



**2026-2027 Local Control Funding Formula (LCFF) Budget
Overview for Parents**

**2025-2026 Annual Update and 2026-2027 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

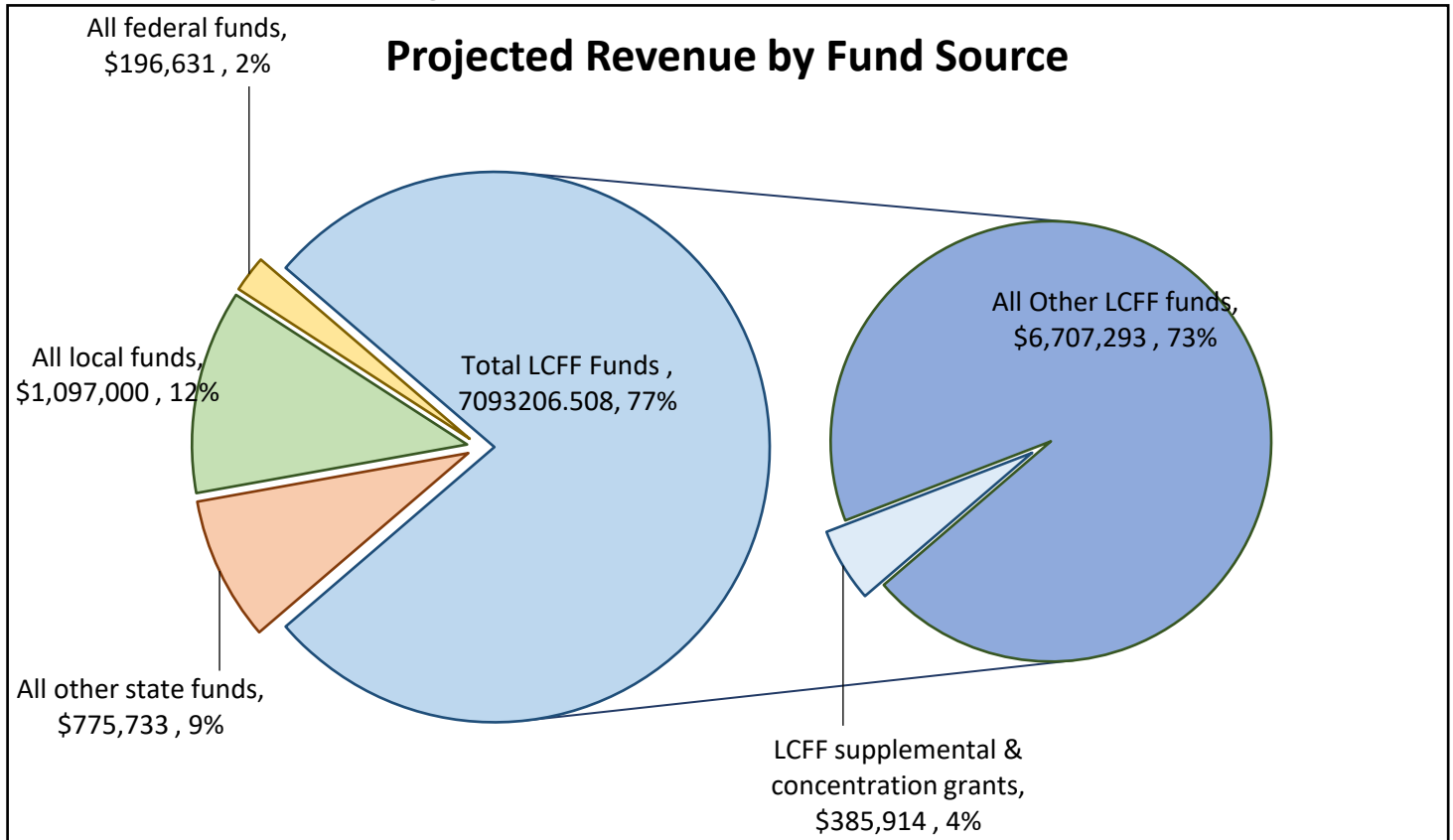
School Year: 26-27

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 26-27 School Year

Projected Revenue by Fund Source

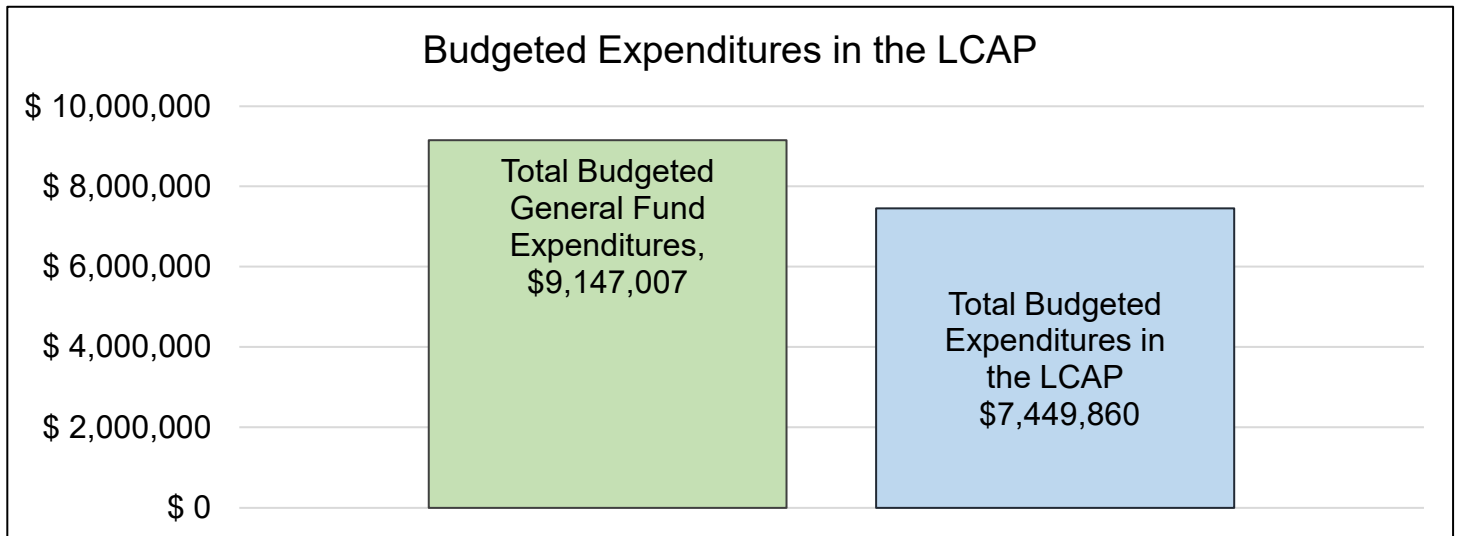


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Journey School is \$9,162,570.56, of which \$7,093,206.51 is Local Control Funding Formula (LCFF), \$775,733.20 is other state funds, \$1,096,999.50 is local funds, and \$196,631.35 is federal funds. Of the \$7,093,206.51 in LCFF Funds, \$385,914.00 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 26-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Journey School plans to spend \$9,147,006.80 for the 26-27 school year. Of that amount, \$7,449,860.15 is tied to actions/services in the LCAP and \$1,697,146.66 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

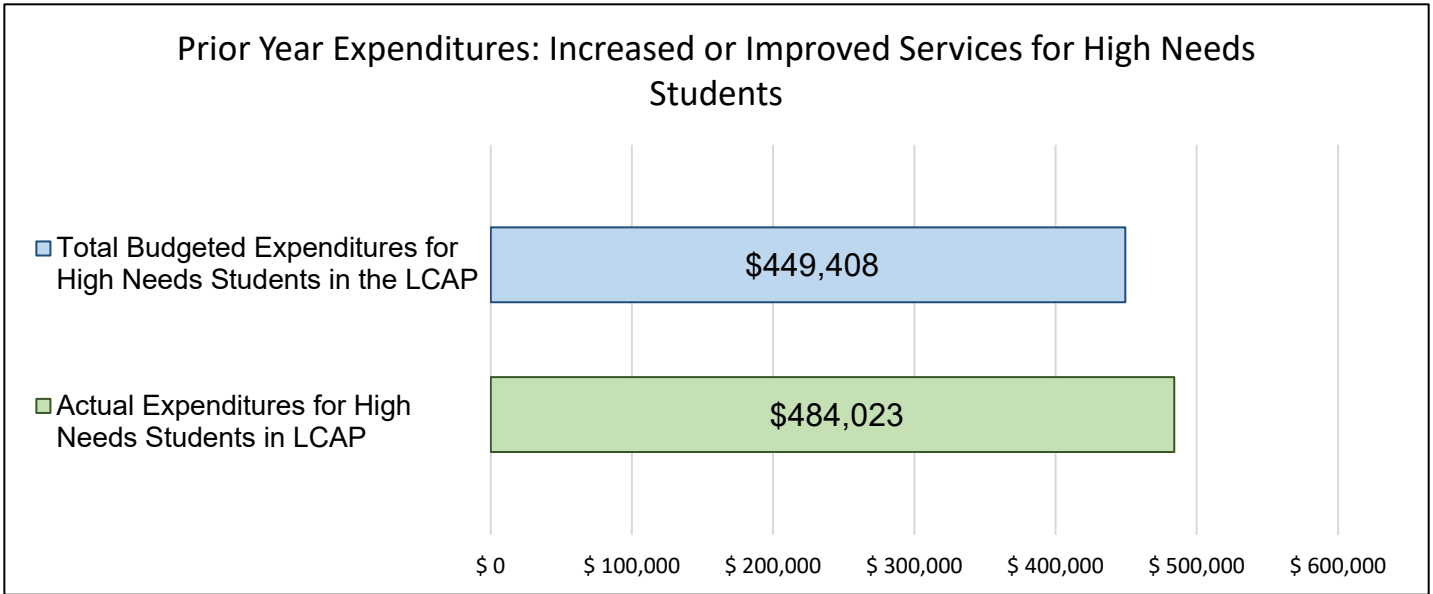
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, Journey School is projecting it will receive \$385,914.00 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 \$403,185.75 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 25-26



