



**2025-2026 Local Control Funding Formula (LCFF) Budget  
Overview for Parents**

**2024-2025 Annual Update and 2025-2026 Local Control and  
Accountability Plan (LCAP) and LCAP Action Tables**

**27102 FOXBOROUGH  
ALISO VIEJO, CA 92656**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

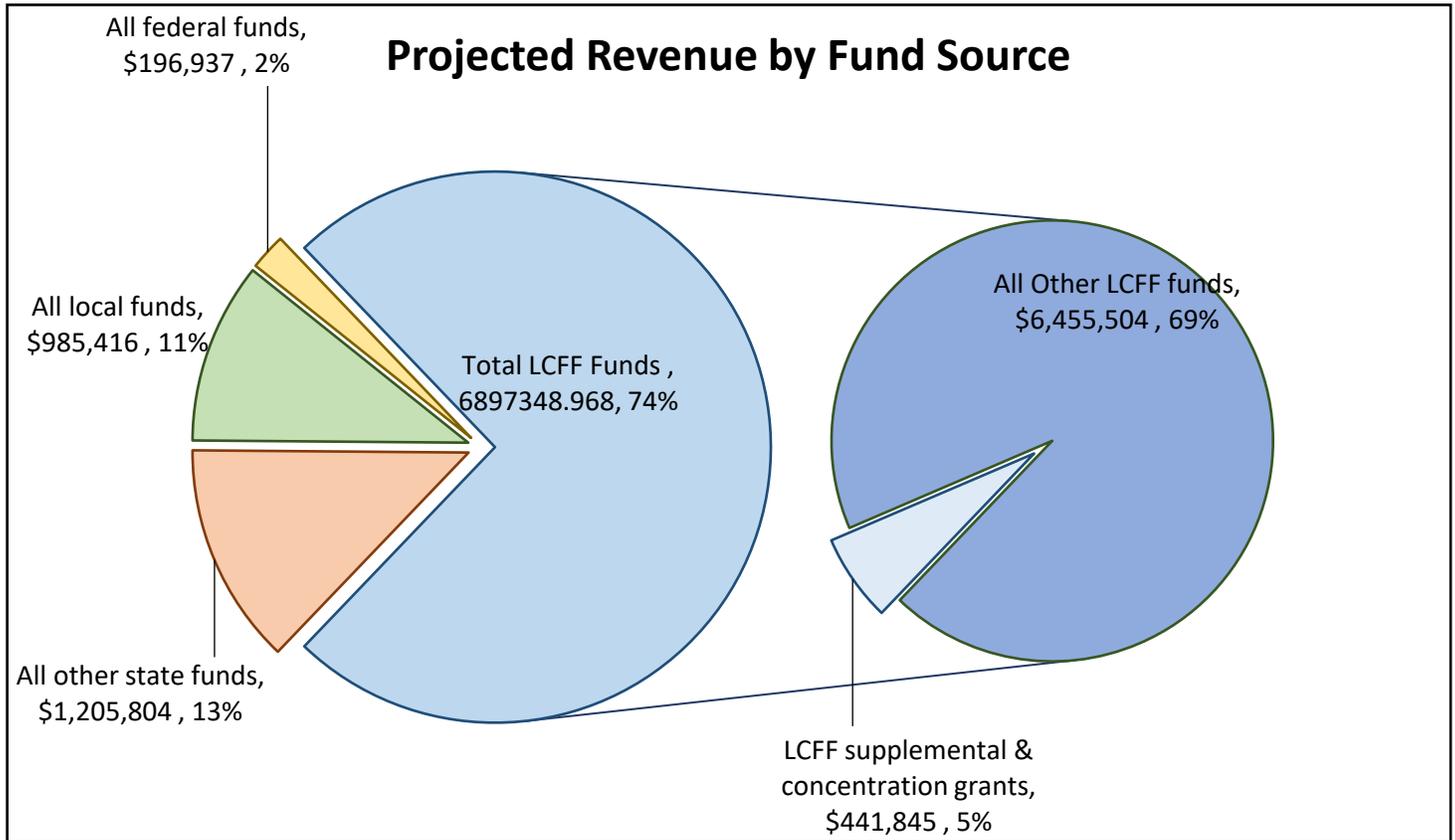
School Year: 25-26

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 25-26 School Year

### Projected Revenue by Fund Source

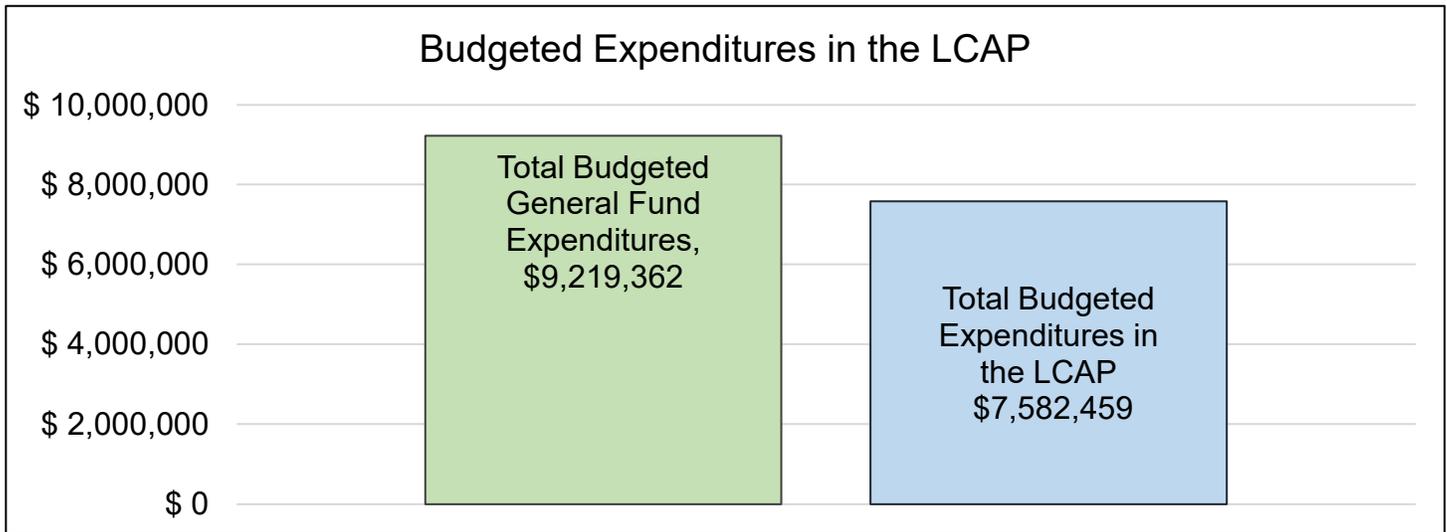


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey School is \$9,285,505.46, of which \$6,897,348.97 is Local Control Funding Formula (LCFF), \$1,205,803.53 is other state funds, \$985,415.91 is local funds, and \$196,937.05 is federal funds. Of the \$6,897,348.97 in LCFF Funds, \$441,844.52 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 25-26. 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 \$9,219,362.00 for the 25-26 school year. Of that amount, \$7,582,459.00 is tied to actions/services in the LCAP and \$1,636,903.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

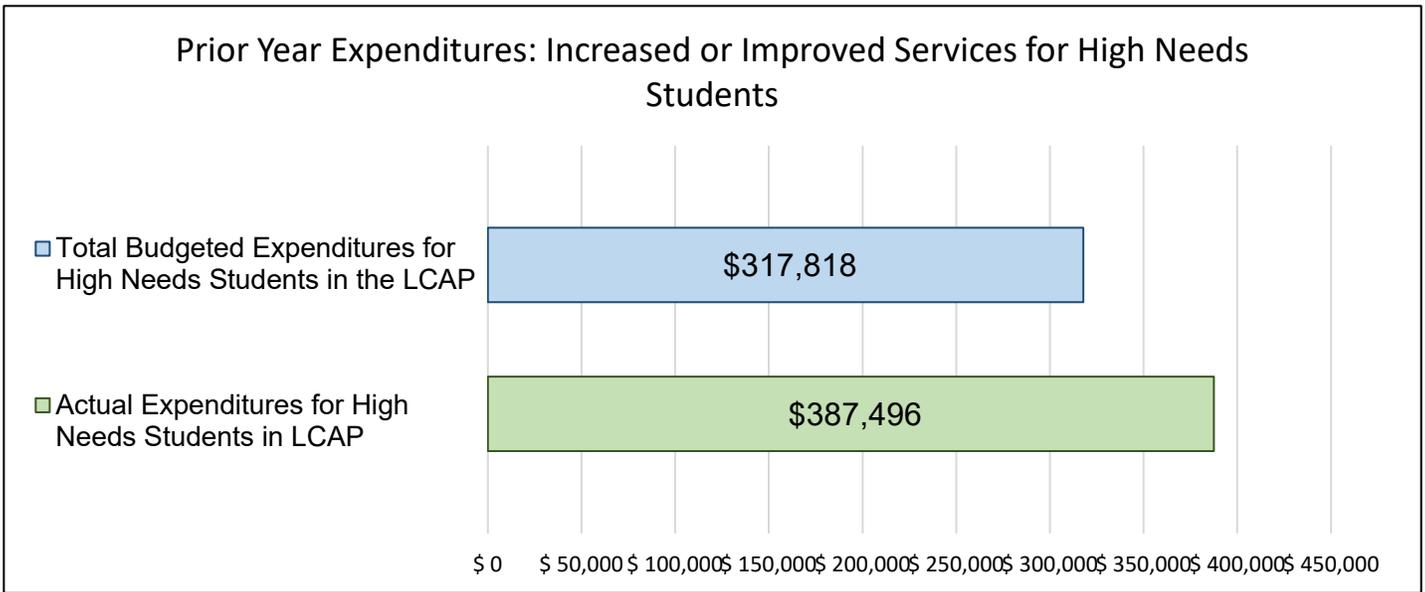
Administrative and operational expenses

## Increased or Improved Services for High Needs Students in the LCAP for the 25-26 School Year

In 25-26, Journey School is projecting it will receive \$441,844.52 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 \$449,408.00 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 24-25



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 24-25, Journey School's LCAP budgeted \$317,818.30 for planned actions to increase or improve services for high needs students. Journey School actually spent \$387,496.00 for actions to increase or improve services for high needs students in 24-25.

# 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	<a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a> (949) 448-7232

## Plan Summary [2025-2026]

### 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.

Journey School's performance is rooted in a great deal of strength across the program, some quick notes below of those areas that shined during the 2024-2025 school year.

- Journey School's academic program continues to improve as noted by CAASPP scores and Illuminate Education assessment results. Notably, various subgroups improved significantly, including socioeconomically disadvantaged students and students with disabilities.
- The school developed an effective temporary independent study program to support students who needed academic support due to unforeseen travel, injury, illness and other extenuating circumstances. It was important to provide school continuity for these students.
- A dedicated team of educators improved upon the Three Care Streams and development of related supports and interventions for students.
- Journey maintained a variety of programs and access to a broad course of study while continuing to expand programs available for students including courses in Geometry, choir for middle school.
- Journey increased specialized staff members including another counselor and a Teacher on Special Assignment focused on primary grades. These added supports were effective in supporting student needs and the school mission.
- Journey developed a Special Education Program as part of the El Dorado County Charter SELPA and transitioned all IEPs from CUSD over to the school. Services and supports were provided in compliance with law and effective plans of support were implemented throughout the year.

Journey continues to strive and improve in the following areas

- Primary grade literacy scores have declined over the past three years, suggesting a need for enhanced early intervention and instructional support.
- Gathering general education data (achievement, social emotional well-being, behavior/guidance) in classrooms and using data to inform instruction and interventions
- Classroom management and behavior guidance, some disparities in suspension rates point to a need for continued work in promoting equity and inclusive discipline practices.
- Technology exposure and preparation for students in lower grades while maintaining program integrity
- While achievement gaps are beginning to narrow, English Learners and Students with Disabilities still perform below grade-level standards, and chronic absenteeism remains a concern, especially among certain student groups.
- Support of English Learners and specially designed instruction to support growth towards English fluency

## Reflections: Technical Assistance

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

Not applicable – Journey School is not part of technical assistance.

## 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. A Parent Advisory Committee (PAC) convened to focus on LCAP input. A LCAP survey was released to parents for input in May 2025.
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.

While LCAP goals remain the same, several actions and related expenditures were updated to reflect the feedback provided by educational partners.

# 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)	56.97% ELA and 46.97% Math (2023-2024 Results)		70% ELA and 60% Math	
2	Percentage of All Students achieving CAST met/exceeded status	30.18% Science (2022-2023 Results)	56.31% Science (2023-2024 Results)		65% Science	
3	Percentage of students with reported disabilities achieving SBAC met/exceeded status	30.88% ELA and 17.65% Math (2022-2023 Results)	35.14% ELA and 20.27% Math (2023-2024 Results)		45% ELA and 32% Math	
4	Percentage of students who are English learners and achieving SBAC met/exceeded status	Specific percentages are data not released due to privacy (small subgroup) however the number of students achieving SBAC met/exceeded status declined 16.7%	Specific percentages are data not released due to privacy (small subgroup) however the number of students achieving SBAC met/exceeded status declined 16.7%		Eliminate declining rates of achievement.	
5	Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status	44% ELA and 37.34% Math (2022-2023 Results)	62.75% ELA and 52.94% Math (2023-2024 Results)		59% ELA and 52% Math	
6	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)	68% reading and 63% math (Spring 2025 Results)		75% reading and 75% math	
7	Local Indicator: Implementation of Academic Standards	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	
8	Local Indicator: Basics	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The implementation of targeted actions to improve academic performance and student progress was largely successful and closely aligned with the original LCAP plan.

While most activities proceeded as planned, some adjustments were necessary, but overall significant successes were achieved:

- Small-group instruction and academic support was expanded through the hiring of an elementary TOSA
- Rigorous core curriculum and honors programming (in middle school) were implemented to ensure grade-level mastery and support high-achieving students
- ELOP summer school programming provided a continuation of academic exposure for many students

Overall, these efforts resulted in stronger instructional quality, better academic outcomes, and a more responsive learning environment, blending Public Waldorf principles with research-based practices.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Special Education programming was more costly than budgeted for several reasons including higher than anticipated student numbers as well as specialized services for several IEPs that were not initially budgeted for.

