$287,518	Y
[Action 3]	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans	\$38,365	N
[Action 4]	Curriculum	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction	\$75,786	N
[Action 5]	Literature	Procure high quality reading material and improved access to literature in every classroom library	\$4,000	N
[Action 6]	High Quality Instruction	Retain high performing teachers and support their effort in developing a dynamic educational experience rooted in the core principles of Public Waldorf education.	\$1,655,328	N
[Action 7]	Middle School “Honors” Track	Develop “honors’ or accelerated programming in the middle school to ensure a seamless transition and access for students wishing to pursue high school honors/AP tracks	\$46,459	N
[Action 8]	Access to a Broad Course of Study	Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education	\$578,241	N

Goal Analysis

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

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

There were no substantive differences, all planned actions were implemented.

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented have been successful in improving our academic program and we anticipate that the CAASPP achievement scores will increase as one indicator of growth that reflects the actions and expenditures identified in this goal.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school's charter document. Academic performance and progress remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

Goal

Goal #	Description
[Goal 3]	Improve attendance rates for all students and all subgroups and increase parent engagement across the program.

This goal was developed in response to challenges in chronic absenteeism across the program and in a variety of student sub-groups as seen in California Dashboard results and further detailed in a local comprehensive needs assessment. Additionally, we have seen a generalized distancing in parent engagement levels in the aftermath of the COVID-19 pandemic. Focusing upon these two aspects of school engagement is an essential task and will be a primary goal for the school year, especially those efforts to improve student attendance so to ensure that all students are receiving the instruction and supports made available through the actions and detailed in Goal 1 and Goal 2 on a daily basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate	95.5% ADA (2018-2019)	92.2% ADA (through P2)	92.1% ADA (through P2)	93.8% ADA (through P2)	Return ADA to baseline rate (pre-pandemic rate)
Chronic Absenteeism Rate (ALL STUDENTS)	11.2% of Students (2018-2019)	28% all students (2020-2021 Dashboard)	31.3% All students (2021-2022 Dashboard)	30.1% All students (2022-2023 Dashboard)	Less than 15% ALL Students
Chronic Absenteeism Rate (Subgroup: Asian)	28.9% Chronically Absent (2022 Dashboard)	New metric starting Year 2	28.9% Chronically Absent (2021-2022 Dashboard)	31% Chronically Absent (2022-2023 Dashboard)	Less than 15%
Chronic Absenteeism Rate (Subgroup: English Learners)	24.4% Chronically Absent (2022 Dashboard)	New metric starting Year 2	24.4% Chronically Absent (2021-2022 Dashboard)	26.8% Chronically Absent (2022-2023 Dashboard)	Less than 15%
Community Satisfaction/School Input Survey	91% Satisfied and/or Neutral Rate (2018-2019)	92% Satisfied and/or Neutral Rate (2021-2022)	88.7% Satisfied and/or Neutral Rate (2022-2023)	90.6% Satisfied and/or Neutral Rate (2023-2024)	Maintain rate in the 90 th percentile

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator on CA School Dashboard (Parent and family engagement)	Standard Met (2018-2019)	Standard Met (2020-2021)	Standard Met (2021-2022 Dashboard)	Standard Met (2022-2023 Dashboard)	Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Improve Attendance Messaging and Attendance Tracking	Improve school messaging as it relates to student attendance, including contracting with a technology/program to provide access to a suite of attendance intervention services that includes automated delivery of attendance notes, reminders and compliance letters. We will also be implementing the CDE Attendance Works Toolkit and the strategies listed therein.	\$76,561	N
[Action 2]	Independent Study	Develop a temporary independent study policy and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).	\$139,487	N
[Action 3]	Translation Services	Utilize translation services to prepare messages and letters to families in their primary language, including notes and letters outlining attendance expectations. Hire translators to join attendance meetings with families as needed.	\$2,600	N
[Action 4]	Parent Education	Develop and offer parent education resources and opportunities. “Coffee Talks” will be held monthly in coordination with Parent Cabinet meetings to help convey information transparently and build trust. The school will also be offering free access to a English class for adults through Saddleback CC.	\$1,074	N
[Action 5]	“Clubs” and other learning opportunities	Develop and offer “clubs” for middle school students and related curricular/extracurricular opportunities that may increase student interest and connection to the school and peers.	\$88,892	N