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 25-26, Journey School's LCAP budgeted \$449,407.54 for planned actions to increase or improve services for high needs students. Journey School actually spent \$484,023.37 for actions to increase or improve services for high needs students in 25-26.

DRAFT - Local Control and Accountability Plan

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

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

Plan Summary [2026-2027]

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 TK-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 to advocate for themselves and support their community. 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 and communities.

Journey School demographics on Census Day include the following enrollment, student group, and race/ethnicity numbers. 617 students, roughly 35.3% of which are designated as socioeconomically disadvantaged. Approximately 7% of Journey students are classified as English Learners and approximately 17% receive Special Education services. Race/ethnicity of Journey is 50% white, 21% Hispanic, 12% two or more races, 7% Asian, 2% African American, 1% Filipino and 7% 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.

Overall, Journey School demonstrated a stable and mission-aligned year of performance as reflected through local data and California School Dashboard indicators. The school continues to provide a strong educational environment characterized by engaged students, committed staff, and a supportive school community.

From a statewide accountability perspective, Dashboard indicators highlight both strengths and ongoing areas for attention that are consistent with broader California trends. Academic performance in English Language Arts and Mathematics reflects steady instructional practice, with continued emphasis on differentiation and developmental appropriateness. As seen across many California schools, mathematics remains an area requiring sustained focus and refinement of instructional supports to ensure consistent student growth across grade levels and subgroups.

School climate indicators remain a relative strength. Suspension rates remain low, reflecting the school's continued commitment to restorative practices, relationship-based behavior supports, and proactive social-emotional learning. The overall learning environment is characterized by positive student engagement and strong adult-student relationships.

Chronic absenteeism continues to be an area of statewide concern reflected locally as well. While many students maintain consistent attendance, patterns of intermittent and chronic absence indicate the need for continued emphasis on family engagement, early outreach, and systems that promote consistent school participation.

English Learner progress and subgroup performance remain important focus areas, with ongoing attention to ensuring equitable access to grade-level instruction and targeted supports where needed.

At the local level, implementation indicators reflect a strong foundation in basic services, instructional standards alignment, and family engagement. The school maintains strong communication structures and a high level of parent participation, contributing to a cohesive and mission-driven school community.

In summary, Journey School's annual performance reflects a stable, well-functioning school with strong climate and engagement outcomes, steady academic performance, and clear, ongoing opportunities for growth in instructional consistency, attendance systems, and equity of student outcomes.

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	The 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) and English Learner Advisory Committee (ELAC) convened on three separate dates to review LCAP and provide input. A LCAP survey was released to parents for input in April 2026.
Students	LCAP related discussions and data gathering occurred through “Compassionate Campus” meetings, civics classes, student government club, SAEBRS assessments via Illuminate Ed. and iWellness surveys in the middle school.

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)	58.82% ELA and 39.71% Math (2024-2025 Results)	60% ELA and 49% Math	+2.92% ELA -6.27% Math
2	Percentage of All Students achieving CAST met/exceeded status	30.18% Science (2022-2023 Results)	56.31% Science (2023-2024 Results)	50.46% Science (2024-2025 Results)	58% Science	+20.28% 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)	40% ELA and 20% Math (2024-2025 Results)	42% ELA and 22% Math	+9.12% ELA +2.35% Math
4	Percentage of students who are English learners and achieving SBAC met/exceeded status	Specific percentages are data not publicly released due to privacy (small subgroup).	Specific percentages are data not publicly released due to privacy (small subgroup).	Specific percentages are data not publicly released due to privacy (small subgroup).	Increase achievement rates.	Specific percentages are data not publicly released due to privacy (small subgroup).
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)	59.09% ELA and 40.91% Math (2024-2025 Results)	65% ELA and 55% Math	+15.09% ELA +3.57% 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)	68% reading and 64% math (Winter 2026 Results)	70% reading and 68% math	+3% Reading -2% Math
7	Local Indicator: Implementation of Academic Standards	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)	Local Indicator: Standard Met (2025 CA Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard
8	Local Indicator: Basics	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)	Local Indicator: Standard Met (2025 CA Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 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.