Mentorship, professional development, curriculum and training costs came in less than budgeted due to the development of an Art of Teaching program on our school site. Previously, staff was flown to Northern California, Colorado, New Hampshire and other locations to attend Art of Teaching programs. Additionally, this year’s annual Alliance for Public Waldorf Education conference was cancelled due to the Los Angeles fires.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal.

However, a variety of actions were further detailed, especially SST work to include data tracking for more responsive interventions and support plans and enhancing teacher/staff evaluations. Additionally, several actions were added including tutoring, study skills classes and typing programs.

As it relates to metrics and target outcome – our target for CAST – Science testing was increased to higher percentage given performance on past CAST administrations.

**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	\$109,575	N
2	Special Education Programming at Journey	Journey will continue to develop Special Education programming and will procure resources, curriculum, assessment materials and train staff to provide high quality services.	\$1,517,000	N
3	Interventions/Three Care Streams	Increase targeted interventions along with progress monitoring and improvements using data tracking for more responsive interventions and support plans.	\$176,656	N
4	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans	\$2,000	N
5	Curriculum	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction.	\$20,600	N
6	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.	\$1,902	N
7	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. Enhance teacher evaluation process to drive support.	\$2,328,326	N
8	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	\$101,912	N
9	"Teacher on Special Assignment" (TOSA)	Fund 3 TOSAs to support students in grades 1-8 with small group, specialized instruction, instructional intervention/reteaching, and other support.	\$302,546	Y
10	Expanded Learning Opportunity Program	Summer school programming and extended opportunities for students	\$185,000	N
11	Tutoring	Develop tutoring opportunities and study skills classes	\$43,196	N
12	Typing	Purchase a typing program for school wide use/access for students	\$3,000	N

Insert or delete rows, as necessary.

# 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	94.4% through P2 (end of March)		95%	
2	Chronic Absenteeism Rate (ALL STUDENTS)	30.1% of students are classified as chronically absent	17.7% of students (2024 CA Dashboard)		15% of students will be classified as chronically absent	
3	Chronic Absenteeism Rate (Subgroup: Asian)	31% of students are classified as chronically absent	14.9% of students (2024 CA Dashboard)		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	11.1% of students (2024 CA Dashboard)		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	21.4% of students (2024 CA Dashboard)		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 (2024 CA Dashboard)		Local Indicator: Standard Met	
7	Local Indicator: Parent and Family Engagement	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The implementation of key initiatives to enhance student engagement and creativity progressed successfully, with most actions aligning closely with original plans.

Efforts to hire and retain high-performing specialty and elective teachers strengthened the educational experience and upheld the core principles of Public Waldorf education. These hires enriched instruction in the arts, movement, and other key areas that support whole-child development.

To address student engagement and attendance, the school increased the frequency of attendance-related messaging, using automated systems to send notes, reminders, and compliance letters. This improved communication helped reinforce the importance of daily attendance with families.

The temporary independent study program continued to serve students unable to attend in person due to illness or travel, allowing them to stay academically engaged and connected to their learning.

Security was enhanced with automated gates, visitor kiosks, and increased staff presence during high-traffic times. A new campus supervisor position was added to oversee recess, lunch, and other unstructured periods, ensuring a safer and more orderly environment.

Additionally, the school launched aftercare programming for kindergarten students, supporting working families and extending the learning experience in a nurturing setting.

Overall, these initiatives supported both student learning and school operations, contributing to a safe, engaging, and well-rounded educational environment.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Additional staff costs to ensure a safe and secure learning environment, namely due to an increase in campus supervisors/campus supervision during the 24-25 school year and an increase in facilities improvement/maintenance costs that the school incurred.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Several actions were adjusted and/or added to include development of a school nutrition program as a School Food Authority (SFA) and the development of an Attendance Recovery (AR) program.

**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	\$538,164	No
2	Attendance	<p>Increase frequency of school messaging as it relates to student attendance that includes automated delivery of attendance notes, reminders, and compliance letters.</p> <p>Establish an “Attendance Recovery” (AR) program to offer additional instructional sessions outside of the regularly scheduled school day (e.g. before or after school, during weekends, over school breaks to recoup attendance and ensure academic exposure.</p>	\$107,442	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).	\$175,720	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.	\$248,433	No
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$152,446	No
6	Nutrition	Establish Journey School as a School Food Authority (SFA) and form a nutrition initiative committee to enhance lunch programming.	\$234,005	No

Insert or delete rows, as necessary.

# 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	1.0% of students suspend at least one day (2024 Dashboard)		Maintain percentage at or below 3%	
2	Local Indicator: Climate Survey	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 Dashboard)		Local Indicator: Standard Met	
3	% of successful Student Support Team (SST) plans that are successful, and students are making progress towards goals (subsequent SST meetings, revised plans and/or special education referrals are not necessary)	58% of SST plans are successful (students are making progress towards goals) and supported by plan	67% of SST plans are successful (students are making progress towards goals) and 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) in Middle School	85% of students are low risk whereas 15% of students are in elevated risk categories.	82% of students are low risk whereas 18% 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	
5	Utilize a SEL screener (ex: DASTLE or EDI) as an SEL screener for younger children	TBD	NA		TBD	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

This year’s LCAP implementation efforts prioritized student well-being, school climate and social emotional literacy in the effort of supporting a safe, inclusive learning environment that reflects the school’s core values.

Mentorship and professional development opportunities were provided for staff, with a focus on IEP implementation, classroom management, and positive behavior practices. These supports strengthened instructional consistency and contributed to more effective student engagement across classrooms.

Key student support roles were sustained through the continued funding and retention of two full-time school counselors, a school nurse, and behavioral support staff ("Hearth Keepers"), all of whom played critical roles in promoting physical, emotional, and behavioral health on campus.

To further support whole-child development, the school implemented a social-emotional learning curriculum, expanded Compassionate Campus activities, and continued to offer civics education, field trips, and overnight excursions that promote connection, responsibility, and real-world learning.

Guidelines for consistent and transparent implementation of schoolwide practices were developed to support equity and clarity in expectations for students and staff alike.

Campus supervision during recess and lunch was increased, and supervisors received targeted training to help ensure student safety and positive behavior during unstructured times.

Finally, the school maintained high-quality janitorial services, helping to ensure a clean, safe, and welcoming campus environment.

Together, these initiatives supported a more compassionate, structured, and well-supported learning experience for all students and staff.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

- Additional staff costs, namely due to an increase in campus supervisors/campus supervision during the 24-25 school year.
- Mentorship and professional development came in less than budgeted due to the development of an Art of Teaching program on our school site. Previously, staff was flown to Northern California, Colorado, New Hampshire and other locations to attend Art of Teaching programs. Additionally, this year’s annual Alliance for Public Waldorf Education conference was cancelled due to the Los Angeles fires.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Several actions were adjusted and/or added to include hiring an additional staff member to enhance student supervision, counseling, bullying prevention and response.

**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	\$66,873	No
2	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselors (2.0 full time employees), school nurse, and behavioral support providers (“Hearth Keepers”).	\$365,340	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. Develop and detail guidelines for consistent and transparent implementation.	\$457,387	Yes
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors.	\$116,604	No
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$135,200	No
6	Bullying Prevention	Develop a comprehensive approach to bullying intervention including specific curriculum and experiences, including targeted class lessons, assemblies and field trips (ex: visiting the Museum of Tolerance)  Add an additional interventionist/support provider to support mental health needs and interventions detailed in Goal # 1	\$59,432	No

Insert or delete rows, as necessary.

# 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 (2024 Dashboard)		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%		24 classes/24 classes = 100%	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

This year, the school continued its commitment to Eco literacy and environmental education through hands-on, nature-based learning by maintaining key environmental education programs aligned with Public Waldorf principles.

The ongoing **partnership with Earth Roots** provided students with high-quality environmental literacy lessons and engaging “**on-campus field trips**” that deepened their understanding of local ecological systems, the environment, sustainability, and outdoor learning.

In addition, the school **continued to fund and support its on-campus garden/farm program**, offering students direct, experiential learning opportunities that connect science, responsibility, and stewardship of the natural world.

These programs enriched the curriculum, supported whole-child development, and fostered meaningful connections between students and the environment.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were not significant.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

More action towards communicating eco literacy efforts was included.

**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	\$25,750	No
2	Farming/Gardening	Continue to fund a garden/farm program on campus	\$5,150	No
3	Communication	Update website and social media outlets regarding Eco literacy efforts at Journey.	\$824	No

Insert or delete rows, as necessary.

# 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	67		126	
2	Percentage of students represented by parent participation in annual Parent Survey for School Improvement	15%	15.5%		30%	
3	Percentage of parent body volunteering at the school (annually)	49%	52%		70%	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The school prioritized parent and family engagement through the implementation of new tools, resources, communication efforts and new staff members.

A social media expert was funded to strengthen the school’s online presence and enhance outreach to families. In addition, continued investment in the ParentSquare communication platform streamlined messaging between school and home, improving consistency and accessibility of information.

To better communicate student progress, the school continued to improve upon the Report Card Maker system, allowing for clearer, more user-friendly reporting of academic achievement. A new student information system license, AERIES, was also purchased, giving parents improved access to their child’s records and educational information.

Finally, the school coordinated and funded guest speakers and parent education events, providing families with valuable insights and tools to support their children’s learning and well-being.

These actions collectively strengthened school-to-home connections and equipped families to be more active partners in the educational process.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Journey’s student information system – contract and related costs with AERIES – was much less than anticipated.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Action towards parent mentorship, parent education and developing and enhancing Annual Giving participation were developed.

**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	\$31,483	No
2	Report Card Access	Fund Report Card Maker system to communicate student achievement to parents	\$618	No
3	Student Information System	Purchase new license with a student information system for parents to utilize and access.	\$2,586	No
4	Parent Education	Coordinate and fund guest speakers and related events. Create mentorship programs to support new families and foster engagement and stronger connections.	\$3,141	No
5	Annual Giving	Formalize development process and tracking, including creating designations for annual giving contributions.	\$2,000	No

Insert or delete rows, as necessary.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$441,845	\$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
6.84%	0%	\$0	6.84%

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 10  Goal 1, Action 11	Achievement GAP: students who are EL achieving SBAC met/exceeded status	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 1, Action 1  Goal 1, Action 10  Goal 1, Action 11  Goal 2, Action 2  Goal 2 Action 5  Goal 2, Action 6	Attendance and achievement: students who are socioeconomically disadvantaged	Actions detailed in Goal 1 and Goal 2 are being provided on an LEA-wide basis to maximize their impact in increasing attendance and SBAC scores for this subgroup of students.	Attendance Rates SBAC scores

Insert or delete rows, as necessary.

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal 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

Insert or delete rows, as necessary.

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 6,839,316.82	\$ 6,971,640.35

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	Learning Materials and Supplies	No	\$ 106,493	\$ 103,693
1	2	Develop Special Education Programming at Journey	No	\$ 1,185,357	\$ 1,368,877
1	3	Mentorship and Professional Development	No	\$ 71,178	\$ 58,544
1	4	Curriculum and Training	No	\$ 45,207	\$ 30,500
1	5	Assessment and Data	No	\$ 2,200	\$ 2,200
1	6	High Quality Instruction	No	\$ 2,377,255	\$ 2,367,946
1	7	Middle School "Honors" Track	No	\$ 95,369	\$ 95,369
1	8	Elementary "Teacher on Special Assignment" (TOSA)	Yes	\$ 97,781	\$ 97,781
1	9	Expanded Learning Opportunity Program	No	\$ 150,000	\$ 135,012
2	1	Access to a Broad Course of Study	No	\$ 572,447	\$ 558,062
2	2	Improve Attendance Messaging and Attendance Tracking	No	\$ 104,022	\$ 104,022
2	3	Independent Study	No	\$ 198,000	\$ 193,615
2	4	Safe and Secure Learning Environment	No	\$ 296,443	\$ 330,193
2	5	Little Acorns	No	\$ 113,325	\$ 98,325
3	1	Fund access to mentorship and Professional Development	No	\$ 119,570	\$ 53,240
3	2	Fund specialized Staff Members	No	\$ 275,597	\$ 294,207
3	2	Fund specialized Staff Members	Yes	\$ 91,476	\$ 91,476
3	3	Implement SE Curriculum	No	\$ 468,081	\$ 459,853
3	3	Implement SE Curriculum	Yes	\$ 128,561	\$ 157,962
3	4	Increase Student Supervision	No	\$ 80,437	\$ 130,309
3	5	Sanitation services to ensure clean school facilities	No	\$ 166,130	\$ 171,664

## 24-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 6,839,316.82	\$ 6,971,640.35

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)
4	1	Earth Roots programming	No	\$ 28,011	\$ 23,917
4	2	Farming/Gardening	No	\$ 5,000	\$ 1,000
5	1	School Communication	No	\$ 32,828	\$ 32,661
5	2	Report Card Access	No	\$ 2,000	\$ 600
5	3	Student Information System	No	\$ 23,500	\$ 8,800
5	4	Parent Education	No	\$ 3,049	\$ 1,812

## 24-25 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)
\$ 381,058	\$ 317,818	\$ 387,496	\$ (69,677)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Elementary "Teacher on Special Assignment" (TOSA)	Yes	\$ 97,781	\$ 97,781.31	0.000%	0.000%
3	2	Fund specialized Staff Members	Yes	\$ 91,476	\$ 91,475.56	0.000%	0.000%
3	3	Implement SE Curriculum	Yes	\$ 128,561	\$ 198,238.83	0.000%	0.000%

## 24-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,345,462	\$ 381,058	0.000%	6.005%	\$ 387,496	0.000%	6.107%	\$0.00 - No Carryover	0.00% - No Carryover

## 25-26 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 %)
25-26	\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,417,391	\$ 1,825,960	\$ -	\$ 339,108	\$ 7,582,459.09	\$ 5,739,387	\$ 1,843,072

