



**2021- 2022 Local Control Funding Formula (LCFF) Budget
Overview for Parents**

**2021-2022 Local Control and Accountability Plan (LCAP)
and LCAP Expenditure Tables**

**Annual Update for the 2019-20 LCAP Year
and 2020-21 Learning Continuity and Attendance Plan**

**27102 FOXBOROUGH
ALISO VIEJO, CA 92656**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

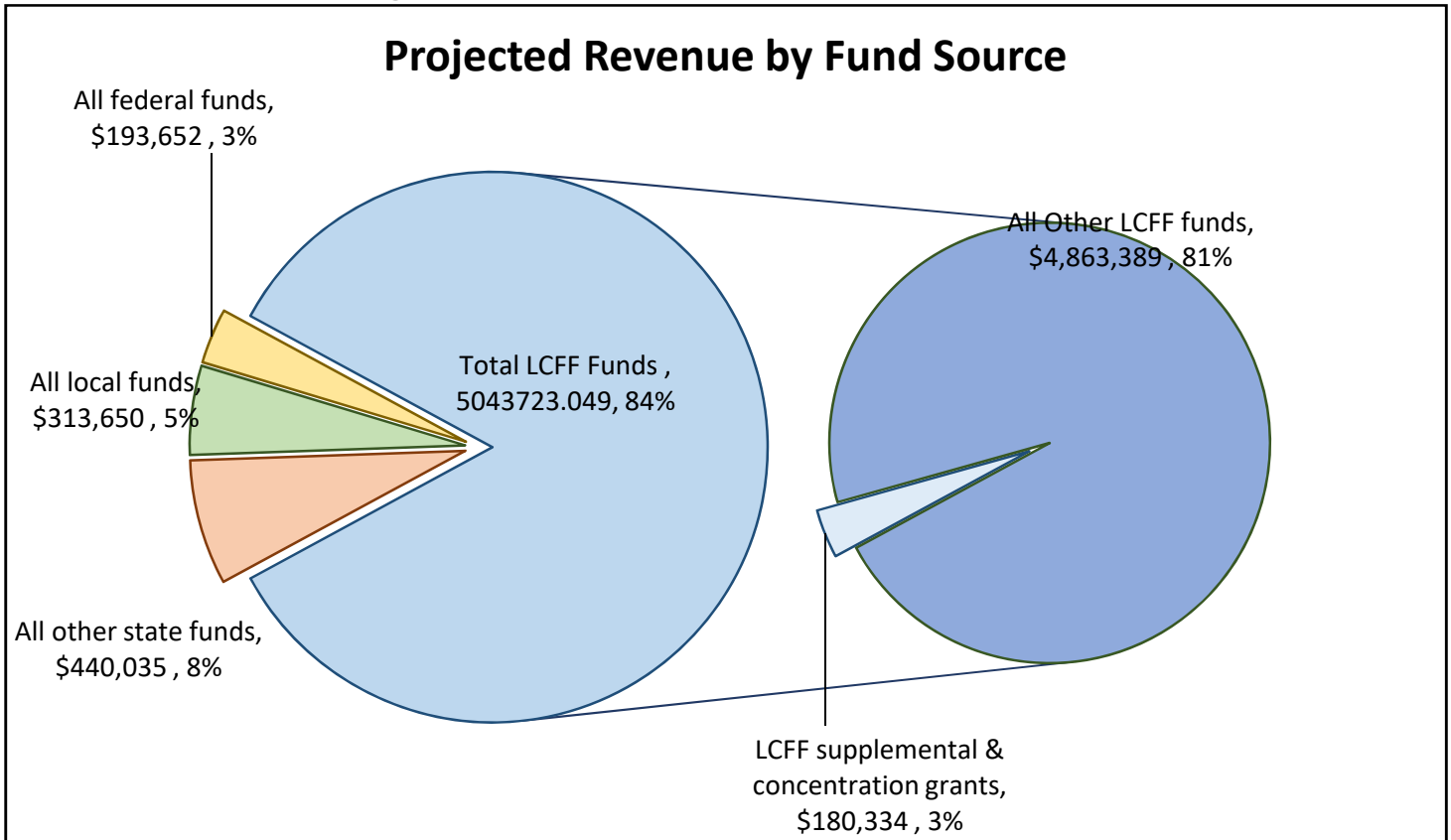
School Year: 2021 – 22

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 2021 – 22 School Year

Projected Revenue by Fund Source

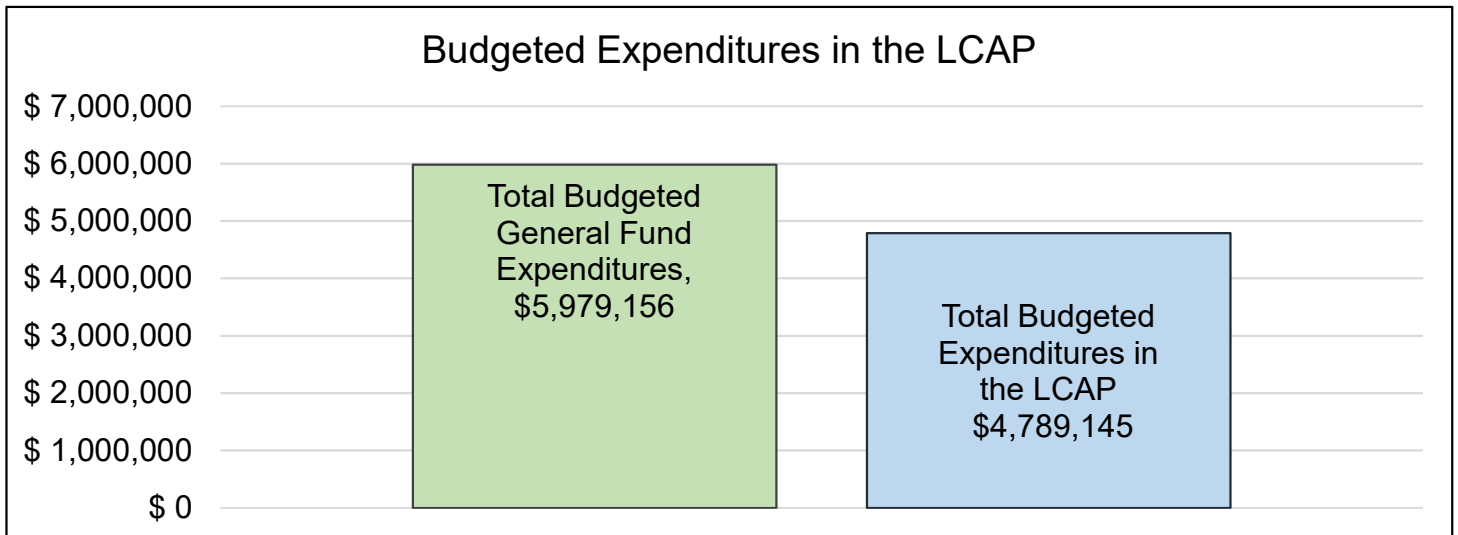


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The total revenue projected for Journey School is \$5,991,060.24, of which \$5,043,723.05 is Local Control Funding Formula (LCFF), \$440,034.85 is other state funds, \$313,650.00 is local funds, and \$193,652.34 is federal funds. Of the \$5,043,723.05 in LCFF Funds, \$180,334.45 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Journey School plans to spend \$5,979,156.47 for the 2021 – 22 school year. Of that amount, \$4,789,145.00 is tied to actions/services in the LCAP and \$1,190,011.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

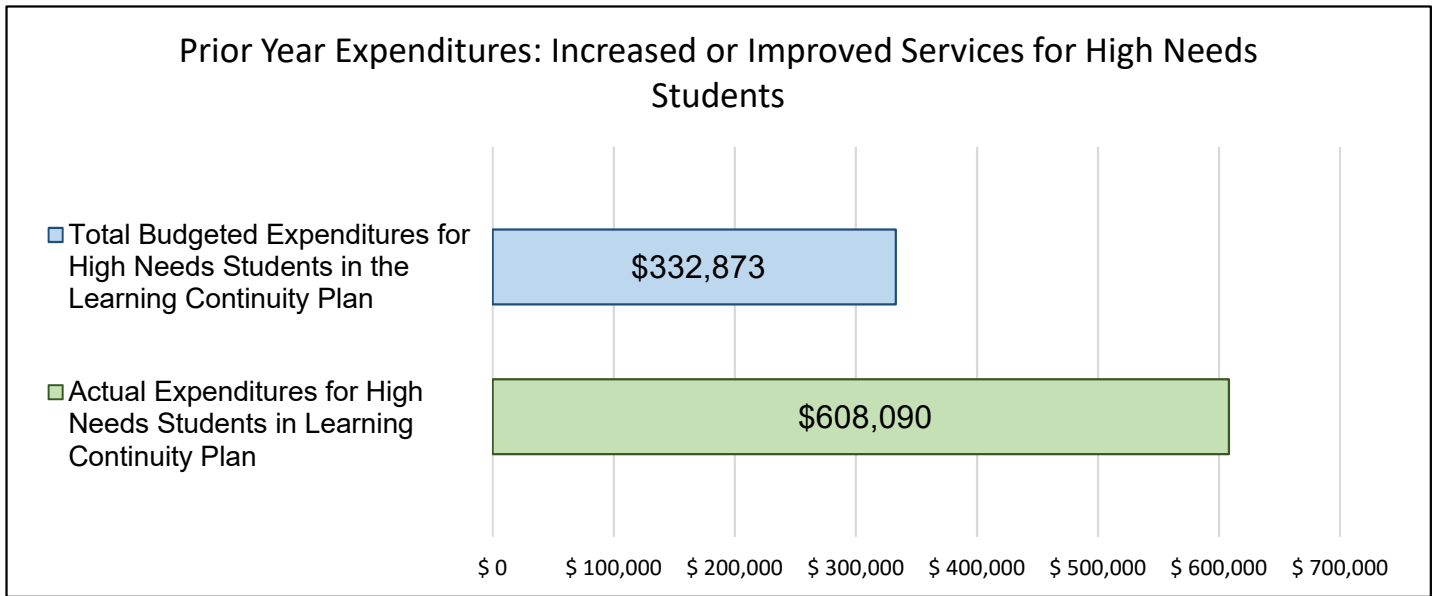
Administrative costs and various operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Journey School is projecting it will receive \$180,334.45 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 \$251,193.63 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Journey School's Learning Continuity Plan budgeted \$332,873.00 for planned actions to increase or improve services for high needs students. Journey School actually spent \$608,090.00 for actions to increase or improve services for high needs students in 2020 – 21.

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 [2021-2022]

General Information

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