Overall, Goal 1 was largely implemented as planned, with strong execution across core instructional systems, staffing, and materials. The school successfully carried out key actions including the continued development of Special Education programming, expansion of intervention systems through the three care streams model, delivery of professional development, and adoption of new curriculum such as Eureka Math. Collaboration between general education and Special Education staff improved, and systems for data collection and progress monitoring were strengthened.

There were some differences between planned and actual implementation. Tutoring opportunities were delayed and only recently launched at the middle school level, and the typing program was not implemented during the reporting period. Despite these gaps, the school experienced notable successes, including high teacher retention, strong engagement in professional development, and the effective rollout of the Teacher on Special Assignment (TOSA) model to support targeted intervention. Challenges included a decline in math performance based on midyear SBAC data, delays in implementing supplemental supports, and the complexity of balancing intervention systems with available staffing resources.

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.

There were no significant material discrepancies overall between budgeted and actual expenditures; however, some variances are evident. Higher-cost actions such as Special Education programming and staffing aligned with projections, while some areas, including assessment systems and curriculum, reflected lower-than-anticipated spending. Funds allocated for the typing program remained unspent due to non-implementation. Additionally, while supplemental and concentration grant funding decreased, expenditures for high-needs students increased slightly, indicating that the school supplemented these services using unrestricted funds to maintain program continuity.

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

The actions under Goal 1 have been partially effective in progressing toward desired outcomes. Student performance in ELA has shown steady improvement across multiple groups, including students with disabilities. However, math outcomes declined, indicating that current instructional and intervention strategies in mathematics require refinement. The expansion of intervention systems and the TOSA model has improved the school’s ability to respond to student needs in a targeted manner. While assessment systems are in place and generating useful data, the consistent application of that data to inform instructional practice remains an area for growth. The delayed implementation of tutoring has also limited opportunities to accelerate student achievement.

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same, the school will expand and formalize tutoring programs earlier in the academic year to ensure timely support for students. There will be a focused reevaluation of math instruction including adoption of Eureka math school wide. Additionally, progress monitoring systems will be refined to strengthen alignment between data and instructional decision-making, and there will be an increased focus on improving outcomes for English Learners. Lastly target outcomes were adjusted accordingly, based on our performance actuals over the course of the last few years. Due to budgetary constraints, the school will reduce staff assigned to TOSA roles.

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	\$103,427	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.	\$1,273,695	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.	\$179,140	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. Host Journey Assessment Summer Institute to refine tools, offer PD, and attract outside educators. Increase classroom observation and peer mentoring opportunities. Increase staff participation in regional and national Waldorf and public education conferences	\$60,353	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. Eureka Math curriculum will be deployed across grades 1-8. Publish internal curriculum guides with cross-grade expectations (academic + SEL)	\$32,245	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. Develop Waldorf-aligned assessment rubrics and pilot in Grades 2, 5, and 7.	\$1,905	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. Improve alignment between MCTs and Specialists through shared curriculum planning retreats.	\$2,937,155	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	\$95,744	N

9	“Teacher on Special Assignment” (TOSA)	Fund 2 TOSAs to support students in grades 1-8 with small group, specialized instruction, instructional intervention/reteaching, and other support.	\$218,662	Y
10	Expanded Learning Opportunity Program	Summer school programming and extended opportunities for students	\$85,150	N
11	Tutoring	Develop tutoring opportunities and study skills classes	\$39,891	N
12	Vision/Hearing Screening	Implement vision and hearing screenings for all students at first entry (TK/Kindergarten) and in 2nd, 5th, and 8th grades.	\$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 through P2 (end of March)	94.4% ADA through P2 (end of March)	95.0 % ADA through P2 (end of March)	95.5% through P2 (end of March)	+1.3% ADA
2	Chronic Absenteeism Rate (ALL STUDENTS)	30.1% of students are classified as chronically absent	17.7% of students (2024 CA Dashboard)	17.5% of students (2025 CA Dashboard)	15% of students will be classified as chronically absent	-12.6% Chronic Absentees
3	Chronic Absenteeism Rate (Subgroup: Asian)	31% of students are classified as chronically absent	14.9% of students (2024 CA Dashboard)	4.5% of students (2025 CA Dashboard)	3% of students will be classified as chronically absent	-26.5% Chronic Absentees
4	Chronic Absenteeism Rate (Subgroup: English Learners)	26.8% of students are classified as chronically absent	11.1% of students (2024 CA Dashboard)	14.3% of students (2025 CA Dashboard)	12% of students will be classified as chronically absent	-12.5% Chronic Absentees
5	Chronic Absenteeism Rate (Subgroup: Students with Disabilities)	37.3% of students are classified as chronically absent	21.4% of students (2024 CA Dashboard)	18.8%% of students (2025 CA Dashboard)	17% of students will be classified as chronically absent	-18.5% Chronic Absentees
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 (2025 CA Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard
7	Local Indicator: Parent and Family Engagement	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 CA Dashboard)	Local Indicator: Standard Met (2025 CA Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 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.