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	\$ -	\$ 109,575	\$ 46,499	\$ 58,441	\$ -	\$ 4,634	\$ 109,575	0.000%
1	2	Develop Special Education Programming at Journey	SPED	No	Schoolwide		Journey School	On-going	\$ 887,409	\$ 629,591	\$ 546,708	\$ 878,912	\$ -	\$ 91,380	\$ 1,517,000	0.000%
1	3	Interventions/Three Care Streams	All	No	Schoolwide		Journey School	On-going	\$ 176,656	\$ -	\$ 176,656	\$ -	\$ -	\$ -	\$ 176,656	0.000%
1	4	Mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 15,363	\$ 48,785	\$ 7,026	\$ 57,123	\$ -	\$ -	\$ 64,148	0.000%
1	5	Curriculum and Training	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 20,600	\$ 17,050	\$ -	\$ -	\$ 3,550	\$ 20,600	0.000%
1	6	Assessment and Data	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 1,902	\$ 1,902	\$ -	\$ -	\$ -	\$ 1,902	0.000%
1	7	High Quality Instruction	All	No	Schoolwide		Journey School	On-going	\$ 2,304,326	\$ 24,000	\$ 2,026,262	\$ 302,064	\$ -	\$ -	\$ 2,328,326	0.000%
1	8	Middle School "Honors" Track	All	No	Schoolwide		Journey School	On-going	\$ 101,912	\$ -	\$ 101,912	\$ -	\$ -	\$ -	\$ 101,912	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	All	No	Schoolwide		Journey School	On-going	\$ 96,547	\$ 0	\$ 67,583	\$ 28,964	\$ -	\$ -	\$ 96,547	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 205,999	\$ -	\$ 205,999			\$ -	\$ 205,999	0.000%
1	10	Expanded Learning Opportunity Program	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 185,000	\$ -	\$ 185,000	\$ -	\$ -	\$ 185,000	0.000%
1	11	Tutoring	All	No	Schoolwide		Journey School	On-going	\$ 43,196	\$ -	\$ 43,196	\$ -	\$ -	\$ -	\$ 43,196	0.000%
1	12	Typing	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
2	1	Access to a Broad Course of Study	All	No	Schoolwide		Journey School	On-going	\$ 538,164	\$ -	\$ 473,055	\$ 65,110	\$ -	\$ -	\$ 538,164	0.000%
2	2	Improve Attendance Messaging and Attendance Tracking	All	No	Schoolwide		Journey School	On-going	\$ 107,442	\$ -	\$ 107,442	\$ -	\$ -	\$ -	\$ 107,442	0.000%
2	3	Independent Study	All	No	Schoolwide		Journey School	On-going	\$ 160,904	\$ 14,817	\$ 175,720	\$ -	\$ -	\$ -	\$ 175,720	0.000%
2	4	Safe and Secure Learning Environment	All	No	Schoolwide		Journey School	On-going	\$ 12,609	\$ 235,825	\$ 230,277	\$ 18,156	\$ -	\$ -	\$ 248,433	0.000%
2	5	Little Acorns	All	No	Schoolwide		Journey School	On-going	\$ 152,446	\$ -	\$ -	\$ 152,446	\$ -	\$ -	\$ 152,446	0.000%
2	6	Nutrition	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 234,005	\$ 40,809	\$ -	\$ -	\$ 193,196	\$ 234,005	0.000%
3	1	Fund access to mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 66,873	\$ -	\$ 66,873	\$ -	\$ -	\$ -	\$ 66,873	0.000%
3	2	Fund specialized Staff Members	All	No	Schoolwide		Journey School	On-going	\$ 149,214	\$ (0)	\$ 103,445	\$ 45,768	\$ -	\$ -	\$ 149,214	0.000%
3	2	Fund specialized Staff Members	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 216,126	\$ -	\$ 216,126				\$ 216,126	0.000%

**25-26 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 %)
25-26	\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,417,391	\$ 1,825,960	\$ -	\$ 339,108	\$ 7,582,459.09	\$ 5,739,387	\$ 1,843,072

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
3	3	Implement SE Curriculum	All	No	Schoolwide		Journey School	On-going	\$ 269,401	\$ 160,703	\$ 364,391	\$ 19,365	\$ -	\$ 46,348	\$ 430,104	0.000%
3	3	Implement SE Curriculum	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 27,283	\$ -	\$ 27,283				\$ 27,283	0.000%
3	4	Increase Student Supervision	All	No	Schoolwide		Journey School	On-going	\$ 116,604	\$ -	\$ 116,604	\$ -	\$ -	\$ -	\$ 116,604	0.000%
3	5	Janitorial services to ensure clean school facilities	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 135,200	\$ 122,700	\$ 12,500	\$ -	\$ -	\$ 135,200	0.000%
3	6	Bullying Prevention	All	No	Schoolwide		Journey School	On-going	\$ 59,432	\$ -	\$ 59,432	\$ -	\$ -	\$ -	\$ 59,432	0.000%

## 25-26 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
\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%	\$ 449,408	0.000%	6.962%	<b>Total:</b>	\$ 449,408
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 449,408

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	9	"Teacher on Special Assignment" (TOSA)	No	Schoolwide		Journey School	\$ -	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 205,999	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 216,126	0.000%
3	3	Implement SE Curriculum	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 27,283	0.000%

## **Journey School**

### **2024-25 Education Protection Account (EPA) Spending Plan**

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Journey School estimated 2024-25 EPA Entitlement: **\$116,340**

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff.

2024-25 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Journey School**

**Expenditures through: June 30, 2025**

**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	116,340.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>116,340.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	116,340.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>116,340.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

### 2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

**\*\*\*Warning\*\*\***

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### 2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gavin Keller
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/16/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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**2025–26 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/16/2025
Authorized Representative's Full Name	Gavin Keller
Authorized Representative's Title	Executive Director

**\*\*\*Warning\*\*\***

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## 2025–26 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

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### 2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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## 2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2024–25 Title II, Part A allocation	\$8,717
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$8,717

**Professional Development Expenditures**

Professional development for teachers	\$5,717
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$3,000

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,717
2024–25 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692  
 Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

### Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Gavin
Homeless liaison last name	Keller
Homeless liaison title	Executive Director
Homeless liaison email address (Format: abc@xyz.zyx)	<a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a>
Homeless liaison telephone number (Format: 999-999-9999)	949-448-8332
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.10

### Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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## 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692  
 Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	04/27/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

### Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$40,982
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$204

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## 2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

### CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692  
 Deborah Avalos, Integrated Student Support and Programs Office, [DAvalos@cde.ca.gov](mailto:DAvalos@cde.ca.gov), 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided  (Maximum 500 characters)	School provides all necessary services to homeless students as requested and/or required.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No expenditures have been requested/required

**\*\*\*Warning\*\*\***

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## 2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

### CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$8,400
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$8,400

### Professional Development Expenditures

Professional development for teachers	\$7,725
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$675

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,400
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2025-2026 LCAP Parent Advisory Committee (PAC) Feedback

June 15, 2025

We truly appreciate the thoughtfulness of the most recent LCAP draft and were excited to see several pieces of PAC feedback reflected in it! A few additional points we'd like to flag:

- **SST:** There was a suggestion to explore the Collaborative Problem Solving model as well as the Child Study process to further enhance collaboration and effectiveness.
- **Games:** How can we ensure that new teachers receive appropriate training?
- **Tracking Progress:** Will there be a more detailed internal version of the LCAP that tracks initiative implementation and progress beyond what is submitted to the State?
- **DEIJ:** Did a prior version of the LCAP have actions around DEIJ?

April 25, 2025

We appreciate the thoughtfulness and depth reflected in this plan. Great care and intention went into its development, and we are profoundly grateful for the opportunity to offer our feedback. We look forward to continued collaboration with the administration and Board as we work together to inspire a lifelong love of learning at Journey—nurturing the Head, the Heart, and the Hands.

### Goal 1: Academic Performance and Progress

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
<b>Academic Performance Gaps</b>	<ul style="list-style-type: none"><li>- Only 46.97% of students met/exceeded Math SBAC, short of the 60% target.</li><li>- Students with disabilities and socioeconomically disadvantaged students show lower proficiency.</li></ul>	<ul style="list-style-type: none"><li>- Increase targeted interventions in alignment with Waldorf principles, especially in Math.</li><li>- Add incremental TOSA support, aligned with academic performance gaps.</li><li>- Provide science teacher training, aligned with Waldorf / phenomenological science.</li></ul>

		<ul style="list-style-type: none"> <li>- Explore using adaptive tools (CPA for Math, Orton-Gillingham for Literacy), in alignment with the Waldorf approach.</li> <li>-Apply UDL (Universal Design Learning) principles at tier 1 and tier 2 to proactively meet student needs to minimize unnecessary IEP referrals.</li> <li>- Improve progress monitoring for more responsive interventions.</li> <li>- Increased science target based on mid-year update report.</li> </ul>
<p><b>Special Education and Inclusion</b></p>	<ul style="list-style-type: none"> <li>- Transition to becoming an LEA for Special Education required \$1.18M, but the impact is unclear.</li> <li>- Students with disabilities show low academic performance (SBAC: 35.14% ELA, 20.27% Math).</li> <li>- SST success rate is only 58%, below the 75% goal.</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct an internal review of compliance, service delivery, and student progress.</li> <li>- Strengthen teacher training in inclusive practices and IEP implementation.</li> <li>- Improve SST strategies using data-driven tracking and family collaboration. Utilize evidence-based processes (see CUSD SST Process and/or El Dorado charter for example).</li> </ul>
<p><b>Equity in Honors and Accelerated Learning</b></p>	<ul style="list-style-type: none"> <li>- No clear equity measures for underrepresented students in honors/accelerated programs.</li> <li>- ELOP funding received, but tutoring not being provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement flexible entry criteria for honors/accelerated tracks.</li> <li>- Offer support structures like tutoring and differentiated instruction.</li> <li>- Ensure ELOP funds are used to support academic tutoring, with proper needs assessment, appropriate qualified personnel, and time/place optimized for learning.</li> </ul>

<b>High Quality Instruction</b>	- Inconsistencies between quality of education and equity in grade spans.	- Ensure retention of high quality and effective faculty, through effective performance evaluations.  - Develop a structured Professional Learning Community initiative to improve equitable and consistent learning experiences in grade spans, with the goal to improve student experience and parent satisfaction.
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**Goal 2: Engaged and Creative Learners**

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
<b>Chronic Absenteeism</b>	<p>While absenteeism improved (from 30.1% to 17.7%), key subgroups still struggle:</p> <ul style="list-style-type: none"> <li>- Students with disabilities: 21.4% (goal: 20%)</li> <li>- English Learners: 11.1%</li> </ul> <p>Consistent absenteeism affects academic growth and student engagement.</p>	<ul style="list-style-type: none"> <li>- Address root causes of absenteeism (transportation, health, family circumstances).</li> <li>- Expand mentorship or check-ins for at-risk students.</li> <li>- Independent Study for Illness: Explore lowering minimum days (from 5) and creating a streamlined “sick-study” process so students retain full attendance credit.</li> <li>-Increased community education on school/state attendance policies (i.e., mental health days, tardy slips)</li> </ul>
<b>Nutrition</b>	<p>School snack/lunch offerings have the opportunity to be more Waldorf-aligned.</p>	<ul style="list-style-type: none"> <li>- Form a Nutrition Initiatives Committee of parent volunteers to explore Waldorf-aligned, accessible snack/lunch offerings.</li> </ul>
<b>Enrichment Opportunities</b>	<p>There are Prop 28 funds in reserve that are not being utilized.</p>	<ul style="list-style-type: none"> <li>- Prop 28 Arts Funding: ensure Prop 28 dollars go directly into student-facing arts and social-emotional programs rather than retirement contributions.</li> </ul>
<b>Afterschool</b>	<p>Afterschool programs have the opportunity to be more Waldorf aligned.</p>	<ul style="list-style-type: none"> <li>- Expand afterschool enrichment partnerships (arts, STEM, nature) that align with Waldorf philosophy.</li> </ul>
<b>Safe &amp; Secure Learning Environment</b>	<ul style="list-style-type: none"> <li>-Concern that staff remain on phones during recess duty</li> <li>-Some parents do not feel safe during overnight camping trips with children sharing tents with adults</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure staff is not inappropriately using phones during recess</li> <li>-Increased supervision during recess</li> <li>- More teacher and faculty training in de-escalation procedures to menace recess conflict.</li> </ul>

		-Share camping handbook with parents for visibility and input
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**Goal 3: Positive School Climate and Social Emotional Literacy**

<b><u>Area</u></b>	<b><u>Insights</u></b>	<b><u>Recommendations</u></b>
<b>Suspension Rates</b>	- Suspension may not align with Waldorf/state policies.	<ul style="list-style-type: none"> <li>- Identify and address root causes of suspension through targeted interventions.</li> <li>- Strong recommendation to replace discretionary suspensions with conscious restorative alternatives, per SB 274, with detailed plan for implementation.</li> <li>- Add third-party investigations when possible to ensure unbiased decisions.</li> </ul>
<b>Social-Emotional Assessment</b>	- Younger children not screened by SAEBRS lack a method for early SE needs identification.	<ul style="list-style-type: none"> <li>- Add an SE assessment method for younger children (e.g., Early Development Index - EDI).</li> <li>- Defer to school staff for the best in alignment with Waldorf philosophy.</li> </ul>
<b>Student Support Teams (SST)</b>	<ul style="list-style-type: none"> <li>- SST plans are only 58% successful</li> <li>- 15% of students remain at elevated SE/behavioral risk.</li> </ul>	<ul style="list-style-type: none"> <li>- Improve SST tracking, data usage, and collaboration with families.</li> <li>- Increase tiered behavioral supports.</li> <li>- Monitor the counselor's capacity and resource allocation to ensure that all students' mental health needs are effectively met.</li> </ul>

<b>SEL and Conscious Discipline</b>	<ul style="list-style-type: none"> <li>- Inconsistent Conscious Discipline practices across classrooms.</li> <li>- Lack of parent engagement and alignment at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and implement detailed guidelines and training for Conscious Discipline integration.</li> <li>- Ensure consistent and transparent Compassionate Campus plan and implementation.</li> <li>- Educate and engage parents for consistency between school and home.</li> </ul>
<b>Bullying Prevention</b>	<ul style="list-style-type: none"> <li>- Lack of systematic tracking and reporting mechanisms.</li> <li>- Need for a comprehensive, layered approach to bullying prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Add anonymous student reporting options that are more accessible for middle school students.</li> <li>- Defer to board to develop a whole school, class-wide, and individual plan.</li> <li>- Consider the Museum of Tolerance program for younger grades.</li> </ul>

**Goal 4: Environmental and Ecological Literacy**

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
<b>Earth Roots Programming</b>	<ul style="list-style-type: none"> <li>- Lack of consistent communication on Earth Roots / ecological activities and goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Update website online for transparency and let the community know the information is available.</li> </ul>