Action #	Title	Description	Total Funds	Contributing
[Action 6]	Parent Partnership and Communications	Coordinate a variety of school events to encourage parent participation engagement, and community development within the school. Hire a communication coordinator that will focus on ParentSquare communications, weekly newsletters, social media posts, coordination of calendar and event planning, and reception.	\$155,159	N
[Action 7]	Diversity, Equity and Inclusion	Support the Diversity, Equity and Inclusion working group to drive curricular enhancement and improve school climate in support of the school's vision	\$2,700	N
[Action 8]	Safe and Secure Learning Environment	Enhance security measures across campus, including fence and gate upgrades, additional staff presence at school entry and various trainings for school staff. Continue to provide high quality janitorial support.	\$373,510	N

Goal Analysis

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

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

There were no substantive differences, all planned actions were implemented except for a portion of action 4, hiring a full-time communication coordinator. Instead, the job description was rein visioned and the responsibilities of the position were divided into a part time receptionist and a part time social media specialist. Remaining responsibilities were added to several current administrative support positions

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

The differences between budgeted expenditures and estimated actual expenditures were immaterial except for action 4 for the reasons described above.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The goal was effective – the school experienced an increase in average daily attendance and a decrease in chronic absenteeism rates for all students. As a whole, parents remained engaged at high rates and largely satisfied with programming at the school.

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

This goal and related metrics and actions will be adjusted in the 24-25 LCAP. The goals for the 24-25 LCAP have been adjusted and expanded in number so to directly align to outcomes specified by the school's charter document. High rates of attendance and student engagement remain highly valued at Journey School and actions will be captured in several LCAP goals moving forward.

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,032,817.10	\$ 5,028,224.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fund access to mentorship and Professional Development	No	\$ 59,785	\$ 45,170
1	2	Fund specialized Staff Members	No	\$ 52,095	\$ 43,448
1	2	Fund specialized Staff Members	Yes	\$ 101,501	\$ 73,274
1	3	Implement SE Curriculum	No	\$ 167,957	\$ 163,005
1	4	Increase Student Supervision	No	\$ 305,189	\$ 313,756
1	5	Fund Student Support Services	No	\$ 176,331	\$ 171,072
1	5	Fund Student Support Services	Yes	\$ 60,854	\$ 59,113
1	6	Additional Counseling Support	Yes	\$ 79,360	\$ 74,479
1	7	Special Education Services	No	\$ 270,055	\$ 290,000
1	8	Hire Director of Special Education	No	\$ 117,288	\$ 123,366
2	1	Learning Materials and Supplies	No	\$ 116,720	\$ 60,608
2	2	Student Support Services	No	\$ 243,722	\$ 312,340
2	2	Student Support Services	Yes	\$ 43,796	\$ 95,216
2	3	Mentorship and Professional Development	No	\$ 38,365	\$ 94,540
2	4	Curriculum	No	\$ 75,786	\$ 44,901
2	5	Literature	No	\$ 4,000	\$ 1,946
2	6	High Quality Instruction	No	\$ 1,655,328	\$ 1,622,428
2	7	Middle School "Honors" Track	No	\$ 46,459	\$ 45,477
2	8	Access to a Broad Course of Study	No	\$ 578,241	\$ 602,670
3	1	Improve Attendance	No	\$ 76,561	\$ 76,889
3	2	Independent Study	No	\$ 139,487	\$ 165,488
3	3	Translation Services	No	\$ 2,600	\$ 425
3	4	Parent Education	No	\$ 1,074	
3	5	"Clubs" and other learning opportunities	No	\$ 88,892	\$ 88,892

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,032,817.10	\$ 5,028,224.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	6	Parent Partnership	No	\$ 155,159	\$ 103,371
3	7	Diversity, Equity and Inclusion	No	\$ 2,700	\$ 2,200
3	8	Safe and Secure Learning Environment	No	\$ 373,510	\$ 354,151
				\$ -	\$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 292,140	\$ 285,512	\$ 302,082	\$ (16,570)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Fund specialized Staff Members	Yes	\$ 101,501	\$ 73,274.24	0.00%	0.00%
1	5	Fund Student Support Services	Yes	\$ 60,854	\$ 59,113.09	0.00%	0.00%
1	6	Additional Counseling Support	Yes	\$ 79,360	\$ 74,478.59	0.00%	0.00%
2	2	Student Support Services	Yes	\$ 43,796	\$ 95,215.77	0.00%	0.00%