Goal 2 was implemented effectively, with strong execution of most planned actions and thoughtful adjustments where necessary. The school maintained staffing in specialty and elective areas, implemented a successful independent study program, expanded aftercare offerings, and established itself as a School Food Authority. A key difference between planned and actual implementation was the decision not to pursue the Attendance Recovery program. After evaluating cost, staffing requirements, and anticipated impact, the school determined that the program would not be a sustainable or effective use of resources. Instead, the school prioritized proactive attendance strategies such as automated communication and direct family outreach.

Successes include exceeding the target for Average Daily Attendance and significantly reducing chronic absenteeism compared to baseline data. Challenges included a slight increase in absenteeism among English Learners and the need to balance cost-effective strategies with comprehensive attendance supports.

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

The primary material difference in expenditures relates to the Attendance Recovery program, which was not implemented, resulting in cost savings. Funds were effectively redirected toward lower-cost, higher-impact strategies focused on communication and early intervention. Other expenditures remained largely aligned with the adopted budget.

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

The actions under Goal 2 have been highly effective overall. Improvements in Average Daily Attendance and reductions in chronic absenteeism demonstrate the success of the school's engagement strategies. The independent study program has played a critical role in maintaining instructional continuity for students who are absent due to illness or travel. While most student groups showed improvement, the English Learner subgroup did not demonstrate the same level of progress, indicating a need for more targeted supports.

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same for the coming year, the school will continue to prioritize proactive attendance strategies, however we will not pursue the Attendance Recovery program. Efforts will be strengthened to provide targeted support for English Learners to improve attendance outcomes. The school will also continue to invest in family communication systems and early intervention practices. Lastly target outcomes were adjusted accordingly, based on our performance actuals over the course of the last few years.

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	\$387,813	N
2	Attendance	Improve parent communication regarding attendance thresholds, tardies, and service access, that includes automated delivery of attendance notes, reminders, and compliance letters. Use SST, IEP, and CareStream data more intentionally to identify attendance-related patterns.	\$10,000	N
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).	\$7,500	N
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. Retain campus supervisor to staffing plan to oversee recess/lunch and other unstructured periods of the day.	\$216,615	N
5	Little Acorns	Aftercare programming for kindergarten students to extend their school day	\$95,950	N
6	Nutrition Services	Provide breakfast and lunch to all students as a School Food Authority (SFA).	\$225,581	N
7	Facilities and Maintenance	Continue lease of current campus while determining facilities goals including budget and timeline, based on research. Launch capital funding campaign to support facilities goals. Fund maintenance support to supplement CUSD maintenance and operations to ensure clean, safe and operable facilities.	\$187,009	N

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)	1.3% of students suspended for at least 1 day (2025 Dashboard)	Maintain percentage at or below 3%	-.2% Suspensions
2	Local Indicator: Climate Survey	Local Indicator: Standard Met	Local Indicator: Standard Met (2024 Dashboard)	Local Indicator: Standard Met (2025 Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard
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	68% of SST plans are successful (students are making progress towards goals) and supported by plan	72% of SST plans are successful (students are making progress towards goals) and supported by plan	+10% Successful SST Interventions
4	iWellness and 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.	84% of students are low risk whereas 16% 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	-1% Low Risk Students +1% Elevated Risk Students
5	Utilize a SEL screener (ex: DASTLE or EDI) as an SEL screener for younger children	TBD	NA	NA	NA	School decided not to fund EDI or SEL screener for K-2

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 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.

Implementation of Goal 3 was strong and comprehensive, with all major actions carried out as planned. The school expanded access to counseling and behavioral supports, including the addition of contracted Board Certified Behavior Analysts (BCBAs). Professional development focused on classroom management and behavior practices was provided, and supervision during unstructured times was increased. Social-emotional learning programming, including Compassionate Campus activities, development of a “Social Emotional Playbook” and experiential learning opportunities, was consistently implemented.

Successes include maintaining a stable school climate, strengthening behavioral support systems, implementation of SEL check-in and responsive SEL curriculum through the iWellness program and embedding social-emotional learning into the school culture. Challenges include the increasing complexity of student needs.

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.

Expenditures for Goal 3 were largely consistent with planned budgets, particularly for staffing-related actions. Additional behavioral supports, such as contracted BCBAs, may have slightly increased actual costs beyond initial projections, but these increases align with identified student needs.