## Goal 5: Parental Involvement

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
<b>Parent Engagement and Communication</b>	<ul style="list-style-type: none"><li>- Parent survey participation increased from 15% to 30%, but overall engagement remains low.</li><li>- Parent volunteering is at 70%, but ensuring diverse representation is key.\</li><li>-Annual giving is below 10%.</li></ul>	<ul style="list-style-type: none"><li>- Improve outreach strategies, such as multilingual surveys and virtual participation options.</li><li>- Expand parent workshops focused on school initiatives and academic support. Survey parents on request for education and to ensure accessibility for all members of the community (including working parents).</li><li>- Dedicated pedagogical staff to coordinate parent education.</li><li>- Create mentorship programs to support newer families and foster engagement and stronger connections.</li><li>- Formalize development process and tracking, including creating designations for annual giving contributions.</li><li>- Add a link to PAC materials to Journey School council web page.</li></ul>



**2025-2026 Local Control Funding Formula (LCFF) Budget  
Overview for Parents**

**2024-2025 Annual Update and 2025-2026 Local Control and  
Accountability Plan (LCAP) and LCAP Action Tables**

**27102 FOXBOROUGH  
ALISO VIEJO, CA 92656**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

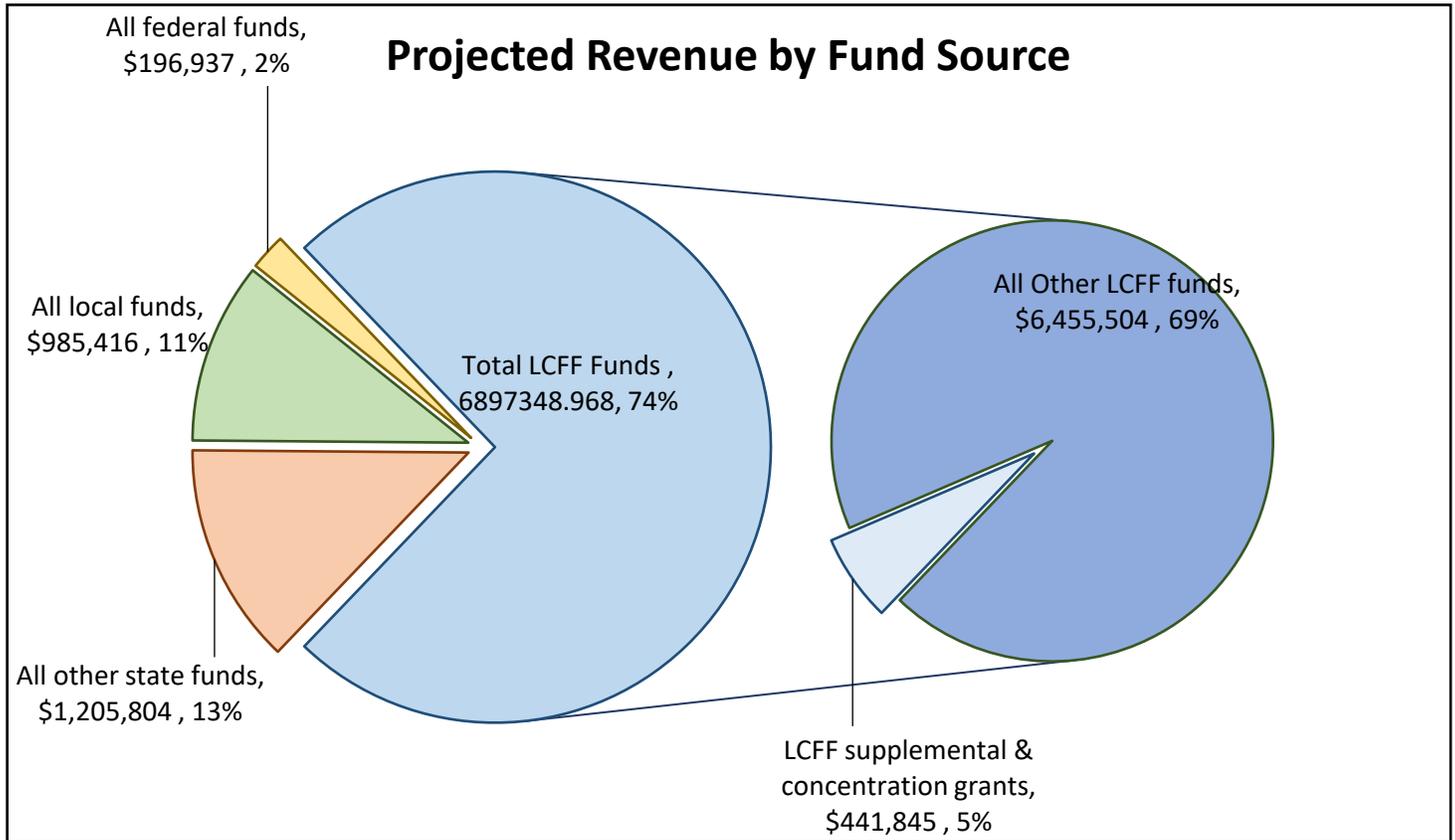
School Year: 25-26

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 25-26 School Year

### Projected Revenue by Fund Source

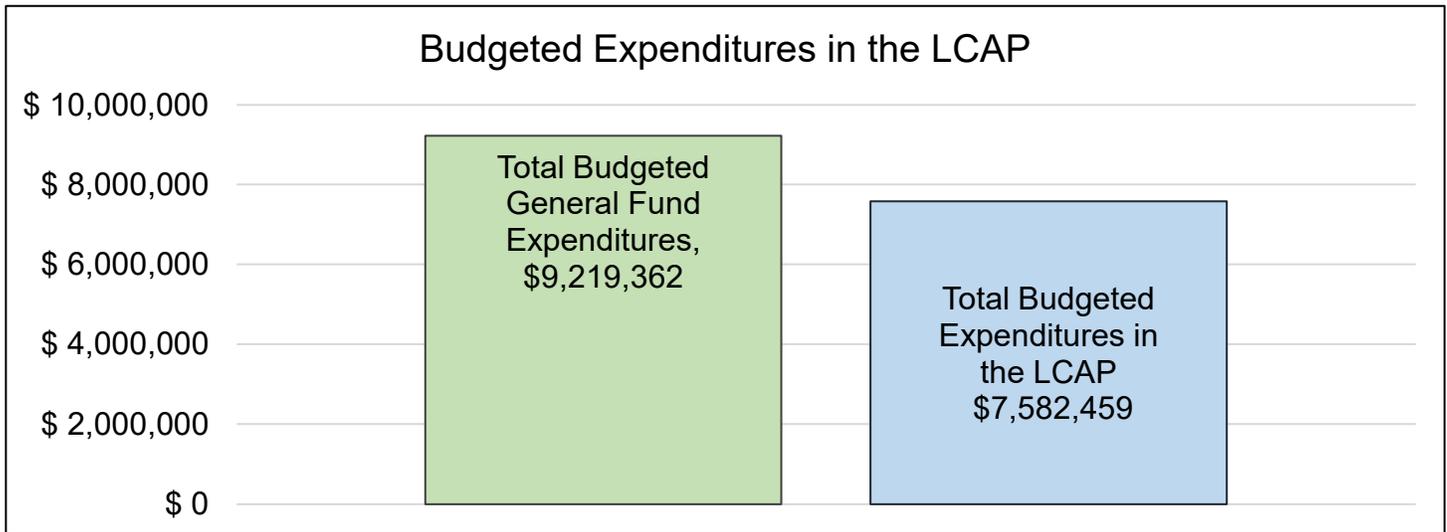


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey School is \$9,285,505.46, of which \$6,897,348.97 is Local Control Funding Formula (LCFF), \$1,205,803.53 is other state funds, \$985,415.91 is local funds, and \$196,937.05 is federal funds. Of the \$6,897,348.97 in LCFF Funds, \$441,844.52 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 25-26. 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 \$9,219,362.00 for the 25-26 school year. Of that amount, \$7,582,459.00 is tied to actions/services in the LCAP and \$1,636,903.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

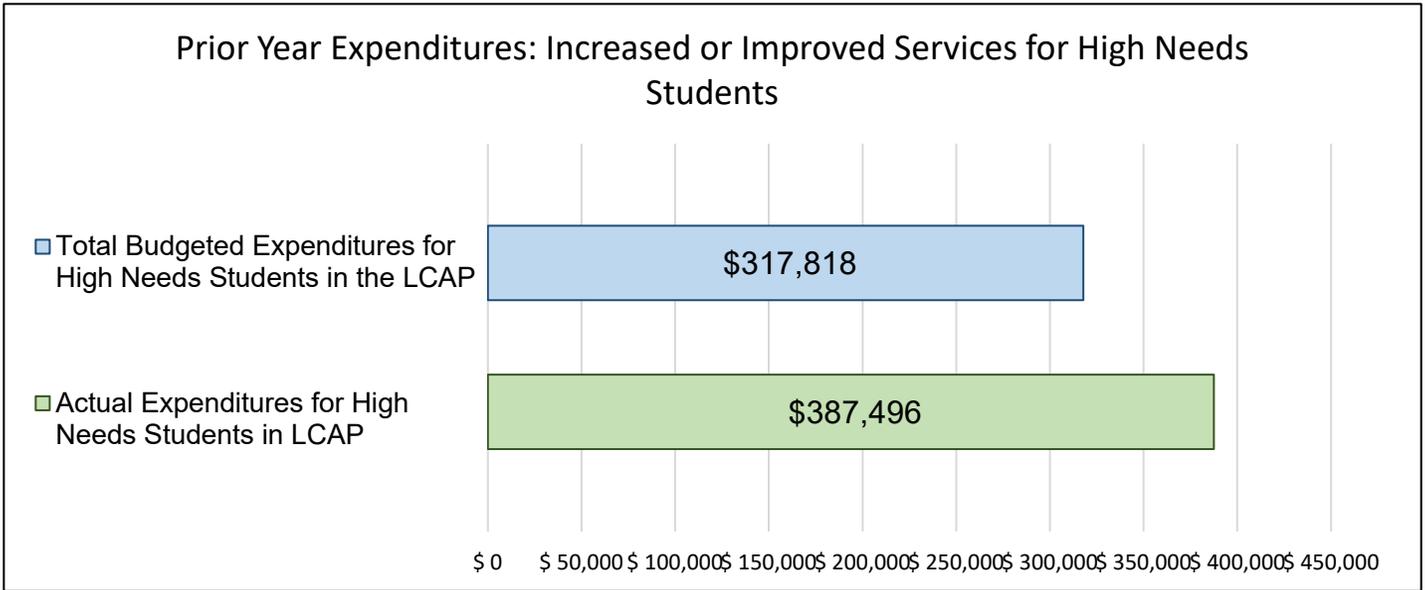
Administrative and operational expenses

## Increased or Improved Services for High Needs Students in the LCAP for the 25-26 School Year

In 25-26, Journey School is projecting it will receive \$441,844.52 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 \$449,408.00 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 24-25



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 24-25, Journey School's LCAP budgeted \$317,818.30 for planned actions to increase or improve services for high needs students. Journey School actually spent \$387,496.00 for actions to increase or improve services for high needs students in 24-25.

# 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	<a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a> (949) 448-7232

## Plan Summary [2025-2026]

### 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.

Journey School's performance is rooted in a great deal of strength across the program, some quick notes below of those areas that shined during the 2024-2025 school year.

- Journey School's academic program continues to improve as noted by CAASPP scores and Illuminate Education assessment results. Notably, various subgroups improved significantly, including socioeconomically disadvantaged students and students with disabilities.
- The school developed an effective temporary independent study program to support students who needed academic support due to unforeseen travel, injury, illness and other extenuating circumstances. It was important to provide school continuity for these students.
- A dedicated team of educators improved upon the Three Care Streams and development of related supports and interventions for students.
- Journey maintained a variety of programs and access to a broad course of study while continuing to expand programs available for students including courses in Geometry, choir for middle school.
- Journey increased specialized staff members including another counselor and a Teacher on Special Assignment focused on primary grades. These added supports were effective in supporting student needs and the school mission.
- Journey developed a Special Education Program as part of the El Dorado County Charter SELPA and transitioned all IEPs from CUSD over to the school. Services and supports were provided in compliance with law and effective plans of support were implemented throughout the year.

Journey continues to strive and improve in the following areas

- Primary grade literacy scores have declined over the past three years, suggesting a need for enhanced early intervention and instructional support.
- Gathering general education data (achievement, social emotional well-being, behavior/guidance) in classrooms and using data to inform instruction and interventions
- Classroom management and behavior guidance, some disparities in suspension rates point to a need for continued work in promoting equity and inclusive discipline practices.
- Technology exposure and preparation for students in lower grades while maintaining program integrity
- While achievement gaps are beginning to narrow, English Learners and Students with Disabilities still perform below grade-level standards, and chronic absenteeism remains a concern, especially among certain student groups.
- Support of English Learners and specially designed instruction to support growth towards English fluency

## Reflections: Technical Assistance

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

Not applicable – Journey School is not part of technical assistance.

## 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. A Parent Advisory Committee (PAC) convened to focus on LCAP input. A LCAP survey was released to parents for input in May 2025.
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.

While LCAP goals remain the same, several actions and related expenditures were updated to reflect the feedback provided by educational partners.

# 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)	56.97% ELA and 46.97% Math (2023-2024 Results)		70% ELA and 60% Math	
2	Percentage of All Students achieving CAST met/exceeded status	30.18% Science (2022-2023 Results)	56.31% Science (2023-2024 Results)		65% Science	
3	Percentage of students with reported disabilities achieving SBAC met/exceeded status	30.88% ELA and 17.65% Math (2022-2023 Results)	35.14% ELA and 20.27% Math (2023-2024 Results)		45% ELA and 32% Math	
4	Percentage of students who are English learners and achieving SBAC met/exceeded status	Specific percentages are data not released due to privacy (small subgroup) however the number of students achieving SBAC met/exceeded status declined 16.7%	Specific percentages are data not released due to privacy (small subgroup) however the number of students achieving SBAC met/exceeded status declined 16.7%		Eliminate declining rates of achievement.	
5	Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status	44% ELA and 37.34% Math (2022-2023 Results)	62.75% ELA and 52.94% Math (2023-2024 Results)		59% ELA and 52% Math	
6	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)	68% reading and 63% math (Spring 2025 Results)		75% reading and 75% math	
7	Local Indicator: Implementation of Academic Standards	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	
8	Local Indicator: Basics	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The implementation of targeted actions to improve academic performance and student progress was largely successful and closely aligned with the original LCAP plan.