Journey School is a kindergarten through 8th grade 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 14% of which are designated as socioeconomically disadvantaged. Approximately 5% of Journey students are classified as English Learners and approximately 13% receive Special Education services. Minority enrollment is 35% of the student body (majority Hispanic/Latino) with approximately 65% of the student body identifying as White.

The profile of a Journey School 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: Successes

- ✓ Based on 2015 through 2019 CAASPP scores, Journey School has experienced growth in both ELA/Literacy and Math school-wide.
- ✓ Journey School's student sub-groups that were numerically significant in 2018 and 2019 (i.e., Hispanic or Latino, White, socioeconomically disadvantaged, and students with disabilities) also experienced growth in both ELA/Literacy and Math on the CAASPP.
- ✓ Journey School lowered its suspension rates prior to school closures, from 2018 and 2019, going from 3.3% to 2.6%. Suspension rates continued to decrease further through the 2019-2020 and 2020-2021 school year, though school closures and a reduction in on campus offerings likely played some role in this reduction.
- ✓ Journey School has maintained all programming and elective courses through the COVID-19 school closures
- ✓ Journey School graduates have successfully matriculated into CUSD high schools and other comprehensive public and private high school settings. Recent graduates who completed an alumni survey have an average GPA of 3.36. In addition to academic success, 53% participated in high school athletics, 48% are members of a club on their high school campus, 48% participate in some form of visual or performing arts, 17.5 % participate in student government, 9% are recognized by the National Honors Society.