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

Overall, the actions have been effective in maintaining a positive school climate. SAEBRS data indicates that the majority of students remain in the low-risk category, and local climate indicators continue to show that standards are being met. Expanded staffing and supervision have improved the school’s responsiveness to student needs.

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same for the coming year, the school will continue investment in mental health and behavioral support staffing will remain a priority. The school will also refine discipline practices to further reduce suspension rates and expand preventative social-emotional learning strategies. Lastly target outcomes were adjusted accordingly, based on our performance actuals over the course of the last few years.

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.	\$68,879	N
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.	\$515,661	Y
3	Implement SE Curriculum and enhance SE screening and referral processes	Implement social-emotional learning curriculum and Compassionate Campus activities, civics classes and student access to field trips and overnight excursions. Continue i-Wellness efforts for social emotional screening. Use data set as one indicator in the referral process for counseling support. Clarify what Compassionate Campus includes, how it is implemented, and how effectiveness is measured.	\$84,298	N
4	Increase Student Supervision	Increase campus supervision at recess and lunch times and provide supervision and behavioral support and intervention training for campus supervisors.	\$144,301	N
5	Janitorial services to ensure clean school facilities	Continue to fund and provide high quality janitorial support.	\$169,972	N

6	Bullying Prevention	<p>Enhance our comprehensive approach to bullying intervention including targeted class lessons, assemblies and field trips (ex: visiting the Museum of Tolerance).</p> <p>Integrate lessons on inclusivity, empathy, and diversity across grade levels as a bullying prevention strategy.</p> <p>Address cyberbullying explicitly, including education on smartphone use and accountability.</p> <p>Fund professional development in anti-bullying, inclusivity, and student well-being.</p>	\$3,000	N
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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 (2025 Dashboard)	Local Indicator: Standard Met	Continued to Meet Standard
2	Class Participation Rate in a field trip associated with environmental awareness	24 classes/24 classes = 100%	24 classes/24 classes = 100%	24 classes/24 classes = 100%	24 classes/24 classes = 100%	Maintained 100% participation

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 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.

Goal 4 was fully implemented with a high level of fidelity. EarthRoots programming and gardening initiatives were delivered as planned, and all students participated in environmental learning experiences. The only notable difference was the lack of formal updates to the school website related to environmental literacy efforts, although social media was used to highlight student activities.

The school successfully maintained full participation and strong alignment with its educational philosophy. A minor challenge was the limited formal documentation and communication of these efforts.

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.

There were minimal differences between budgeted and actual expenditures. Slight underspending occurred in the communication action due to the absence of website updates, but were not significant.

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

The actions under Goal 4 have been highly effective. The school achieved a 100 percent participation rate in environmental programming, and students continue to receive consistent, high-quality experiences aligned with environmental and ecological literacy initiatives at Journey.

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same for the coming year, the school will focus on improving communication and visibility of environmental programming, particularly through website updates. Due to budgetary constraints, our contract with Earthroots on campus will be discontinued, with consideration given to visiting Earthroots location and property, expanding community partnerships and outreach.

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 to fund programming/on campus field trips led by Earthroots. This program is aligned to Next Generation Science Standards.	\$30,447	N
2	Farming/Gardening	Continue to fund a garden/farm program on campus. This program is aligned to Next Generation Science Standards.	\$60,215	N
3	Communication	Update website and social media outlets regarding Eco literacy efforts at Journey.	\$448	N
4	Field Trips and Overnight Camping Trips	Continue to fund field trips and overnight trips that are aligned with environmental literacy and nature exploration.	\$152,353	N

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	74	126	-10 participants
2	Percentage of students represented by parent participation in annual Parent Survey for School Improvement	15%	15.5%	13.8%	30%	-1.2% of students represented
3	Percentage of parent body volunteering at the school (annually)	49%	52%	68%	70%	+19% volunteers

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026 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.

Implementation of Goal 5 was moderate, with strong systems in place but limited growth in engagement outcomes. Communication platforms such as ParentSquare and Aeries were effectively maintained, and systems for annual giving were strengthened. Parent education opportunities were offered, though participation rates were less than desired.

Challenges include low participation rates in parent surveys and a lack of midyear data on volunteer engagement. While foundational systems are in place, increasing meaningful parent participation remains an ongoing challenge.

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.

Expenditures were generally aligned with the adopted budget, though some areas, such as parent education, reflected lower spending due to limited implementation. The report card system also came in slightly under budget.

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

The effectiveness of actions under Goal 5 is mixed. Communication systems are functioning well and provide consistent access to information for families. Fundraising systems have improved in organization and tracking. However, these systems have not yet translated into a significant increase in parent engagement, as evidenced by low survey participation and limited measurable growth in involvement.