While most activities proceeded as planned, some adjustments were necessary, but overall significant successes were achieved:

- Small-group instruction and academic support was expanded through the hiring of an elementary TOSA
- Rigorous core curriculum and honors programming (in middle school) were implemented to ensure grade-level mastery and support high-achieving students
- ELOP summer school programming provided a continuation of academic exposure for many students

Overall, these efforts resulted in stronger instructional quality, better academic outcomes, and a more responsive learning environment, blending Public Waldorf principles with research-based practices.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Special Education programming was more costly than budgeted for several reasons including higher than anticipated student numbers as well as specialized services for several IEPs that were not initially budgeted for.

Mentorship, professional development, curriculum and training costs came in less than budgeted due to the development of an Art of Teaching program on our school site. Previously, staff was flown to Northern California, Colorado, New Hampshire and other locations to attend Art of Teaching programs. Additionally, this year’s annual Alliance for Public Waldorf Education conference was cancelled due to the Los Angeles fires.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal.

However, a variety of actions were further detailed, especially SST work to include data tracking for more responsive interventions and support plans and enhancing teacher/staff evaluations. Additionally, several actions were added including tutoring, study skills classes and typing programs.

As it relates to metrics and target outcome – our target for CAST – Science testing was increased to higher percentage given performance on past CAST administrations.

**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	\$109,575	N
2	Special Education Programming at Journey	Journey will continue to develop Special Education programming and will procure resources, curriculum, assessment materials and train staff to provide high quality services.	\$1,517,000	N
3	Interventions/Three Care Streams	Increase targeted interventions along with progress monitoring and improvements using data tracking for more responsive interventions and support plans.	\$176,656	N
4	Mentorship and Professional Development	Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans	\$2,000	N
5	Curriculum	Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction.	\$20,600	N
6	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.	\$1,902	N
7	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. Enhance teacher evaluation process to drive support.	\$2,328,326	N
8	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	\$101,912	N
9	"Teacher on Special Assignment" (TOSA)	Fund 3 TOSAs to support students in grades 1-8 with small group, specialized instruction, instructional intervention/reteaching, and other support.	\$302,546	Y
10	Expanded Learning Opportunity Program	Summer school programming and extended opportunities for students	\$185,000	N
11	Tutoring	Develop tutoring opportunities and study skills classes	\$43,196	N
12	Typing	Purchase a typing program for school wide use/access for students	\$3,000	N

Insert or delete rows, as necessary.

# 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	94.4% through P2 (end of March)		95%	
2	Chronic Absenteeism Rate (ALL STUDENTS)	30.1% of students are classified as chronically absent	17.7% of students (2024 CA Dashboard)		15% of students will be classified as chronically absent	
3	Chronic Absenteeism Rate (Subgroup: Asian)	31% of students are classified as chronically absent	14.9% of students (2024 CA Dashboard)		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	11.1% of students (2024 CA Dashboard)		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	21.4% of students (2024 CA Dashboard)		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 (2024 CA Dashboard)		Local Indicator: Standard Met	
7	Local Indicator: Parent and Family Engagement	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)		Local Indicator: Standard Met	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The implementation of key initiatives to enhance student engagement and creativity progressed successfully, with most actions aligning closely with original plans.

Efforts to hire and retain high-performing specialty and elective teachers strengthened the educational experience and upheld the core principles of Public Waldorf education. These hires enriched instruction in the arts, movement, and other key areas that support whole-child development.

To address student engagement and attendance, the school increased the frequency of attendance-related messaging, using automated systems to send notes, reminders, and compliance letters. This improved communication helped reinforce the importance of daily attendance with families.

The temporary independent study program continued to serve students unable to attend in person due to illness or travel, allowing them to stay academically engaged and connected to their learning.

Security was enhanced with automated gates, visitor kiosks, and increased staff presence during high-traffic times. A new campus supervisor position was added to oversee recess, lunch, and other unstructured periods, ensuring a safer and more orderly environment.

Additionally, the school launched aftercare programming for kindergarten students, supporting working families and extending the learning experience in a nurturing setting.

Overall, these initiatives supported both student learning and school operations, contributing to a safe, engaging, and well-rounded educational environment.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Additional staff costs to ensure a safe and secure learning environment, namely due to an increase in campus supervisors/campus supervision during the 24-25 school year and an increase in facilities improvement/maintenance costs that the school incurred.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Several actions were adjusted and/or added to include development of a school nutrition program as a School Food Authority (SFA) and the development of an Attendance Recovery (AR) program.

**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	\$538,164	No
2	Attendance	<p>Increase frequency of school messaging as it relates to student attendance that includes automated delivery of attendance notes, reminders, and compliance letters.</p> <p>Establish an “Attendance Recovery” (AR) program to offer additional instructional sessions outside of the regularly scheduled school day (e.g. before or after school, during weekends, over school breaks to recoup attendance and ensure academic exposure.</p>	\$107,442	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).	\$175,720	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.	\$248,433	No
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$152,446	No
6	Nutrition	Establish Journey School as a School Food Authority (SFA) and form a nutrition initiative committee to enhance lunch programming.	\$234,005	No

Insert or delete rows, as necessary.

# 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	1.0% of students suspend at least one day (2024 Dashboard)		Maintain percentage at or below 3%	
2	Local Indicator: Climate Survey	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 Dashboard)		Local Indicator: Standard Met	
3	% of successful Student Support Team (SST) plans that are successful, and students are making progress towards goals (subsequent SST meetings, revised plans and/or special education referrals are not necessary)	58% of SST plans are successful (students are making progress towards goals) and supported by plan	67% of SST plans are successful (students are making progress towards goals) and 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) in Middle School	85% of students are low risk whereas 15% of students are in elevated risk categories.	82% of students are low risk whereas 18% 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	
5	Utilize a SEL screener (ex: DASTLE or EDI) as an SEL screener for younger children	TBD	NA		TBD	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

This year’s LCAP implementation efforts prioritized student well-being, school climate and social emotional literacy in the effort of supporting a safe, inclusive learning environment that reflects the school’s core values.

Mentorship and professional development opportunities were provided for staff, with a focus on IEP implementation, classroom management, and positive behavior practices. These supports strengthened instructional consistency and contributed to more effective student engagement across classrooms.

Key student support roles were sustained through the continued funding and retention of two full-time school counselors, a school nurse, and behavioral support staff ("Hearth Keepers"), all of whom played critical roles in promoting physical, emotional, and behavioral health on campus.

To further support whole-child development, the school implemented a social-emotional learning curriculum, expanded Compassionate Campus activities, and continued to offer civics education, field trips, and overnight excursions that promote connection, responsibility, and real-world learning.

Guidelines for consistent and transparent implementation of schoolwide practices were developed to support equity and clarity in expectations for students and staff alike.

Campus supervision during recess and lunch was increased, and supervisors received targeted training to help ensure student safety and positive behavior during unstructured times.

Finally, the school maintained high-quality janitorial services, helping to ensure a clean, safe, and welcoming campus environment.

Together, these initiatives supported a more compassionate, structured, and well-supported learning experience for all students and staff.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

- Additional staff costs, namely due to an increase in campus supervisors/campus supervision during the 24-25 school year.
- Mentorship and professional development came in less than budgeted due to the development of an Art of Teaching program on our school site. Previously, staff was flown to Northern California, Colorado, New Hampshire and other locations to attend Art of Teaching programs. Additionally, this year’s annual Alliance for Public Waldorf Education conference was cancelled due to the Los Angeles fires.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Several actions were adjusted and/or added to include hiring an additional staff member to enhance student supervision, counseling, bullying prevention and response.

**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	\$66,873	No
2	Fund specialized Staff Members	Fund and retain the following positions in the staffing plan: school counselors (2.0 full time employees), school nurse, and behavioral support providers (“Hearth Keepers”).	\$365,340	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. Develop and detail guidelines for consistent and transparent implementation.	\$457,387	Yes
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide training for campus supervisors.	\$116,604	No
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$135,200	No
6	Bullying Prevention	Develop a comprehensive approach to bullying intervention including specific curriculum and experiences, including targeted class lessons, assemblies and field trips (ex: visiting the Museum of Tolerance)  Add an additional interventionist/support provider to support mental health needs and interventions detailed in Goal # 1	\$59,432	No

Insert or delete rows, as necessary.

# 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 (2024 Dashboard)		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%		24 classes/24 classes = 100%	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

This year, the school continued its commitment to Eco literacy and environmental education through hands-on, nature-based learning by maintaining key environmental education programs aligned with Public Waldorf principles.

The ongoing **partnership with Earth Roots** provided students with high-quality environmental literacy lessons and engaging “**on-campus field trips**” that deepened their understanding of local ecological systems, the environment, sustainability, and outdoor learning.

In addition, the school **continued to fund and support its on-campus garden/farm program**, offering students direct, experiential learning opportunities that connect science, responsibility, and stewardship of the natural world.

These programs enriched the curriculum, supported whole-child development, and fostered meaningful connections between students and the environment.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were not significant.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

More action towards communicating eco literacy efforts was included.

**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	\$25,750	No
2	Farming/Gardening	Continue to fund a garden/farm program on campus	\$5,150	No
3	Communication	Update website and social media outlets regarding Eco literacy efforts at Journey.	\$824	No

Insert or delete rows, as necessary.

# 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	67		126	
2	Percentage of students represented by parent participation in annual Parent Survey for School Improvement	15%	15.5%		30%	
3	Percentage of parent body volunteering at the school (annually)	49%	52%		70%	

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 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.

The school prioritized parent and family engagement through the implementation of new tools, resources, communication efforts and new staff members.

A social media expert was funded to strengthen the school’s online presence and enhance outreach to families. In addition, continued investment in the ParentSquare communication platform streamlined messaging between school and home, improving consistency and accessibility of information.

To better communicate student progress, the school continued to improve upon the Report Card Maker system, allowing for clearer, more user-friendly reporting of academic achievement. A new student information system license, AERIES, was also purchased, giving parents improved access to their child’s records and educational information.

Finally, the school coordinated and funded guest speakers and parent education events, providing families with valuable insights and tools to support their children’s learning and well-being.

These actions collectively strengthened school-to-home connections and equipped families to be more active partners in the educational process.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services were minimal, as detailed below:

Journey’s student information system – contract and related costs with AERIES – was much less than anticipated.

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

The actions detailed in the 24-25 LCAP were effective in making progress towards the stated goal, so much so that all actions detailed are continuing to be funded for the 25-26 LCAP year.

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.

There were no changes to the goal, metrics or target outcomes.

Action towards parent mentorship, parent education and developing and enhancing Annual Giving participation were developed.

**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	\$31,483	No
2	Report Card Access	Fund Report Card Maker system to communicate student achievement to parents	\$618	No
3	Student Information System	Purchase new license with a student information system for parents to utilize and access.	\$2,586	No
4	Parent Education	Coordinate and fund guest speakers and related events. Create mentorship programs to support new families and foster engagement and stronger connections.	\$3,141	No
5	Annual Giving	Formalize development process and tracking, including creating designations for annual giving contributions.	\$2,000	No

Insert or delete rows, as necessary.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$441,845	\$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
6.84%	0%	\$0	6.84%

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 10  Goal 1, Action 11	Achievement GAP: students who are EL achieving SBAC met/exceeded status	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 1, Action 1  Goal 1, Action 10  Goal 1, Action 11  Goal 2, Action 2  Goal 2 Action 5  Goal 2, Action 6	Attendance and achievement: students who are socioeconomically disadvantaged	Actions detailed in Goal 1 and Goal 2 are being provided on an LEA-wide basis to maximize their impact in increasing attendance and SBAC scores for this subgroup of students.	Attendance Rates SBAC scores

Insert or delete rows, as necessary.

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal 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

Insert or delete rows, as necessary.

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 6,839,316.82	\$ 6,971,640.35

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	Learning Materials and Supplies	No	\$ 106,493	\$ 103,693
1	2	Develop Special Education Programming at Journey	No	\$ 1,185,357	\$ 1,368,877
1	3	Mentorship and Professional Development	No	\$ 71,178	\$ 58,544
1	4	Curriculum and Training	No	\$ 45,207	\$ 30,500
1	5	Assessment and Data	No	\$ 2,200	\$ 2,200
1	6	High Quality Instruction	No	\$ 2,377,255	\$ 2,367,946
1	7	Middle School "Honors" Track	No	\$ 95,369	\$ 95,369
1	8	Elementary "Teacher on Special Assignment" (TOSA)	Yes	\$ 97,781	\$ 97,781
1	9	Expanded Learning Opportunity Program	No	\$ 150,000	\$ 135,012
2	1	Access to a Broad Course of Study	No	\$ 572,447	\$ 558,062
2	2	Improve Attendance Messaging and Attendance Tracking	No	\$ 104,022	\$ 104,022
2	3	Independent Study	No	\$ 198,000	\$ 193,615
2	4	Safe and Secure Learning Environment	No	\$ 296,443	\$ 330,193
2	5	Little Acorns	No	\$ 113,325	\$ 98,325
3	1	Fund access to mentorship and Professional Development	No	\$ 119,570	\$ 53,240
3	2	Fund specialized Staff Members	No	\$ 275,597	\$ 294,207
3	2	Fund specialized Staff Members	Yes	\$ 91,476	\$ 91,476
3	3	Implement SE Curriculum	No	\$ 468,081	\$ 459,853
3	3	Implement SE Curriculum	Yes	\$ 128,561	\$ 157,962
3	4	Increase Student Supervision	No	\$ 80,437	\$ 130,309
3	5	Sanitation services to ensure clean school facilities	No	\$ 166,130	\$ 171,664

## 24-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 6,839,316.82	\$ 6,971,640.35

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)
4	1	Earth Roots programming	No	\$ 28,011	\$ 23,917
4	2	Farming/Gardening	No	\$ 5,000	\$ 1,000
5	1	School Communication	No	\$ 32,828	\$ 32,661
5	2	Report Card Access	No	\$ 2,000	\$ 600
5	3	Student Information System	No	\$ 23,500	\$ 8,800
5	4	Parent Education	No	\$ 3,049	\$ 1,812