Reflections: Identified Need

- ✓ Journey School must find new ways to meet the social-emotional and behavioral needs of all students in an effort to be proactive in limiting disruptive behavior in school and improve school climate. Especially coming out of the pandemic, we are seeing behaviors that need to be immediately addressed and effectively supported so to mitigate further learning loss.
- ✓ While SBAC scores continue to rise, the latest SBAC scores in math and ELA remain lower than desired and lower than neighboring CUSD schools.
- ✓ Journeys serves a high number of students with special needs and supports, services and interventions must continue to evolve so to ensure an appropriate education.
- ✓ Diversity, equity and inclusion on campus and improving school climate remains an identified need.

LCAP Highlights

Working closely with stakeholders throughout Journey School, three overarching goals have been identified and developed as areas of focus over the next three years.

- ✓ Goal 1: Develop and enhance appropriate interventions to meet the academic, behavioral and social-emotional needs of at-risk students.
- ✓ Goal 2: Students in TK-8 will demonstrate academic growth and proficiencies needed to ensure they are progressing towards high school readiness.
- ✓ Goal 3: Strengthen school culture by enhancing parent engagement and improving upon school climate.

This plan will highlight the actions, services, and expenditures required to meet these three goals.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

The school engaged parents, board members, teachers, office staff, students, and other key stakeholders in multiple input sessions, forums, surveys, and meetings.

Notices and updates were disseminated on an ongoing basis through school newsletters, website updates, teacher and room parent messages as well as Journey's automated phone messaging system.

Feedback was collected and used to inform the creation of the LCAP and annual update.

Specific LCAP stakeholder engagement activities included the following:

- ✓ Board: The LCAP was discussed during administrative updates to the board and as a specific agenda item, providing opportunity for input and public comment. Board members reviewed and discussed LCAP goals, gathering input, and planning resources.
- ✓ Faculty and Staff: The Faculty provided LCAP input during weekly faculty meetings and during faculty leadership and office staff meetings held weekly.
- ✓ Parents and Community: Journey School parent body provided input during a various meeting with Parent Cabinet (PTA) participants and executive committee. Further, teachers also held numerous parent meetings for their classes throughout the school year and input was shared with administration. Lastly, several surveys facilitating input were administered to parents over the course of the year.
- ✓ Students: Students provided input on the state of the school and future direction through "Compassionate Campus" assemblies, civics classes and a "climate/DEI" survey.
- ✓ Capistrano Unified School District (Authorizing Agency): District employees visit Journey School often and provide input through the oversight process.

Surveyed stakeholders are overwhelmingly satisfied with the school in general. The majority of parents relay that their students are well-supported, and they appreciate the efforts of the educators. The majority of staff members report that they are working collaboratively to improve student achievement and addressing root causes for low engagement or lack of student learning and achievement.

Feedback trends across stakeholder groups indicate school concerns and needs in the following areas.

- ✓ School climate and diversity, equity and inclusion work
- ✓ Addressing social emotional needs of students, particularly those struggling with social, emotional, and mental health issues.
- ✓ Meeting the varying academic levels of students in a given class

- ✓ Additional support staff
- ✓ Communication and outreach efforts
- ✓ Maintaining enrollment/retaining students
- ✓ Resuming typical programming on campus

The goals within the LCAP and related actions, services, and expenditures have been influenced by the specific input coming from stakeholder groups.

Goals and Actions

Goal

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

This goal was developed in response to school closures and the COVID-19 pandemic. Many students are returning to campus with complex academic, behavioral and social-emotional needs.

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)	14.4% of students (2020-21)				Decrease by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2.6% of students suspended at least once (2019-2020)				Decrease by 1%
Percentage of Special Education (SPED) students achieving SBAC met/exceeded status	28.85% ELA and 17.31% Math (2018-2019)				Increase by 5%
Percentage of Socio Economically Disadvantaged (SED) students achieving SBAC met/exceeded status	47.6% ELA and 38.1% Math (2018-2019)				Increase by 5%
Percentage of English Language Learner (ELL) students achieving SBAC met/exceeded status	41% ELA and 44.8% Math (2018-2019)				Increase by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on classroom management, behavior and discipline practices	\$68,370	N
[Action 2]	Specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselor, school nurse, and behavioral support providers	\$291,667	Y
[Action 3]	Focused Curriculum	Implement social-emotional learning curriculum (Positive Outcomes) as well as lessons on diversity, equity and inclusion via Compassionate Campus and civics classes, and a Waldorf inspired curriculum supported by a variety of specialty classes	\$17,203	N

Action #	Title	Description	Total Funds	Contributing
[Action 4]	Enhanced Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors	\$115,240	N
[Action 5]	Student Support Services	Assign academic interventionists to various grade bands and teacher assistants at every grade level	\$222,290	Y

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

Goals and Actions

Goal

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 (2019) SBAC scores for math and ELA. Scores remain lower than desired and lower than neighboring CUSD schools. Further, benchmark testing completed during the 2020-2021 school year by teachers using Standards Plus, indicate a variety of academic needs that must be addressed.

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)				Increase by 9%
Percentage of All Students achieving CAST met/exceeded status	46.39 % Science (2018-2019)				Increase by 9%
Internal ELA and Math assessments (NWEA/I-Ready/or similar)	Not available				Purchase system, establish baseline, and demonstrate growth

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	\$80,103	N

Action #	Title	Description	Total Funds	Contributing
[Action 2]	Student Support Services	Assign academic interventionists to various grade bands and teacher assistants at every grade level	\$483,287	N
[Action 3]	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas	\$7,000	N
[Action 4]	Curriculum	Chart a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction	\$86,677	N
[Action 5]	Literature	Procure high quality reading material and improved access to literature in every classroom library	\$5,517	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.	\$1,719,159	N
[Action 7]	Access to Broad Course of Study	Hire and retain high performing specialty and elective teachers to support an educational experience rooted in the core principles of Public Waldorf education.	\$450,036	N

Goal Analysis [2021-22]

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

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

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

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Goals and Actions

Goal

Goal #	Description
[Goal 3]	Strengthen school culture by enhancing parent engagement and improving upon school climate.