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same for the coming year, the school will implement more intentional strategies to increase parent survey participation and expand parent education offerings.

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.	\$46,078	N
2	Report Card Access	Fund Report Card Maker system to communicate student achievement to parents.	\$690	N
3	Student Information System	Fund student information system for parents to utilize and access.	\$3,504	N
4	Parent Education	Coordinate and fund guest speakers and related events. Provide parent education on developmental stages, social emotional “leaps,” and age-appropriate expectations.	\$1,604	N
5	Annual Giving	Continue donation/fund development processes and tracking for annual giving purposes.	\$2,575	N
6	School Website	Redesign/improve school website.	\$5,000	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$385,914	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.75%	0%	\$0	5.75%

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

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

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,582,459.09	\$ 7,664,013.07

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	\$ 109,575	\$ 99,512
1	2	Develop Special Education Programming at Journey	No	\$ 1,517,000	\$ 1,436,952
1	3	Interventions/Three Care Streams	No	\$ 176,656	\$ 171,377
1	4	Mentorship and Professional Development	No	\$ 64,148	\$ 57,861
1	5	Curriculum and Training	No	\$ 20,600	\$ 28,342
1	6	Assessment and Data	No	\$ 1,902	\$ 1,846
1	7	High Quality Instruction	No	\$ 2,328,326	\$ 2,366,641
1	8	Middle School "Honors" Track	No	\$ 101,912	\$ 100,915
1	9	"Teacher on Special Assignment" (TOSA)	No	\$ 96,547	\$ 96,547
1	9	"Teacher on Special Assignment" (TOSA)	Yes	\$ 205,999	\$ 210,461
1	10	Expanded Learning Opportunity Program	No	\$ 185,000	\$ 175,000
1	11	Tutoring	No	\$ 43,196	\$ 42,414
1	12	Typing	No	\$ 3,000	\$ 3,000
2	1	Access to a Broad Course of Study	No	\$ 538,164	\$ 456,636
2	2	Improve Attendance Messaging and Attendance Tracking	No	\$ 107,442	\$ 107,444
2	3	Independent Study	No	\$ 175,720	\$ 203,198
2	4	Safe and Secure Learning Environment	No	\$ 248,433	\$ 333,297
2	5	Little Acorns	No	\$ 152,446	\$ 75,661
2	6	Nutrition	No	\$ 234,005	\$ 231,304
3	1	Fund access to mentorship and Professional Development	No	\$ 66,873	\$ 54,714
3	2	Fund specialized Staff Members	No	\$ 149,214	\$ 272,354
3	2	Fund specialized Staff Members	Yes	\$ 216,126	\$ 208,689

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,582,459.09	\$ 7,664,013.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	Implement SE Curriculum	No	\$ 430,104	\$ 417,095
3	3	Implement SE Curriculum	Yes	\$ 27,283	\$ 64,874
3	4	Increase Student Supervision	No	\$ 116,604	\$ 143,023
3	5	Janitorial services to ensure clean school facilities	No	\$ 135,200	\$ 174,557
3	6	Bullying Prevention	No	\$ 59,432	\$ 54,207
4	1	Earth Roots programming	No	\$ 25,750	\$ 29,560
4	2	Farming/Gardening	No	\$ 5,150	\$ 2,575
4	3	Communication	No	\$ 824	\$ 438
5	1	School Communication	No	\$ 31,483	\$ 34,690
5	2	Report Card Access	No	\$ 618	\$ 670
5	3	Student Information System	No	\$ 2,586	\$ 3,402
5	4	Parent Education	No	\$ 3,141	\$ 1,558
5	5	Annual Giving	No	\$ 2,000	\$ 3,200

25-26 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	\$ 449,408	\$ 484,023	\$ (34,616)	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	9	"Teacher on Special Assignment" (TOSA)	Yes	\$ 205,999	\$ 210,460.87	0.000%	0.000%
3	2	Fund specialized Staff Members	Yes	\$ 216,126	\$ 208,688.54	0.000%	0.000%
3	3	Implement SE Curriculum	Yes	\$ 27,283	\$ 64,873.97	0.000%	0.000%

25-26 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%	\$ 484,023	0.000%	7.628%	\$0.00 - No Carryover	0.00% - No Carryover

26-27 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 %)
26-27	\$ 6,707,293	\$ 385,914	5.754%	0.000%	5.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,805,948	\$ 1,322,763	\$ -	\$ 321,149	\$ 7,449,860.15	\$ 5,897,095	\$ 1,552,765