## 24-25 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)
\$ 381,058	\$ 317,818	\$ 387,496	\$ (69,677)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Elementary "Teacher on Special Assignment" (TOSA)	Yes	\$ 97,781	\$ 97,781.31	0.000%	0.000%
3	2	Fund specialized Staff Members	Yes	\$ 91,476	\$ 91,475.56	0.000%	0.000%
3	3	Implement SE Curriculum	Yes	\$ 128,561	\$ 198,238.83	0.000%	0.000%

## 24-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,345,462	\$ 381,058	0.000%	6.005%	\$ 387,496	0.000%	6.107%	\$0.00 - No Carryover	0.00% - No Carryover

## 25-26 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 %)
25-26	\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,417,391	\$ 1,825,960	\$ -	\$ 339,108	\$ 7,582,459.09	\$ 5,739,387	\$ 1,843,072

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	\$ -	\$ 109,575	\$ 46,499	\$ 58,441	\$ -	\$ 4,634	\$ 109,575	0.000%
1	2	Develop Special Education Programming at Journey	SPED	No	Schoolwide		Journey School	On-going	\$ 887,409	\$ 629,591	\$ 546,708	\$ 878,912	\$ -	\$ 91,380	\$ 1,517,000	0.000%
1	3	Interventions/Three Care Streams	All	No	Schoolwide		Journey School	On-going	\$ 176,656	\$ -	\$ 176,656	\$ -	\$ -	\$ -	\$ 176,656	0.000%
1	4	Mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 15,363	\$ 48,785	\$ 7,026	\$ 57,123	\$ -	\$ -	\$ 64,148	0.000%
1	5	Curriculum and Training	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 20,600	\$ 17,050	\$ -	\$ -	\$ 3,550	\$ 20,600	0.000%
1	6	Assessment and Data	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 1,902	\$ 1,902	\$ -	\$ -	\$ -	\$ 1,902	0.000%
1	7	High Quality Instruction	All	No	Schoolwide		Journey School	On-going	\$ 2,304,326	\$ 24,000	\$ 2,026,262	\$ 302,064	\$ -	\$ -	\$ 2,328,326	0.000%
1	8	Middle School "Honors" Track	All	No	Schoolwide		Journey School	On-going	\$ 101,912	\$ -	\$ 101,912	\$ -	\$ -	\$ -	\$ 101,912	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	All	No	Schoolwide		Journey School	On-going	\$ 96,547	\$ 0	\$ 67,583	\$ 28,964	\$ -	\$ -	\$ 96,547	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 205,999	\$ -	\$ 205,999			\$ -	\$ 205,999	0.000%
1	10	Expanded Learning Opportunity Program	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 185,000	\$ -	\$ 185,000	\$ -	\$ -	\$ 185,000	0.000%
1	11	Tutoring	All	No	Schoolwide		Journey School	On-going	\$ 43,196	\$ -	\$ 43,196	\$ -	\$ -	\$ -	\$ 43,196	0.000%
1	12	Typing	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
2	1	Access to a Broad Course of Study	All	No	Schoolwide		Journey School	On-going	\$ 538,164	\$ -	\$ 473,055	\$ 65,110	\$ -	\$ -	\$ 538,164	0.000%
2	2	Improve Attendance Messaging and Attendance Tracking	All	No	Schoolwide		Journey School	On-going	\$ 107,442	\$ -	\$ 107,442	\$ -	\$ -	\$ -	\$ 107,442	0.000%
2	3	Independent Study	All	No	Schoolwide		Journey School	On-going	\$ 160,904	\$ 14,817	\$ 175,720	\$ -	\$ -	\$ -	\$ 175,720	0.000%
2	4	Safe and Secure Learning Environment	All	No	Schoolwide		Journey School	On-going	\$ 12,609	\$ 235,825	\$ 230,277	\$ 18,156	\$ -	\$ -	\$ 248,433	0.000%
2	5	Little Acorns	All	No	Schoolwide		Journey School	On-going	\$ 152,446	\$ -	\$ -	\$ 152,446	\$ -	\$ -	\$ 152,446	0.000%
2	6	Nutrition	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 234,005	\$ 40,809	\$ -	\$ -	\$ 193,196	\$ 234,005	0.000%
3	1	Fund access to mentorship and Professional Development	All	No	Schoolwide		Journey School	On-going	\$ 66,873	\$ -	\$ 66,873	\$ -	\$ -	\$ -	\$ 66,873	0.000%
3	2	Fund specialized Staff Members	All	No	Schoolwide		Journey School	On-going	\$ 149,214	\$ (0)	\$ 103,445	\$ 45,768	\$ -	\$ -	\$ 149,214	0.000%
3	2	Fund specialized Staff Members	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 216,126	\$ -	\$ 216,126				\$ 216,126	0.000%

**25-26 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 %)
25-26	\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,417,391	\$ 1,825,960	\$ -	\$ 339,108	\$ 7,582,459.09	\$ 5,739,387	\$ 1,843,072

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
3	3	Implement SE Curriculum	All	No	Schoolwide		Journey School	On-going	\$ 269,401	\$ 160,703	\$ 364,391	\$ 19,365	\$ -	\$ 46,348	\$ 430,104	0.000%
3	3	Implement SE Curriculum	All	Yes	Schoolwide	English Learners and Low-Income	Journey School	On-going	\$ 27,283	\$ -	\$ 27,283				\$ 27,283	0.000%
3	4	Increase Student Supervision	All	No	Schoolwide		Journey School	On-going	\$ 116,604	\$ -	\$ 116,604	\$ -	\$ -	\$ -	\$ 116,604	0.000%
3	5	Janitorial services to ensure clean school facilities	All	No	Schoolwide		Journey School	On-going	\$ -	\$ 135,200	\$ 122,700	\$ 12,500	\$ -	\$ -	\$ 135,200	0.000%
3	6	Bullying Prevention	All	No	Schoolwide		Journey School	On-going	\$ 59,432	\$ -	\$ 59,432	\$ -	\$ -	\$ -	\$ 59,432	0.000%

## 25-26 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
\$ 6,455,504	\$ 441,845	6.844%	0.000%	6.844%	\$ 449,408	0.000%	6.962%	<b>Total:</b>	\$ 449,408
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 449,408

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	9	"Teacher on Special Assignment" (TOSA)	No	Schoolwide		Journey School	\$ -	0.000%
1	9	"Teacher on Special Assignment" (TOSA)	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 205,999	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 216,126	0.000%
3	3	Implement SE Curriculum	Yes	Schoolwide	English Learners and Low-Income	Journey School	\$ 27,283	0.000%

# Journey School 2025-26 Budget Assumptions

## Revenue

- 600 enrollment
- 94.3% Attendance Rate; 565.60 ADA
- 2.30% Revenue COLA
- \$302K Arts Music Instructional Materials Block Grant
- \$59K Educator Effectiveness
- \$19K TK Planning
- Nutrition revenue

## Expenses

- Updated staffing and services plan
- New teachers salary agreement; all other staff 3% increase
- All other supplies and services adjusted based on student and school needs

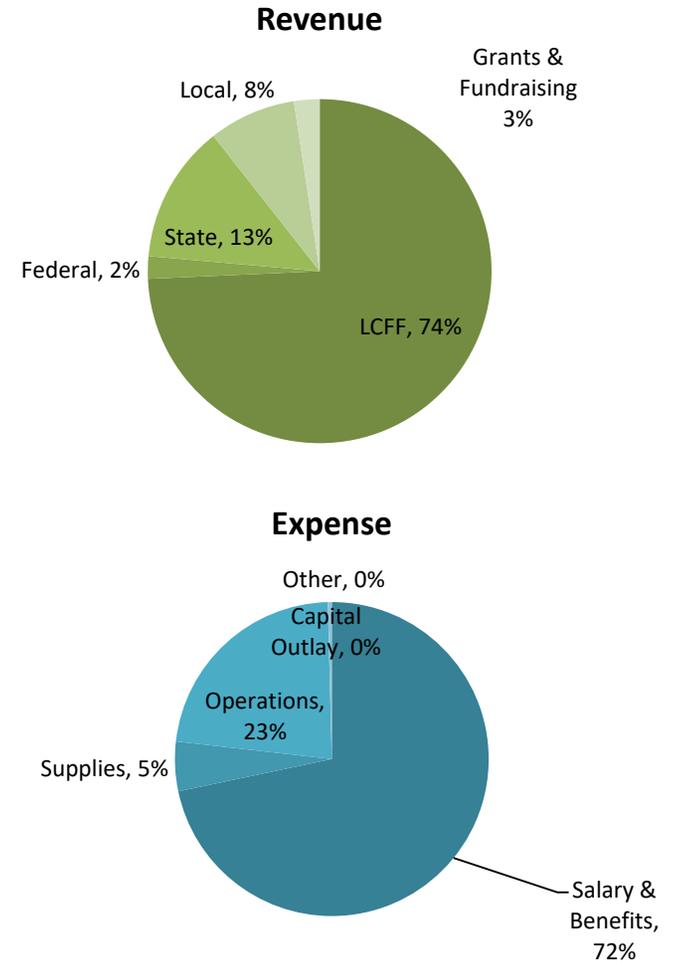
# JOURNEY SCHOOL

## Multi-Year Budget Summary

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	2024-25	2025-26 Forecast	2026-27	2027-28
Total Enrollment	610	600	615	615
ADA	579.13	565.60	579.73	579.73
% Free and Reduced	35%	35%	35%	35%
% English Language Learners	7%	7%	7%	7%
% Unduplicated Low Income, EL, Foster Youth	40%	40%	40%	40%
<b>INCOME</b>				
8011-8098 · Local Control Funding Formula Source	6,712,356	6,897,349	7,335,005	7,585,487
8100-8299 · Federal Revenue	209,145	196,937	195,833	197,933
8300-8599 · Other State Revenue	710,071	1,205,804	892,741	802,418
8600-8799 · Other Local Revenue	775,505	762,416	762,950	762,950
Grants/Fundraising	235,000	223,000	223,000	223,000
8999 · Other Prior Year Adjustment	-	-	-	-
<b>TOTAL INCOME</b>	<b>8,642,076</b>	<b>9,285,505</b>	<b>9,409,528</b>	<b>9,571,788</b>
<b>EXPENSE</b>				
1000 · Certificated Salaries	3,050,239	3,279,669	3,365,094	3,431,596
2000 · Classified Salaries	1,370,028	1,504,238	1,528,637	1,529,419
3000 · Employee Benefits	1,619,655	1,825,577	1,899,170	1,975,989
4000 · Supplies	279,872	470,429	448,708	456,746
5000 · Operating Services	2,044,152	2,102,221	2,135,951	2,143,513
6000 · Capital Outlay	131,090	37,229	27,677	29,059
7000 · Other Outgo	-	-	-	-
<b>TOTAL EXPENSE</b>	<b>8,495,037</b>	<b>9,219,362</b>	<b>9,405,237</b>	<b>9,566,322</b>
<b>NET INCOME</b>	<b>147,039</b>	<b>66,143</b>	<b>4,291</b>	<b>5,466</b>
Ending Cash Balance	2,464,162	2,410,833	2,417,468	2,426,558
Ending Cash as a Percentage of Expenses	29.0%	26.1%	25.7%	25.4%

2025-26 Revenue and Expense By Category



**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2
	2024-25	2025-26 Forecast	2026-27	2027-28
Enrollment	610	600	615	615
ADA	579.13	565.60	579.73	579.73
ADA %	94.4%	94.3%	94.3%	94.3%
UPP	30.7%	35.7%	40.3%	40.3%
<b>Income</b>				
<b>8011-8098 · Local Control Funding Formula Sources</b>				
8011 Local Control Funding Formula	805,491	1,111,932	1,408,012	1,658,494
8012 Education Protection Account	116,340	116,340	116,340	116,340
8019 Local Control Funding Formula - Prior Year	(25,165)	-	-	-
8096 In Lieu of Property Taxes	5,804,689	5,669,077	5,810,653	5,810,653
8098 In Lieu of Property Taxes, Prior Year	11,000	-	-	-
<b>Total 8011-8098 · Local Control Funding Formula</b>	<b>6,712,356</b>	<b>6,897,349</b>	<b>7,335,005</b>	<b>7,585,487</b>
<b>8100-8299 · Federal Revenue</b>				
8181 Special Education - Federal (IDEA)	96,194	86,380	84,000	86,100
8221 Child Nutrition - Federal	-	51,025	52,301	52,301
8291 Title I	40,982	40,982	40,982	40,982
8292 Title II	8,550	8,550	8,550	8,550
8295 Title IV, SSAE	10,000	10,000	10,000	10,000
8299 All Other Federal Revenue	53,419	-	-	-
<b>Total 8100-8299 · Other Federal Income</b>	<b>209,145</b>	<b>196,937</b>	<b>195,833</b>	<b>197,933</b>
<b>8300-8599 · Other State Revenue</b>				
8520 Child Nutrition - State	-	142,171	145,725	145,725
8550 Mandate Block Grant	11,027	11,885	11,957	12,675
8560 Lottery Revenue	164,547	161,274	165,301	165,301
8592 State Mental Health	46,863	45,768	46,911	46,911
8595 Expanded Learning Opportunity Program	126,179	370,738	361,787	327,856
8596 Prop 28 Arts & Music	98,850	93,249	104,940	102,154
8599 State Revenue - Other	262,605	380,719	56,118	1,795
<b>Total 8300-8599 · Other State Income</b>	<b>710,071</b>	<b>1,205,804</b>	<b>892,741</b>	<b>802,418</b>
<b>8600-8799 · Other Local Revenue</b>				
8660 Interest & Dividend Income	75,000	70,000	70,000	70,000
8662 Net Increase (Decrease) in Fair Value of Investments	20,000	20,000	20,000	20,000
8682 Childcare & Enrichment Program Fees	150,000	150,000	150,000	150,000
8689 All Other Fees & Contracts	-	-	-	-
8692 Grants	72,000	60,000	60,000	60,000
8695 Contributions & Events	55,000	55,000	55,000	55,000
8696 Other Fundraising	108,000	108,000	108,000	108,000
8697 E-Rate	11,089	3,000	3,000	3,000
8699 All Other Local Revenue	-	-	-	-
8792 Transfers of Apportionments - Special Education	519,416	519,416	519,950	519,950
<b>Total 8600-8799 · Other Income-Local</b>	<b>1,010,505</b>	<b>985,416</b>	<b>985,950</b>	<b>985,950</b>
<b>TOTAL INCOME</b>	<b>8,642,076</b>	<b>9,285,505</b>	<b>9,409,528</b>	<b>9,571,788</b>