This goal was developed in response to challenges in maintaining positive school climate and parent engagement through the school closures and within our reopening efforts. This aspect of Journey School proved difficult over the past 15 months and yet remains a valued and critical aspect of our overall program. Focusing upon these aspects of school community is an essential task.

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)				Maintain rate
Chronic Absenteeism Rate	11.2% of Students (2018-2019)				Decrease by 4%
Participation Rate at Parent Education Events	Not Available				Establish baseline and increase participation
Diversity, Equity and Inclusion School Climate Survey	82% Positive Rating (2020-21 average ratings of staff, students and parents across various measures of school climate)				Increase by 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Satisfaction Survey	91% Satisfaction Rate (2018-2019)				Maintain rate
Local Indicators on CA School Dashboard	Standard Met (2018-2019)				Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Attendance	Message and enforce attendance policies including recognition of students with excellent attendance.	\$411,229	N
[Action 2]	Parent Education	Develop and offer parent education resources and opportunities.	\$6,293	N
[Action 3]	“Clubs” and other learning opportunities	Develop and offer “clubs” for middle school students and related curricular/extracurricular opportunities	\$402,221	N
[Action 4]	Parent Partnership	Coordinate events to encourage parent participation and community development within the school	\$88,460	N
[Action 5]	Diversity, Equity and Inclusion	Engage the Diversity, Equity and Inclusion working group to drive curricular enhancement and improve school climate in support of the school’s vision.	\$5,000	N
[Action 6]	Mentorship and Professional Development	Provide mentorship and professional development opportunities for staff members focused on school climate and DEI work	\$3,699	N
[Action 7]	School Communication	Hire a communication/social media expert and chart a communication/outreach plan	\$10,500	N
[Action 8]	Safe Learning Environment	Ensure a safe, clean an organized classrooms and campus	\$315,194	N

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.71%	\$180,334

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

Required Descriptions

The needs of foster youth, English learners, and low-income students were considered through stakeholder input as detailed in the section above. In response to identified needs and suggested actions, services and expenditures, there are a variety of services and positions funded in the 2020-21 year intended to increase and/or improve services and address the specific needs of foster youth, English learners and low-income students enrolled in Journey School.

- ✓ All Journey School educators will attend professional development opportunities principally directed on serving the needs of English learners and ELD strategies to employ in the classroom.
- ✓ All Journey School educators will attend professional development opportunities principally directed on serving the needs of English learners and ELD strategies to employ in the classroom.
- ✓ Administration will attend a homeless education liaison training and will locate other professional development opportunities focused on resources for homeless children and youths
- ✓ The Three Streams Teams will continue to meet with teachers and families in support of children who may be of low income and English learners
- ✓ A Reading Interventionist/specialist will support students in grades 2-4, while prioritizing the needs of unduplicated pupils
- ✓ Academic interventionists will be assigned to specific grade bands and trained to identify and support students. Additional teacher aids will be hired for 21/22 year to help support instruction and behavior
- ✓ Robust counseling and mentorship will be principally directed to serve our unduplicated pupils in the 2021-2022
- ✓ Free lunch will be provided daily for students who are eligible

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

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

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

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

Goal 1

Improve Student Behavior and School Climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate

Priority 8: Other Pupil Outcomes

Local Priorities: Outcome 1, Student Annual Growth and Outcome 3, Reverence and Stewardship

Annual Measurable Outcomes

Expected	Actual
Maintain or reduce 2018-2019 suspension rate (3.3% of students) by 1.0%	Suspension rate: 2.6% of students in 2019-2020
Maintain or reduce 2018-2019 "Three Streams" referral rate (10.7% of students) by 1.0%	"Three Streams" referral rate: 9.8% of students in 2019-2020

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide mentorship and professional development opportunities focused on classroom management, behavior and discipline practices	\$510,824	\$734,374
Provide mentorship and professional development opportunities focused on Behavior Intervention Plans and Positive Behavior Reinforcement Plans	See Goal 1, Action 1	See Goal 1, Action 1
Retain counselor/behavioral expert to support student needs	\$36,960	\$45,890
Implement social-emotional curriculum	\$0	\$0
Maintain a Positive Behavior Intervention and Supports program (PBIS) on campus	\$2,374,728	\$1,967,663
Develop and use a matrix (in alignment with PBIS) outlining approved student behaviors and expectations in common areas and within classes	See Goal 1, Action 5	See Goal 1, Action 5
Hire a recess supervisor or "anchor" to ensure and maintain adequate campus supervision at recess and lunch times and provide training for campus supervisors	\$265,861	\$264,037
Build a "Buddy Bench" for use during recess/lunch. Students are expected to invite/include students sitting on a "Buddy Bench" to come join their game	\$0	\$0

Goal Analysis

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

All actions/services were implemented as planned.

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

On March 13, 2020, Journey School joined other charters and school districts throughout the United States, making the difficult decision to close campus to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 1, Journey revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly addressed the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Specific actions and services included, but were not limited to:

-Staff transitioned to a comprehensive distance learning program that included instruction online and asynchronous work completion offline. Journey purchased technology and devices to ensure all students had access to distance learning.

-Materials and supplies to support distance learning.

-Additional custodial support including more frequent sanitation as recommended by state and local health officials.

It is important to highlight, that when school campuses were closed on March 13, 2020, Journey quickly pivoted to an emergency distance learning plan. This disrupted existing plans for professional development for staff and curricular maps for learning. It caused Journey to have to create new plans for providing instruction to students online, ensuring the health and safety of staff and students, the distribution of technology, and the distribution of instructional supplies, and materials. Throughout school closure, Journey remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued social-emotional health services.