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	\$ -	\$ 103,427	\$ 44,309	\$ 59,118	\$ -	\$ -	\$ 103,427	0.000%
1	2	Develop Special Education Programming at Journey	SPED	No	Schoolwide		Journey School	On going	\$ 873,479	\$ 400,216	\$ 374,639	\$ 810,316	\$ -	\$ 88,740	\$ 1,273,695	0.000%
1	3	Interventions/Three Care Streams	All	No	Schoolwide		Journey School	On going	\$ 179,140	\$ -	\$ 161,226	\$ 17,914	\$ -	\$ -	\$ 179,140	0.000%
1	4	Mentorship and Professional Development	All	No	Schoolwide		Journey School	On going	\$ 14,188	\$ 46,166	\$ 57,353	\$ -	\$ -	\$ 3,000	\$ 60,353	0.000%
1	5	Curriculum and Training	All	No	Schoolwide		Journey School	On going	\$ -	\$ 32,245	\$ 32,245	\$ -	\$ -	\$ -	\$ 32,245	0.000%
1	6	Assessment and Data	All	No	Schoolwide		Journey School	On going	\$ -	\$ 1,905	\$ 1,905	\$ -	\$ -	\$ -	\$ 1,905	0.000%
1	7	High Quality Instruction	All	No	Schoolwide		Journey School	On going	\$ 2,909,345	\$ 27,810	\$ 2,819,777	\$ 65,926	\$ -	\$ 51,451	\$ 2,937,155	0.000%
1	8	Middle School "Honors" Track	All	No	Schoolwide		Journey School	On going	\$ 95,744	\$ -	\$ 95,744	\$ -	\$ -	\$ -	\$ 95,744	0.000%
1	9	Elementary "Teacher on Special Assignment" (TOSA)	All	Yes	Schoolwide	All	Journey School	On going	\$ 218,662	\$ -	\$ 218,662	\$ -	\$ -	\$ -	\$ 218,662	0.000%
1	10	Expanded Learning Opportunity Program	All	No	Schoolwide		Journey School	On going	\$ -	\$ 85,150	\$ -	\$ 85,150	\$ -	\$ -	\$ 85,150	0.000%
1	11	Tutoring	All	No	Schoolwide		Journey School	On going	\$ 39,891	\$ -	\$ -	\$ 39,891	\$ -	\$ -	\$ 39,891	0.000%
1	12	Vision and Hearing Screening	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	\$ 387,813	\$ -	\$ 357,036	\$ 30,776	\$ -	\$ -	\$ 387,813	0.000%
2	2	Attendance	All	No	Schoolwide		Journey School	On going	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
2	3	Independent Study	All	No	Schoolwide		Journey School	On going	\$ -	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500	0.000%
2	4	Safe and Secure Learning Environment	All	No	Schoolwide		Journey School	On going	\$ 156,104	\$ 60,510	\$ 216,615	\$ -	\$ -	\$ -	\$ 216,615	0.000%
2	5	Little Acorns	All	No	Schoolwide		Journey School	On going	\$ 95,950	\$ -	\$ -	\$ 95,950	\$ -	\$ -	\$ 95,950	0.000%
2	6	Nutrition Services	All	No	Schoolwide		Journey School	On going	\$ -	\$ 225,581	\$ 52,348	\$ -	\$ -	\$ 173,234	\$ 225,581	0.000%
2	7	Facilities and Maintenance	All	No	Schoolwide		Journey School	On going	\$ -	\$ 187,009	\$ 168,308	\$ 18,701	\$ -	\$ -	\$ 187,009	0.000%
3	1	Fund access to mentorship and Professional Development	All	No	Schoolwide		Journey School	On going	\$ 68,879	\$ -	\$ 68,879	\$ -	\$ -	\$ -	\$ 68,879	0.000%
3	2	Fund specialized Staff Members	All	No	Schoolwide		Journey School	On going	\$ 331,137	\$ 0	\$ 243,888	\$ 82,525	\$ -	\$ 4,724	\$ 331,137	0.000%
3	2	Fund specialized Staff Members	All	Yes	Schoolwide	All	Journey School	On going	\$ 184,524	\$ -	\$ 184,524				\$ 184,524	0.000%
3	3	Implement SE Curriculum	All	No	Schoolwide		Journey School	On going	\$ 84,298	\$ -	\$ 84,298	\$ -	\$ -	\$ -	\$ 84,298	0.000%
3	4	Increase Student Supervision	All	No	Schoolwide		Journey School	On going	\$ 144,301	\$ -	\$ 144,301	\$ -	\$ -	\$ -	\$ 144,301	0.000%

26-27 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
\$ 6,707,293	\$ 385,914	5.754%	0.000%	5.754%	\$ 403,186	0.000%	6.011%	Total:	\$ 403,186
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 403,186

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	Elementary "Teacher on Special Assignment"	Yes	Schoolwide	All	Journey School	\$ 218,662	0.000%
3	2	Fund specialized Staff Members	Yes	Schoolwide	All	Journey School	\$ 184,524	0.000%