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2
	2024-25	2025-26 Forecast	2026-27	2027-28
<b>Expense</b>				
<b>1000 · Certificated Salaries</b>				
1110 Teachers' Salaries	2,240,392	2,453,941	2,527,559	2,578,111
1170 Teachers' Salaries - Substitute	51,931	55,450	55,914	56,232
1175 Teachers' Salaries - Stipend/Extra Duty	5,550	11,422	-	-
1213 Certificated Pupil Support - Guidance & Couns	61,000	62,830	64,715	66,009
1299 Certificated Pupil Support - Other	176,710	190,872	196,598	200,530
1300 Certificated Supervisors' & Administrators' Sa	514,656	505,154	520,309	530,715
1900 Other Certificated Salaries	-	-	-	-
<b>Total 1000 · Certificated Salaries</b>	<b>3,050,239</b>	<b>3,279,669</b>	<b>3,365,094</b>	<b>3,431,596</b>
<b>2000 · Classified Salaries</b>				
2111 Instructional Aide & Other Salaries	493,863	572,757	569,211	550,805
2121 After School Staff Salaries	29,012	113,334	116,734	119,069
2131 Classified Teacher Salaries	212,435	206,790	212,994	217,254
2200 Classified Support Salaries	81,836	73,517	75,723	77,237
2400 Classified Office Staff Salaries	457,177	456,772	470,475	479,885
2900 Other Classified Salaries	95,705	81,067	83,499	85,169
<b>Total 2000 · Classified Salaries</b>	<b>1,370,028</b>	<b>1,504,238</b>	<b>1,528,637</b>	<b>1,529,419</b>
<b>Total 1000-2000 · Salaries</b>	<b>4,420,267</b>	<b>4,783,907</b>	<b>4,893,731</b>	<b>4,961,015</b>
<b>3000 · Employee Benefits</b>				
3111 STRS - State Teachers Retirement System	631,242	645,359	662,243	675,335
3212 PERS - Public Employee Retirement System	281,046	403,286	411,203	425,178
3311 OASDI - Social Security	66,572	87,114	88,442	88,364
3331 MED - Medicare	62,695	69,367	70,959	71,935
3401 H&W - Health & Welfare	492,208	525,700	567,756	613,177
3501 SUI - State Unemployment Insurance	2,162	2,392	2,447	2,481
3601 Workers' Compensation Insurance	52,293	58,859	62,619	66,019
3901 Other Retirement Benefits	250	500	500	500
3902 Other Benefits	31,187	33,000	33,000	33,000
<b>Total 3000 · Employee Benefits</b>	<b>1,619,655</b>	<b>1,825,577</b>	<b>1,899,170</b>	<b>1,975,989</b>
<b>Total 1000-3000 · Salaries &amp; Benefits</b>	<b>6,039,922</b>	<b>6,609,484</b>	<b>6,792,901</b>	<b>6,937,004</b>
<b>4000 · Supplies</b>				
4111 Core Curricula Materials	33,207	30,600	32,306	33,275
4211 Books & Other Reference Materials	7,040	7,250	7,654	7,884
4311 Student Materials	73,728	90,112	85,136	87,690
4351 Office Supplies	18,689	18,500	19,055	19,627
4371 Custodial Supplies	34,000	36,200	37,286	38,405
4391 Food (Non Nutrition Program)	20,060	15,425	16,285	16,773
4392 Uniforms	10,000	7,200	7,601	7,829
4393 PE & Sports Equipment	2,624	2,590	2,654	2,654
4399 All Other Supplies	35,725	36,797	38,848	40,014
4390 Other Supplies	68,409	62,011	65,389	67,271

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

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	-1	0	1	2
	2024-25	2025-26 Forecast	2026-27	2027-28
4411 Non Capitalized Equipment	44,800	22,500	23,754	24,467
4711 Nutrition Program Food & Supplies	-	203,255	178,128	178,128
<b>Total 4000 · Supplies</b>	<b>279,872</b>	<b>470,429</b>	<b>448,708</b>	<b>456,746</b>
<b>5000 · Operating Services</b>				
5211 Travel & Conferences	25,950	25,950	27,397	28,219
5311 Dues & Memberships	20,410	21,759	22,984	23,676
5451 General Insurance	88,487	91,025	96,100	98,983
5511 Utilities	85,100	91,355	94,095	96,918
5521 Security Services	705	581	598	616
5531 Housekeeping Services	106,130	70,200	72,306	74,475
5599 Other Facility Operations & Utilities	10,258	9,835	10,130	10,433
5611 School Rent - Private Facility	17	(361)	(59)	(59)
5619 Other Facility Rentals	192,162	194,890	200,737	206,759
5621 Equipment Lease	34,136	24,300	25,029	25,780
5631 Vendor Repairs	52,220	38,750	39,913	41,110
5812 Field Trips & Pupil Transportation	143,607	147,916	156,162	160,847
5821 Legal	50,000	50,000	52,788	54,371
5823 Audit	22,000	25,000	25,750	26,523
5831 Advertisement & Recruitment	2,495	2,760	2,914	3,001
5841 Contracted Substitute Teachers	23,309	24,000	25,338	26,098
5842 Special Education Services	427,000	484,960	474,157	479,381
5849 Other Student Instructional Services	173,917	210,750	196,259	157,865
5852 PD Consultants & Tuition	22,116	16,796	17,388	17,724
5854 Nursing & Medical (Non-IEP)	123,740	170,000	179,478	184,862
5859 All Other Consultants & Services	252,108	210,221	221,818	228,923
5861 Non Instructional Software	46,725	51,284	54,143	55,767
5871 District Oversight Fees	67,265	68,973	73,350	75,855
5872 Special Education Fees (SELPA)	41,098	34,331	28,385	25,428
5899 All Other Expenses	25,282	26,684	28,171	29,016
5913 Mobile Phone	752	775	798	822
5921 Internet	3,927	4,155	4,280	4,408
5923 Website Hosting	800	824	849	874
5931 Postage & Shipping	2,178	2,243	2,311	2,380
5999 Other Communications	258	265	273	282
<b>Total 5000 · Operating Services</b>	<b>2,044,152</b>	<b>2,102,221</b>	<b>2,135,951</b>	<b>2,143,513</b>
<b>6000 · Capital Outlay</b>				
6901 Depreciation Expense	131,090	37,229	27,677	29,059
<b>Total 6000 · Capital Outlay</b>	<b>131,090</b>	<b>37,229</b>	<b>27,677</b>	<b>29,059</b>
<b>7000 · Other Outgo</b>				
7438 Interest Expense	-	-	-	-
<b>Total 7000 · Other Outgo</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSE</b>	<b>8,495,037</b>	<b>9,219,362</b>	<b>9,405,237</b>	<b>9,566,322</b>

**JOURNEY SCHOOL***Multi-Year Budget Detail*

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	-1	0	1	2
	2024-25	2025-26 Forecast	2026-27	2027-28
<b>NET INCOME</b>	<b>147,039</b>	<b>66,143</b>	<b>4,291</b>	<b>5,466</b>
<b>Beginning Cash Balance</b>	2,879,668	2,464,162	2,410,833	2,417,468
<b>Cash Flow from Operating Activities</b>				
Net Income	147,039	66,143	4,291	5,466
Change in Accounts Receivable		-		
Prior Year Accounts Receivable	830,419	1,397,656	878,511	877,395
Current Year Accounts Receivable	(1,397,656)	(878,511)	(877,395)	(875,831)
Change in Due from	452	-	-	-
Change in Accounts Payable	84,246	(10,533)	(10,006)	(9,506)
Change in Due to	398,264	(584,450)	499	(207)
Change in Current Lease Payable		(827)	19	19
Change in Lease Assets		899	374	393
Change in Payroll Liabilities	53,939	-	-	-
Change in Prepaid Expenditures	(7,336)	(70,502)	(6,882)	(7,226)
Change in Deferred Revenue	(835,353)	-	-	-
Change in Long Term Lease Liabilities		(433)	(451)	(471)
Change in Other Long Term Assets	187,932	-	-	-
Change in Other Long Term Liabilities	(543)	-	-	-
Depreciation Expense	131,090	37,229	27,677	29,059
<b>Cash Flow from Investing Activities</b>				
Capital Expenditures	(8,000)	(10,000)	(10,000)	(10,000)
<b>Ending Cash Balance</b>	<b>2,464,162</b>	<b>2,410,833</b>	<b>2,417,468</b>	<b>2,426,558</b>

## Journey School

### Title I School-Level Parental Involvement Policy

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### Program Overview and Eligible Students

~~Journey School is not a Title I School, however Journey School receives Title I, Part A funds and operates a Targeted Assistance Program (TAS) on campus with use of those funds. Title I Targeted Assistance (TA) programs focus on helping students who are not yet at grade level or are most at risk of failing to meet state academic standards. These programs provide services to a select group of students, rather than the entire school. The Title I services operated by the school are provided to support specific student populations described below, as well as children who are failing, or most at risk of failing, to meet challenging academic standards. The eligible population for Title I, Part A services in Journey School's TAS program may include: are:~~

- ~~ALL~~ Students in grades 1-3 who are not yet at grade level at Journey School
- Students who are economically disadvantaged, students with disabilities, migrant students or English learners, are eligible for Title I, Part A services on the same basis as other students selected to receive services under Title I, Part A (ESSA Section 1115[c][2][A]).
- Migrant Students: A student who, at any time in the two years preceding the year for which the determination is made, received services under Title I, Part C is eligible for Title I, Part A services (ESSA Section 1115[c][2][C]).
- Homeless Students: A student who is homeless and attending Journey is eligible for services under Title I, Part A (ESSA Section 1115[c][2][E]).

#### Involvement of Parents in the Title I Program

To involve parents in the Title I program at Journey School, the following practices have been established:

1. The school convenes an annual meeting to inform parents participating in the TAS about Title I requirements and about the right of parents to be involved in the Title I program.

2. The meeting described above typically take place during the school day. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

4. The school provides parents of Title I students with timely information about ~~Title I programs.~~Journey School's TA.

5. The school provides parents of Title I students with an explanation of the curriculum used in Journey School's TA~~at the school~~, the assessments used to identify students, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

### **Building Capacity for Parental Involvement**

*Journey School* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

1. The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

2. The school provides parents with materials and training to help them work with their children to improve their children's achievement.

3. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

4. There are significant opportunities for parent volunteers, and the school has an excellent rate of participation by parents in the classroom.

4. The school coordinates and integrates a variety of the Title I parental involvement program with other programs, and conducts other activities, such as class meetings, Parent Cabinet activities, and school events to encourage and support parents in more

fully participating in the education of their children.

5. The school distributes Information related to school and parent programs, meetings, and other activities to all parents, including Title I parents, in a format and language that the parents understand.

### **Accessibility**

*Journey School* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

## **CUSD Food and Nutrition Services**

In California, the Universal Meals Program, mandated by California Education Code (EC) Section 49501.5, ensures all public school students in grades TK-12 receive free breakfast and lunch, regardless of their family's income or eligibility for free/reduced-price meals. This law, part of [Assembly Bill \(AB\) 130](#), was implemented starting in the 2022-2023 school year

Since 2022-2023 Journey School has operated under an interagency contract and CUSD has served as our School Food Authority (SFA). Through this arrangement, Journey students are provided meals in accordance with EC 49501.5 by CUSD and CUSD claims reimbursement for all meals. This arrangement is no longer viable because we use different student information systems and there are complications in sharing data and claiming meals. As such, Journey School is required to become our own SFA effective for the 25-26 school year.

Journey School has applied to become our own School Food Authority (SFA) and through this application process, we need to locate a vendor. This process and application to become an SFA generally can take 6-9 months to set up and get approved. In order for our application and related approval to become a SFA before the 25/26 school year begins, a streamlined approach is required. The only way to expedite processing is to continue our relationship with CUSD (who currently operates as our School Food Authority), however instead of serving as our SFA they would simply be our vendor for meals and other services we are interested in. In other words, CUSD would manage various aspects of the school's food service operation, including meal preparation, delivery, and service. They would no longer claim meal reimbursement, we would do that directly and use the funds to offset the vendor costs of running a food and nutrition program.

After becoming an SFA, nothing would prevent Journey from seeking other vendors.

### ***Projected Cost of CUSD as our Vendor***

- 1.) 9.5-month employee salary, health and welfare benefits = \$30,750.00
- 2.) PrimeroEdge point of sale annual contract cost = \$3,000
- 3.) Projected per meal cost for 25/26 school year (includes menu planning, nutrient analysis, special diet guidance, SBP/NSLP compliant meals, high quality foods, food delivery, accounting)
  - a.) Breakfast \$4.00 per meal
  - b.) Lunch \$5.25 per meal
- 4.) Estimated number of meals for 25/26 school year

- a.) Lunch = 18,536 (An average of "sales" from previous years)
- b.) Breakfast = 17,644 (An average of "sales" from previous years)

5.) Projected total meal cost for 25/26 school year

- a.) \$97,314
- b.) \$70,576

6.) Reimbursement rates per meal

- a.) Breakfast \$2.37
- b.) Lunch \$4.43

7.) Projected Total Reimbursement

- a.) Breakfast = \$41816.28
- b.) Lunch = 82,114.48
- c.) NOTE: there are other areas to recoup money with milk reimbursements, grants and other sources

The meal program is not intended as a revenue source and will be a loss for our program to run. This has been factored into the draft 25-26 budget and outyears.

## ***Independent Education Evaluation (IEE) Policy – Journey School***

An Independent Educational Evaluation (IEE) is defined as a special education evaluation conducted by a qualified examiner who is not employed by Journey School. This IEE policy outlines considerations and guidelines for parents and staff to appropriately complete the process of an IEE.