Goal 2

Increase Academic Achievement Levels of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Conditions of Learning

Priority 2: State Standards

Priority 4: Pupil Achievement
 Priority 7: Course Access
 Priority 8: Other Pupil Outcomes

Local Priorities: Outcome 1, Student Annual Growth and Outcome 2, Academic Performance

Annual Measurable Outcomes

Expected	Actual
All students-ELA and Math SBAC indicator (on CA Dashboard) will increase distance from Level Three by 7 to 20 points.	SBAC was not operational in 2019-2020 and no results were posted on the CA Dashboard
Establish GPA in core classes	Not Established

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain Chromebooks or equivalent to support student learning and acquisition of technology skills	\$5,000	\$1,459
Implement math curriculum, resources, and manipulatives	\$15,000	\$15,533
Implement ELA and math changes/improvements (skill-based groupings, new literacy program, procure robust classroom libraries, student assessments)	\$80,932	\$65,843
Math Committee and ELA Committee will meet weekly	See Goal 1, Action 5	See Goal 1, Action 5
Provide ongoing training and staff development opportunities in core academic areas	\$49,339	\$55,801
Contract a Librarian/Literacy Expert to help procure rich classroom libraries and organize grade level and skill-based sets of readers	\$10,000	\$11,813

Goal Analysis

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

All actions/services were implemented as planned.

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

On March 13, 2020, Journey School joined other charters and school districts throughout the United States, making the difficult decision to close campus to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 1, Journey revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly addressed the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Journey School transitioned to a comprehensive distance learning program that included instruction online and asynchronous work completion offline. Families were contacted by their teachers or other school staff to support the distance learning model and adjust the learning so that it worked best for them. Journey teachers provided daily lessons in core content areas both digitally and in a paper packets. Special populations, including English Learners and Students with Disabilities, were provided with additional materials and supports, including online individualized instruction, to be able to access learning. Journey adopted a "no harm" grading policy during school closure. The completion of lessons and activities was strongly encouraged, but not required in order to maintain compliance with guidance from the California Department of Education (CDE). Middle School students were given the option to improve their grades by completing lessons and activities assigned by their teachers. Journey is proud of these successes despite having to close campus in the Spring of 2020.

Along with the closure of campus, the CAASPP assessments were also waived for the 19-20 school year. While this was beneficial as teachers and families struggled to figure out learning in an online format, it prevented Journey from collecting important summative data for a comparison with previous years. While teachers continued to provide local assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints. Other actions and services that were not fully implemented as described above.

Goal 3

Strengthen School Culture and Improve Partnerships Amongst School Stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parent Involvement
Priority 5: Pupil Engagement
Priority 6: School Climate

Local Priorities: Outcome 1, Student Annual Growth and Outcome 3, Reverence and Stewardship

Annual Measurable Outcomes

Expected	Actual
Maintain high satisfaction rates on Community Satisfaction Survey (greater than 85%)	A formal Satisfaction Survey was not Released in 2019-20 School Year
Rate of student attrition from the 5 th grade prior to entering middle school no more than 10%	8.7% attrition moving into middle school (5 th to 6 th Grade)
Average Daily Attendance Rate will be 95% or greater	ADA Rate not calculated for 2019-2020 School Year

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Message and enforce attendance policies including recognition of students with excellent attendance.	\$85,154	\$77,242
Engage "Vision Committee" to help resource funds and strategic plan to support the school's vision	See Goal 1, Action 5	See Goal 1, Action 5
Administration and staff to develop and offer parent education resources and opportunities.	\$43,223	\$72,861
Offer "clubs" for middle school students and related curricular/extracurricular opportunities	\$50,525	\$68,750
Coordinate events to encourage parent participation and community development within the school	See Goal 1, Action 5	See Goal 1, Action 5

Goal Analysis

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

The vision committee did not convene, however staff time allocated towards this committee was focused into a Diversity, Equity and Inclusion committee.

Clubs were not offered; however extended learning and individualized support of students and their interests were supported through Genius Hours and other opportunities.

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

On March 13, 2020, Journey School joined other charters and school districts throughout the United States, making the difficult decision to close campus to prevent the spread of COVID-19. School closure had a tremendous impact on our community. In order to meet Goal 1, Journey revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly addressed the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

When school campuses were closed on March 13, 2020, Journey quickly pivoted to an emergency distance learning plan. This disrupted existing plans for in-person community and parent events scheduled for the Spring semester. While efforts were made to connect with parents via telephone, Zoom, Google Meet, and other electronic means, the district struggled to maintain the same levels of connectedness as would have been expected in a normal year. Journey strongly believes in the value of relationships and in the absence of personal connections gained through in-person parent and community events, achievement of this goal proved difficult.

Despite that difficulty, many events were broadcast via Zoom and enjoyed remotely, such as the 2020 School Auction and Gala, Mayfaire, and numerous class plays. A drive thru graduation culminated the end of the 2019-2020 school year. Nevertheless, it was difficult to maintain community and connectedness remotely.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Disposable and/or cloth face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and essential visitors entering schools sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	6,000	7,396	N
Hand Washing and Hand Sanitization: Stations for washing hands and/or sanitizing hands	39,838	22,143	N
Increased supplies of anti-bacterial soap and hand sanitizer (greater than 60% alcohol) and disposable towels	10,000	20,460	N
Health Office Supplies and Materials: Thermometers to screen student temperature, gloves and PPE and additional isolation supplies to respond to students or staff who display any signs of illness	5,500	586	N
Health screening technology to support health screenings for students, staff and essential visitors entering campus	20,000	5,500	N
Signage, Posters, and Floor Decals: Visual cues throughout the school to maximize social distancing and other precautionary measures as sated in the schools' safety plan. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols	5,000	1,686	N
Custodial Support: Staffing to ensure a high standard of maintenance and cleaning and disinfection of high touch areas, bathrooms, classrooms and office spaces	62,400	67,261	N
Custodial Supplies: Increased supplies for cleaning and disinfecting the campus	20,000	2,606	N