### **DEFINITION OF TERMS**

The following definitions apply for the purposes of this document:

Independent Educational Evaluation	An evaluation conducted by a qualified examiner who is not employed by a responsible local educational agency (LEA) or district.
Public Expense	The LEA/district either pays for the full cost of the evaluation or ensures that the evaluation or evaluation components are otherwise provided at no cost to the parent.
Local Education Agency (LEA)	In general, this is a reference for each school district, county office of education, and charter schools providing a public education. LEA and Journey School are interchangeable through this policy.
Parent	<ul style="list-style-type: none"> <li>• A child’s biological or adoptive parent</li> <li>• A child’s foster parent, if the authority of the biological or adoptive parents to make educational decisions specifically has been limited by court order. <i>34 CFR 300.30(b)(1) or (2)</i></li> <li>• A guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child (Welfare and Institutions Code 361 and 726).</li> <li>• An individual acting in the place of a biological or adoptive parent, including a grandparent, step parent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare.</li> <li>• A surrogate parent who has been appointed. <i>Government Code 7579.5 or 7579.6; 34 CFR 300.519; United States Code 20 1439(a)(5)</i></li> </ul>

### **When does a parent have the right to obtain an IEE?**

The parent/guardian has the right to obtain an IEE at public expense when the parent disagrees with the assessment obtained by the LEA. 34 CFR §300.502(b). However, the LEA may initiate a due process hearing to show that its evaluation is appropriate 34. CFR §300.502 (b)(2)(i). If the LEA initiates a hearing and the final decision is that the LEA’s assessment is appropriate, the parent has the right to an IEE, but not at public expense. 34 CFR § 300.502 (b)(3).

~~The LEA is not responsible for providing or reimbursing an IEE when parents merely feel the need for additional information about their child, and which is not based on a disagreement with LEA assessment results or individualized education program (IEP) team findings. Further, when multiple IEE reports are obtained by the parents in the same assessment areas, the LEA is not required to reimburse the cost of more than one IEE in any one area assessed when the parent disagrees with an assessment previously conducted by the LEA.~~

~~In addition, = an~~ An LEA is not legally obligated to fund the IEE or file for a due process hearing to defend its assessment if the parents wait more than two years after the LEA's assessment to request an IEE.

### **Who conducts IEEs?**

Upon request for an IEE, the LEA will provide information to parents regarding where an appropriate IEE may be obtained. CFR 34 § 300.502 (a)(2). The IEE examiner must meet LEA qualifications to be at public expense. 34 CFR § 300.502(e).

### **What is required for an IEE at public expense?**

Federal regulations require that whenever an IEE is to be provided at LEA expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses or would use when performing a similar evaluation. 34 CFR §300.502(e). The following criteria apply to both IEEs and assessments prepared by the LEA.

- The assessment must be completed in a public school or other appropriate setting.
- The assessment must be completed by a qualified examiner certificated and/or licensed by the state of California in the area assessed in the evaluation.
- The parent must be provided an assessment plan clearly stating it is an IEE\* and explaining the types of assessments to be conducted in language easily understood and in the primary language or other mode of communication of the parents unless clearly not feasible to do so.

### **IEE GUIDELINES AND PROCEDURES**

~~Parents shall have at least 15 calendar days after receiving the assessment plan to give or withhold consent for assessment.~~

- The assessment must be selected and administered in the child's primary language or other mode of communication unless the assessment plan indicates why it is not clearly feasible to do so.

- Tests and other assessment materials shall have been validated for the specific purpose for which they are used; must be administered by trained personnel; and must be tailored to assess specific areas of educational need.
- A written report of the IEE assessment results shall be provided to the parent/guardian and LEA prior to the IEP team meeting.
- The IEE assessment results must be considered by the IEP team at the child's IEP team meeting. (Note: The LEA will consider the results of any private assessment provided by the parents in planning the educational program of the student. Consideration of such information however, does not make the LEA liable for IEE reimbursement, nor is it an indication that the LEA agrees with the result of that assessment.)

\* Although nothing in IDEA mandates that an IEE requires an assessment plan to be completed, it is a good rule of thumb to indicate on the assessment plan that it is for an IEE and to ensure consent by the family. This does not mean that the assessment must be completed in within 60 days, but is for identifying all assessments and for consent purposes.

### **Steps to be Followed by Parents Requesting an IEE at Public Expense**

1. A parent/guardian of a child with an identified or disputed disability needs to contact the LEA Special Education Director for assistance in requesting an IEE. Please advise the parent to provide this request in writing. The inclusion of the following will assist in providing an appropriate assessment:
  - a) Specific areas of disagreement or disputed in LEA evaluation; and
  - b) A list of desired assessment areas, issues or questions with the LEA's assessment to be addressed by the IEE.
2. Upon receipt of the request, the LEA will provide parents with a copy of the Independent Educational Evaluation (IEE) Guidelines: A Brochure for Parents and a list of evaluators. If a specific IEE evaluator is desired, the name must be provided so that the LEA may:
  - a) Verify the qualifications, certifications and/or license of the evaluator;
  - b) Determine that the fee rate for the IEE is within the limits specified in this document; and
  - c) Initiate and negotiate a contract with the evaluator.

NOTE: The LEA may negotiate a rate above or below those listed herein.

3. Administration will provide Prior Written Notice stating whether the LEA is providing or denying the IEE Assessment. If they are providing an assessment at public expense, an Assessment Plan shall be attached. If they are denying the assessment, the LEA should file for Due Process to defend its own report.

### **Criteria for Obtaining an IEE at Public Expense**

1. The IEE must be administered by the evaluator in the same type of location and /or setting as that used by the LEA in providing similar evaluations. 34 C.F.R §300.502(e). If the LEA evaluation included classroom observations, the IEE evaluator will be given access to the classroom.
2. The IEE must be provided by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA staff providing similar evaluations. 34 C.F.R §300.502(e)
3. The IEE evaluator must be located within a 60-mile radius of the LEA, unless prior written approval is obtained by the LEA
4. IEE evaluators must comply with all state and federal requirements. 34 C.F.R §300.502(e).
5. The IEE provider must provide the LEA with a copy of their report at least five days prior to the IEP team meeting. The report must contain all necessary assessment and eligibility sections. The report must include the evaluator's name, title, license and/or certification number, and an original signature of the evaluator that completed the IEE. Please note that ONLY the LEA will provide the family with a copy of the report.
  - a) The original assessment protocols should be attached to the IEE report.
  - b) The results of the independent evaluation will be considered in the identification, program decisions, and educational services to be provided to the student with disabilities as required by the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973.
  - c) Independent Educational Evaluations will not control the decisions in the LEA's recommendations.

### **Criteria for Determination of IEE Fee**

1. The LEA will pay a fee that is routine and reasonable for the IEE, similar to those performed by qualified professionals in the local area or comparable to those costs that the LEA incurs when it uses its own employees or contractors to perform a similar assessment. Routine and reasonable fee is based on an average of a random sampling of fees charged by professionals providing the service in the LEA's area, with the outliers excluded.
2. An excessive fee is defined as one that is more than 25% higher than the routine and reasonable rate for an IEE within a 60-mile radius of the student's LEA of residence, unless the LEA provides prior written approval.
  - a) Parents will be allowed the opportunity to demonstrate to the LEA that unique circumstances justify IEE reimbursement that does not fall within the above criteria.
  - b) When an IEE evaluator has a sliding scale fee based on parent income, the LEA will reimburse only an amount not to exceed what the parents were charged.
3. When travel is negotiated as part of the contract, any travel costs for evaluators or parents may not exceed the LEA's established rates for travel.
4. Any expenses beyond that directly related to preparation of the evaluation (i.e., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

### **Steps for Parents Seeking Reimbursement For Unilaterally Obtained IEEs**

1. The LEA will not consider a parent request for payment for a unilateral parent-initiated IEE unless the LEA receives a request within a reasonable time after receipt of the results of the evaluation.
2. Once approved, the parent/guardian must submit an original billing form to the LEA for reimbursement.
  - a) Before any reimbursement is made, all criteria discussed in this policy must be met and the written evaluation report received.
  - b) The LEA will deny payment of an IEE conducted by an evaluator who does not meet the minimum qualifications as defined elsewhere in this policy.
  - c) The LEA will deny payment for an IEE that does not meet the minimum state and federal criteria for educational identification of a disability discussed in the IEE.
3. Upon request for LEA reimbursement for a unilaterally parent-initiated IEE, the LEA may request a due process hearing to prove its own evaluation is appropriate.

### **Criteria for Determining if Private Insurance can be Accessed**

When insurance will cover all or part of the costs of the independent evaluation, the LEA will request that the parents voluntarily have their insurance pay the independent evaluation costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents not reimbursed by the LEA, including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
2. An increase in premiums or the discontinuance of the policy; or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

### **Negotiating Fees for Independent Evaluation**

When the LEA is negotiating the fee for an independent evaluation to be conducted at public expense, the following should be included in the fees:

- Cost to conduct Assessment
- Mileage
- Developing a written report
- Providing copies of the report to the parent and school
- Attending the IEP meeting

## CRITERIA OF INDEPENDENT EDUCATIONAL EVALUATORS

### Local Limitations for Evaluators

Evaluators must be located within 60-mile radius of the LEA of Residence. Evaluators outside of this area will be approved only on an exceptional basis if the parents can demonstrate the necessity of using personnel outside the specified area. Parents must receive prior written notice from the LEA for IEE conducted outside of the approved area. Unless an out of the area evaluation is required for the student to receive an IEE, costs beyond the evaluation (i.e. food, lodging, transportation, etc.) are not covered.

### Minimum Qualifications for Evaluators

All assessments must be conducted in accordance with all requirements of Federal and State law including, but not limited to, observing the student in the appropriate setting (EC §56327) and conducting evaluations in accordance with EC §56320. Evaluators must meet the following credentialing criteria. All assessments, including all tests and subtests, must be conducted by persons competent to perform the assessment as determined by the LEA (EC §56322).

### Guidelines for Determining Qualifications

Disclaimer: the [SELPA-LEA](#) is not endorsing the providers or responsible for any liability. It is recommended when selecting an individual educational evaluator, you request a copy of their résumé, two references by LEAs and itemized cost for the evaluation including writing the report and attending the IEP meeting. Prior to making the final selection of an IEE, the LEA should review the résumé to ensure proper licensure and/or credential and contact the references provided. [All employees of the independent evaluator who will be in individual contact with students must have a valid fingerprint and background check completed prior to contracting to the IEE.](#) Additionally, an LEA may require that any examiner meet the LEA requirements for any school employee who works with children (i.e. TB testing, ~~fingerprinting, background search,~~ insurance), as well as any other contract requirements enforced by the LEA.

## MINIMUM QUALIFICATIONS FOR EVALUATORS

Type of Assessment	Minimum Qualifications
Academic Achievement	Certified Special Education Teacher, <b>or</b> Licensed Educational Psychologist, <b>or</b> School Psychologist (Credentialed)
Adaptive Behavior	Licensed Educational Psychologist, <b>or</b> Certified Special Education Teacher, <b>or</b> School Psychologist (Credentialed)
Assistive Technology	Certified <b>or</b> Licensed Speech/Language Pathologist, <b>or</b> Certified Special Education Teacher, <b>or</b> Certified Assistive Technology Specialist <b>or</b> Occupational Therapist
Auditory Acuity	Licensed <b>or</b> Certificated Audiologist
Auditory Perception (CAP)	Licensed <b>or</b> Certificated Audiologist
Auditory Processing	School Psychologist, <b>or</b> Certified <b>or</b> Licensed Speech/Language Specialist
Cognitive	Licensed Educational Psychologist, <b>or</b> School Psychologist (Credentialed)
Behavioral Assessment	Licensed Educational Psychologist, <b>or</b> Certified Special Education Teacher, <b>or</b> School Psychologist (Credentialed), <b>or</b> Board Certified Behavior Analyst (BCBA)
Health	Licensed Physician, <b>or</b> Certified School Nurse
Motor	Licensed Physical Therapist, <b>or</b> Registered Occupational Therapist, <b>or</b> Adaptive Physical Education Specialist
Neuro-psychological	Neuropsychologist <b>and</b> Licensed Educational Psychologist <b>or</b> School Psychologist (Credentialed) + education training and experience in administration and interpretation of neuro-psychological assessment instruments
Occupational Therapy	Registered Occupational Therapist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Certified <b>or</b> Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist (Credentialed), <b>or</b> Social Worker (LCSW), <b>or</b> Licensed Psychiatrist, <b>or</b> Licensed Psychologist, <b>or</b> Licensed Educational Psychologist, <b>or</b> Clinical Psychologist
Transition/Vocational	Licensed Educational Psychologist, <b>or</b> Certified Special Education Teacher, <b>or</b> School Psychologist (Credentialed)
Vision (Functional)	Certified Teacher of the Visually Impaired
Visual Perception	Resource Specialist (Credentialed), <b>or</b> Licensed Educational Psychologist, <b>or</b> School Psychologist (Credentialed), <b>or</b> Ophthalmologist, <b>or</b> Optometrist

The LEA should ensure there is no conflict of interest between the evaluator and service provider. After completing an independent educational evaluation, ~~it is not recommended~~ the

independent evaluator or their agency will not provides the services recommended by the IEP Team.

## COST OF ASSESSMENT BY TYPE

Costs above these amounts may be approved if the parent is able to demonstrate that unique circumstances justify going outside the LEA's fee parameters and parents obtain prior written approval from the LEA. ~~These guidelines and costs are to assist you with negotiating with the assessors, on a case-by-case basis, based on the student's individual needs. LEAs are encouraged to negotiate rates for partial assessments, if a complete assessment is not required.~~

The total costs of an independent multidisciplinary are guided by the following rate limits:

<u>Type of Assessment</u>	<u>Rate Limits</u>
<u>Assistive Technology</u>	<u>\$1500</u>
<u>Auditory Processing/Auditory Perception</u>	<u>\$1600</u>
<u>Functional Behavioral Assessment (FBA-BCBA)</u>	<u>\$3200</u>
<u>Cognitive/Full Psycho-Educational (Includes cognitive, academic achievement, adaptive behavioral, social emotional)</u>	<u>\$4100</u>
<u>Occupational Therapy</u>	<u>\$1200</u>
<u>Physical Therapy</u>	<u>\$1000</u>
<u>Speech and Language</u>	<u>\$1400</u>
<u>Functional Vision</u>	<u>\$1500</u>

	<b>Rate Limits</b>
<b>Full Psychological Evaluation</b> (includes cognitive, academic achievement, adaptive behavioral, social emotional)	\$4000
<b>Assistive Technology/Augmentative and Alternative Communication</b>	\$1200
<b>Central Auditory Processing (CAPD)</b>	\$1000
<b>Neuro-psychological</b> (Includes cognitive and academic)	\$5000
<b>Occupational Therapy</b> (Includes sensory and motor)	\$1500
<b>Physical Therapy</b>	\$1500
<b>Speech and Language</b>	\$1750
<b>Transitional/Vocational</b>	\$1500
<b>Behavioral Assessment (FBA-BCBA)</b>	\$2000
<b>Vision</b> (Includes acuity and processing)	\$1750