Custodial Equipment: Purchase of specialized equipment for disinfecting the campus	15,000	5,713	N
Purchase of air filtration devices to improve air quality in classrooms and office spaces	10,000	216	N
Increased use of ventilation systems and filtration devices throughout the day and night as needed to support healthy air quality	19,200	343	N
HVAC filters: District (Journey is a leased school site) will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice and as stated in the facilities use agreement.	3,600	444	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	1,000	3,249	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects	30,000	30,189	N
Technology: Purchase of additional technology to support hybrid learning models, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	149,074	Y
Creative outdoor learning centers: Equipment and structures required to create adequate outdoor classrooms and learning stations	66,000	16,256	N
Installation of fences and gates on campus to limit campus entry points and general access to campus.	6,000	5,965	N
Additional staffing, teachers and paraprofessionals, to support Hybrid learning on campus.	200,000	379,253	Y
Additional curricular resources to support the transition into hybrid models.	20,000	101,012	Y
Professional development for staff (Cleaning, safety protocols, technology, curriculum and instruction)	12,000	16,959	N

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

Journey contracted with Strategic Kids to provide a “site-instructor” in every classroom, effectively creating a smaller staff to student ratio and an increased ability to attend to learning loss, social emotional, academic, and behavioral needs. The cost of providing these site instructors was substantially more than what was planned and budgeted for through this LCP and required some adjustment to plans.

CUSD provided support for sink installation and HVAC filters and related costs were less than planned.

Event tents and outdoor classroom supplies came well under budget due to discounted bulk orders and an ability to repurpose “unused” lunch tables for instructional purposes.

Journey procured more technology than initially planned to support student access to instruction and ensure engagement with daily programming. Hotspots, service contracts for the hotspots and Chromebooks were the primary expenditures.

A surplus of custodial supplies also helped the school ensure health, safety and sanitation on campus while saving money.

Analysis of In-Person Instructional Offerings

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

In Fall of 2020, Journey School’s Board of Directors approved the school’s Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. Due to high Covid-19 rates locally and according to state and local health and safety guidelines, Journey was only able to offer in-person services and support to students with special circumstances including Students with Disabilities on an individual or small group and limited basis. In November of 2020, Journey was able to implement a hybrid instructional model containing in-person instruction offered to small cohorts of students 4 days a week for students in grades K-2. We had plans to stagger reopening and continue adding grades within the same month, however, on Monday November 16, 2020, Orange County was assigned to the Purple Tier in California’s Blueprint for a Safer Economy. This shift was in response to a spike in COVID-19 adjusted case rate and test positivity and as a result we were not permitted to continue our staggered reopening. Following a waiting period, OCHCA released guidance to reopen in mid-January. Per the guidance, Journey School promptly submitted a COVID-19 Safety Plan (CSP) and reopening application to the Orange County Health Care Agency. On February

25th, 2021 our reopening application and CSP was approved and we reopened grades 3-6 on March 2nd, 2021. Additional criteria, specifically being reassigned to the Red Tier in California's Blueprint for a Safer Economy, was required to reopen grades 7-8. Orange County was reassigned to the Red Tier on March 14, 2021 and Journey reopened those grade levels on March 17, 2021.

Successes

-Journey School drafted a COVID-19 Safety Plan which contained plans and protocols to ensure the safety of students and staff. The plan covered protection guidelines for staff, students, and campus visitors, building access and common area protocols, mandatory health screenings, protocols for returning to work after exposure or illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for students and employees if they've contracted COVID.

-Journey teachers continued to use dedicated time each week to utilize the cycle of assessments, data analysis, and plans of action to address pupil learning loss. During in-person instruction, academic interventions including small group and individualized instruction were provided by both the classroom teacher and/or by a certificated Reading Intervention (K-8) or PASS (9-12) teacher during the regular school day. During In-person learning, WUSD continued to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support as outlined above.

-Journey partnered with Strategic Kids to staff each classroom with an aide. This dramatically reduced teacher to student ratios and allowed small group work and targeted supports/interventions to flourish.

Challenges

-State and local health and safety guidelines continued to change week by week. Journey spent countless hours in planning and preparation to meet all guidelines presented while at the same time doing our best to meet the needs of our students, staff, and community. As guidelines changed week to week and sometimes day to day, Journey worked hard to keep up with the latest guidance from both state and local authorities.

-Despite our hard work, many families chose to leave our program to home school their children. Many families also left the state.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to send home to ensure equity and access	30,000	31,189	N
Technology: Purchase of additional technology to support the remote learning model, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	149,074	Y
Additional staffing, teachers and paraprofessionals, to support remote learning.	200,000	379,253	Y
Additional curricular resources to support the transition into remote learning model.	20,000	101,012	Y
Professional development for staff (technology, curriculum and instruction)	12,000	16,959	N

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

Journey contracted with Strategic Kids to provide a “site-instructor” in every classroom, effectively creating a smaller staff to student ratio and an increased ability to attend to learning loss, social emotional, academic, and behavioral needs. The cost of providing these site instructors was substantially more than what was planned and budgeted for through this LCP and required some adjustment to plans.

Journey procured more technology than initially planned to support student access to instruction and ensure engagement with daily programming. Hotspots, service contracts for the hotspots and Chromebooks were the primary expenditures.

Analysis of the Distance Learning Program

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

Successes

-In order to maintain continuity of instruction during remote learning, Journey provided high-quality instruction to every student every day through a combination of digital platforms (Google Classroom and Zoom) and paper/pencil educational materials. Journey devised a synchronous daily schedule to replicate the school schedule on campus, where no less than 240 minutes of live instruction and guided practice was offered to students each school day. During remote learning, students engaged daily, and all courses continued towards fulfilling grade level standards requirements. In other words, a full year of study was delivered at every grade level. Remote learning also included all specialty programming (physical education, practical arts, visual arts and music). Pupil participation and progress remained consistent as Journey maintained a high attendance and engagement rate during remote learning.

-Journey provided a Chromebook device to every student who needed a computer to support access to remote learning. To meet the needs of families who reported that they did not have access to reliable internet at home, Journey purchased hundreds of hotspots and deployed them at no cost to families. The school continued to provide print educational materials, including high quality materials, musical instruments, textbooks and learning packets for all families.

-Journey staff was provided with professional development to specifically prepare them to meet the demands of providing instructional and support in the remote learning environment. Support of instructional delivery via online platforms and use of new technology was offered to staff at regularly held professional development opportunities on Mondays.

-Teachers embraced the role of educating students and families in both synchronous and asynchronous environments by:

- 1) Ensuring high-quality instruction during remote learning
- 2) Creating and maintaining a positive classroom culture
- 3) Logging student attendance daily, including daily live interactions completing engagement records
- 4) Working with administration to follow-up with students who experienced difficulty or who were absent/not engaged
- 5) Observing regular office hours to provide support and feedback to parents and students.
- 6) Engaging in professional learning opportunities specific to remote learning, provided by the school.
- 7) Actively engaging in the Professional Learning Community (PLC) process to plan instruction, assess student learning, and monitor student achievement in both traditional and non-traditional school models. PLCs included analyzing instructional strategies and techniques specific to distance and hybrid learning models and creating and implementing plans to ensure student success.

-Journey offered additional supports for students during remote learning, including targeted individual and small-group academic and social-emotional intervention provided by Reading Intervention teachers, Intervention Specialists, and the school Counselor.

-Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Challenges

-Many families at Journey School shared that the remote learning program offered too much screen time for their children and re-engaging these families proved difficult

-Parent feedback also demonstrated a concern for social opportunities and social skills development for their students during remote learning. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through a variety of platforms. Counselors and other school staff reached out to students through emails and phone calls

-Technology issues presented at various times including connectivity challenges for teachers and students

-Various specialty programming was quite difficult to deliver remotely and had to be adjusted accordingly

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: Purchase of additional technology to support the remote learning model, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	149,074	Y
Additional staffing, teachers and paraprofessionals, to support remote learning and interventions.	200,000	379,253	Y
Additional curricular resources and assessments to support student learning in the remote learning model.	20,000	101,012	Y
Professional development for staff (technology, curriculum and instruction)	12,000	16,959	N

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

Journey contracted with Strategic Kids to provide a “site-instructor” in every classroom, effectively creating a smaller staff to student ratio and an increased ability to attend to learning loss, social emotional, academic, and behavioral needs. The cost of providing these site instructors was substantially more than what was planned and budgeted for through this LCP and required some adjustment to plans.

Analysis of Pupil Learning Loss

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

The COVID-19 pandemic introduced an unprecedented disruption to education on the Journey campus. From the day we closed the school in March 2020, we were concerned about the impact that the pandemic would have on student learning. We were especially worried that our most vulnerable students would experience “learning loss” more than others.

The cancellation of state tests in Spring 2020 left us with very limited information about student performance. We used local data to try to shed light on the inequities in learning that have been exacerbated as a result of the pandemic. We found that there has been learning loss, especially in the earlier grades largely due to a technology barrier in terms of instruction and work completion for our students. Prior to the pandemic, Journey School was technology free in K-5th grade, and the students just didn't have the technological abilities to access their education efficiently. Finally, analyzing whether and how student learning in ELA and Math has been affected is only one piece of understanding what students have experienced during the pandemic and how our school interventions and services will need to be reorganized to meet their needs. The pandemic has introduced a great deal of hardship into many students' lives. Going forward, we will need additional tools to support students' social-emotional well-being. Ultimately, addressing students' learning loss will require a student-centered approach that puts family and student relationships first which bodes well for Journey School as our programming and approach is rich in those efforts.

Successes:

- Teachers were able to provide office hours to identified students that needed additional support.
- Additional assistants, site instructors and interventionists were able to work with students on a small group and 1:1 basis depending on student needs.
- Teachers assessed students to develop a plan to address each individual student's needs.
- Our Special Education teachers worked closely with their students to identify areas that needed more support.
- Parents worked closely with teachers to deliver instruction to their students.

Challenges:

- Some students and families were difficult to engage in programming and chose not to access the variety of services available to them.
- Teaching to cohorts was not nearly as effective as our typical programming.

Analysis of Mental Health and Social and Emotional Well-Being

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

Journey School teachers and staff monitored and supported mental health a social and emotional well-being of pupils and staff. The challenge at the beginning of the school year (as a fully remote school) was in assessing mental health and well-being from a distance. As grade levels began reopening for in person learning, many of the social and emotional challenges resolved themselves as students found themselves back on campus and socializing with peers and teachers. In some scenarios, however, additional supports were needed for students that continued to face challenges in the wake of the pandemic and a difficult experience in remote/distance learning.

That said, identification and support of students at the classroom level was exceptional through regularly scheduled social-emotional learning (SEL) lessons and curriculum, daily class discussion circles. At risk students were identified through informal observation of school participation and engagement and also surveys. Students requiring more support were immediately supported by the school counselor, focusing on targeted skill development, counseling sessions, support groups and social skills instruction. For those students needing more intensive individualized support, the school pursued and facilitated outside referrals, initiation of IEP process (where appropriate), intensive academic support, counseling sessions, intensive social skills instruction and parent training and collaboration.

Analysis of Pupil and Family Engagement and Outreach

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

The COVID-19 pandemic presented numerous challenges to the effective monitoring of attendance and engagement, yet the school was for the most part successful in maintaining high rates of attendance and participation in each of the learning models employed during the 20-21 school year.

As it relates to family engagement, the school utilized social media and community communication tool (Parent Square) to communicate regularly with families. Numerous town hall meetings, surveys, information sessions and other outreach strategies were employed to support student and family engagement.

In terms of students' attendance and participation, Journey School created a plan and process to monitor student attendance and engagement and provide reengagement supports to students, and families when needed.

Student attendance and engagement was evaluated through the following

-Physical Presence: Students arrived on campus (for in-person learning) or arrived in the virtual classroom (via Zoom)

-Academic Engagement: Students demonstrated participation in the learning activity by actively discussing, writing, reading, studying, calculating, completing assignments, etc. (observed by teacher and monitored through work completion)

-Emotional Engagement: Students demonstrated a connectedness with peers, teachers and an enthusiasm for school and learning (observed by teacher)

These three components of attendance and engagement were evaluated daily through multiple measures including roll call/daily attendance logs, weekly engagement records, informal social-emotional well-being surveys and check-ins, informal observations, percentage of assignments completed, participation in discussions and circle activities, completion of periodic assessments and exit tickets.

Teachers, administrators, and support staff at Journey School communicated regularly and shared the responsibility in ensuring the engagement of all students, including initiation of the tiered reengagement process detailed below:

-Tier 1: General support was provided for all students including teacher encouragement and reminders to turn in work and attend sessions.

-Tier 2: Targeted support was provided for students who attended 41-75% of school each week and/or completed assignments at a rate of 41-75%. Targeted supports included teacher emails, phone calls, individualized training in using the technology and other discussions to determine solutions to overcome whatever the barrier might have been.

-Tier 3: Intensive support was provided for students who attended 40% or less each week and/or completed assignments at a rate of 40% or less. Intensive support was also engaged for students who required Tier 2 – Targeted Supports for a period of three or more consecutive weeks and did not improve. Intensive support included referrals to a support stream at Journey (Ex. SST, behavioral support team, social emotional support team), meetings with an administrator to determine solutions to overcome barriers, referral to community resources, etc.

-Tier 4: Emergency support was designed for unreachable students, where there was no contact or engagement each week and the tiered strategies above failed. Thankfully, we did not have any students requiring emergency supports at this tier/level, which would have included social services, law enforcement home visits, and referral to other outside agencies.

Analysis of School Nutrition

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

Journey School contracted with Capistrano Unified School District Food and Nutrition services to provide meals for students during the 20-21 school year. Meals (breakfast and lunch) were provided at no charge to any interested student regardless of free and reduced eligibility and learning model (in-person instruction as well as online learning).

On average, Journey served 2,600 lunches and 2,600 breakfasts each month. Due to the high demand for meals and strict regulations in terms of food distribution, students experienced long wait times to pick up meals which was a challenge. In some cases, students would stand in line for 15-20 minutes, which dramatically cut into their unstructured/free time on campus and required significant supervision efforts.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School nutrition costs and contract with CUSD	4,000	3,636	N
Mental Health and Social and Emotional Well-Being	Additional staff to monitor and support mental health and social emotional well-being	60,000	54,918	N

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

NA

Overall Analysis

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

Many lessons were learned this past year from implementing in-person and remote learning programs but perhaps the most important lesson is the need for human connectedness. Students and staff worked hard to keep students in cohorts and masks and deliver quality instruction. Student engagement has become a high priority whether instruction is delivered remotely or in-person. COVID changed the way we interacted with one another and increased the importance of hygiene practices/cleaning protocols.

Students and staff learned to use technology in new ways and staff have become very creative delivering other school traditions and festivals. We will continue to focus on engaging students, providing high-quality instruction, addressing the social emotional well-being of each student, providing a safe and clean learning environment for all. We will take the good and bad of what we learned this past year to refine our school systems, programs and teaching models. COVID created a need for more interactions with families and staff. Multiple modes of communication were used to reach parents. For the most part, parents were highly engaged in their child's learning. For families that were hard to reach, we used new strategies to engage them with school. We will close our remote learning option moving forward into the 2021-2022 school year and continue to have in-person and Independent Study as our instructional models.

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

In order to address pupil learning loss, we will use our local assessments and teacher input to create flexible interventions and targeted instruction. Additionally, we will adopt NWEA Map testing/IREADY/or a similar diagnostic tool to assess learning loss, mitigation efforts, and student progress. Teachers will continue to analyze student data during collaboration time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. After school tutoring is also being considered as we move forward towards the 2021-2022 school year.

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

NA

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

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

We were able to implement all of the actions and services within the 2019-2020 LCAP up until the COVID-19 Pandemic hit. The pandemic had a significant impact on our school and the community. The speed with which we entered distance learning mode back in March 2020 was so swift that it was not, and could not have been, done with excellence. Many Journey families left the program towards the end of the 2019-2020 school year and as we approached the 2020-2021 school year.

The pandemic has altered the way we provide services and support for our students and families. Our administrative staff has worked tirelessly, this past year, to establish new cleaning protocols, various policies, and sought guidance to ensure the safety and health of our students, staff, and families. Our teaching staff have self-trained and attended technology trainings, so they are better versed in various remote learning platforms and technologies. They also have sought ways to quantify and mitigate learning loss. As always, it is our goal to provide a safe, engaging, rigorous learning experience for all of our students. Knowing that, most families expressed the desire to return to in-person learning, however COVID flare-ups wreaked havoc on our reopening efforts and caused additional frustrations.

The school community response to COVID-19 mirrored that of the country. Some were terrified; others were fearless; and each group thought the other was wrong. This polarization was not healthy for any community; and especially our small school community.

Additionally, the rules and protocols shifted so frequently that it was difficult for our school community to keep pace - and even more difficult for parents and community members to comprehend the complexities we have faced this past year. This experience has been taxing on our small staff.

We created a comprehensive Reopening Plan, with stakeholder feedback, and provided it to our families and staff. We instituted new practices to address learning modalities, movement around the facilities, and interaction with one another. Implementing the requirement to don face masks, maintain social distancing, provide extra cleaning, modeling hygiene practices, addressing learning loss, offering a rigorous remote learning program as well as in-person learning option, creating cohorts of students that may incorporate siblings, providing "Grab and Go" meals and modifying how we serve meals to our students in school, and designing desk arrangements to maximize spacing while addressing capacity issues are just some of the modifications that have been implemented.

Our goals for the 2021-2024 plan will remain largely the same as they were pre-pandemic, though worded more descriptively. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically rich environment. We have used local data to determine actions and services in our plan as there is limited state data available. Student engagement, school community, school climate, social emotional learning and academic achievement will be a focus in the next few years.