

*Journey School
A California Public Charter School*

REGULAR MEETING AGENDA

**Thursday, January 25, 2024
6:00 p.m.**

*At Journey School, 27102 Foxborough, Aliso Viejo, CA 92656
(949) 448-7232 www.journeyschool.net*

NOTE: Board members will be conducting the meeting in person at the Journey School campus and will also plan to livestream the meeting via Zoom using. Members of the public wishing to observe and/or contribute may participate in person at the school OR via the Zoom meeting by accessing the webinar. See guidelines below for public comment opportunities.

ZOOM LINK:

<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnlC6wnsvu9uqK8j.1>

Meeting ID: 860 2502 9240 Passcode: 92629

One tap mobile: +16694449171,,86025029240#,,,*92629# US

Call In by Phone: 1 669 444 9171 US

BOARD MEMBERS:

*Amy Capelle, Council President
Melissa Dahlin, Board Vice President
Margaret Moodian, Council Secretary
Jeannie Lee, Board Member
Michael Allbee, Board Treasurer*

ADVISORY POSITIONS:

*Faculty Advisor - TBD
Parent Cabinet Advisor - Cassie Kawling*

INSTRUCTIONS FOR PRESENTATIONS TO THE COUNCIL BY PARENTS AND CITIZENS

SPECIAL NOTE: To participate via video and/or teleconference and/or webinar, please follow the instructions given at the time of the meeting to announce or identify yourself at the appropriate time if you wish to address the Council and the chair will allow you to speak in accordance with the time limits listed below. The processes below will be modified to accommodate the format of the meeting, however the time limits are still in effect, and are subject to modification by the Council during the meeting.

Journey School welcomes your participation at the school's Council meetings. The purpose of a public meeting of the Council is to conduct the affairs of Journey School in public. We are pleased that you are

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in attendance. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. *Agendas are available to audience members during the meeting and on the school website.*
2. *“Request to Speak” cards are available for all audience members who wish to speak on any agenda items or under the general category of “Public Comment.” “Public Comment” time is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not discuss your issue, respond in substance or take action. These presentations are limited to five (5) minutes (ten (10) minutes if a translator is needed) and total time allotted to non-agenda items will not exceed thirty (30) minutes. The Council may give direction to staff to respond to your concern.*
3. *With regard to items that are on the agenda, you may specify that agenda item on your “Request to Speak” card. Following the presentation on that agenda item by staff, school committees or the public, the President/Chairperson will recognize members of the public who have submitted a “Request to Speak” card. This period precedes Council discussion and deliberation. You will be given an opportunity to speak for up to five (5) minutes (ten (10) minutes if a translator is needed).*
4. *When addressing the Council, speakers are requested to state their name and adhere to the time limits set forth.*

Notices: *Journey does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Please notify the office at (949) 448-7232 seventy-two (72) hours prior to the date of the meeting for disability accommodations necessary in order to participate. Per California Government Code section 54957.5(b), Journey shall make materials that are part of the regular agenda packet available in the office and/or on the school’s web site www.journeyschool.net without delay and at the same time they are distributed to the Council.*

	AGENDA ITEM	SPONSOR	EST. TIME
1	Call to Order and Roll Call	Amy Capelle	6:00
2	Inspirational Passage	Shelley Kelley	6:05
3	Approval of Agenda* NOTE: The order of the agenda may be changed without prior notice to the public.	Amy Capelle	6:10
4	PUBLIC COMMENT: Members of the public may contribute public comment. Reminder: See policy above for time guidelines.	Amy Capelle	6:15
5	CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items. A. Approval of Minutes*: Minutes from the meeting held on December 18, 2023 .	Gavin Keller	6:30

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	<p>B. School Accountability Report Card (SARC)*: Ratify annual SARC, reporting on 2022-2023 school year, to be submitted to CDE and posted on the school website by February 1, 2024.</p> <p>C. Updates to 2023-24 Staffing Plan*: Ratification of changes to the Staffing Plan to meet current needs.</p>		
6.	<p>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</p> <p>A. Recap of Alliance for Public Waldorf Conference</p> <p>B. Board Development and Strategic Planning*: Review of self-study completed by Journey staff in preparation for Alliance for Public Waldorf Education accreditation review process.</p> <p>C. Calendar of Annual Board Topics*: Review content and timing of the guiding document to ensure the board visits required and necessary topics on an annual or regular basis.</p>	<p>Shelley Kelley</p> <p>Shelley Kelley</p> <p>Amy Capelle</p>	6:35
7	<p>INFORMATION ITEMS: Reports</p> <p>A. Financial Update*: Report on November and December financials and January Governor’s Budget Proposal.</p> <p>B. Faculty Update: Update on Faculty activities.</p> <p>C. Parent Cabinet Update: Update on Parent Cabinet activities</p> <p>D. Administrative Update: Report from School Director on facilities, school events, Special Education, student achievement and mental health, school attendance, enrollment, lottery and Art of Teaching plans for the summer.</p>	<p>Larry Tamayo</p> <p>TBD</p> <p>Cassie Kawling</p> <p>Gavin Keller</p>	7:15
8	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Union Negotiations* - Sunshine process for the Journey Teacher Association, by which they are required to share articles from the Collective Bargaining Agreement that they wish to renegotiate.</p> <p>B. Renewal MOU and Charter Assurances Agreement with Capistrano Unified* - Review of agreement with authorizing agency regarding various requirements for Journey School</p> <p>C. Comprehensive School Safety Plan* - Annual review and discussion of Journey School’s Comprehensive School Safety Plan , including updates to the plan as it relates to gun safety.</p>	Gavin Keller	8:00

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	D. Overnight Camping Trips* - Update, discussion of financial implications and review of proposed plan for overnight field trips.		
10	<p>Closed Session</p> <p>A. Pursuant to Government Code § 54957.6: Public Employee Compensation</p> <p>B. Pursuant to Government Code §54957.6: CONFERENCE WITH LABOR NEGOTIATORS: Update on the negotiations for 2023-24 CBA</p> <p>Employee organization: Journey Teachers' Association/CTA Agency designated representative: Gavin Keller</p> <p>RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at: ___ p.m.</p> <p>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)</p>	Amy Capelle	8:45
11	Adjournment	Amy Capelle	8:45

*Agenda publicly posted at Journey School on January 22, 2024.
And on the school website at www.journeyschool.net*

**Items that are expected to have back up materials provided prior to or at the meeting are indicated with an asterisk. Other items may also have back up materials provided.*



Gaylen Corbett <gcorbett@journeyschool.net>

Invoking AB2449

Amy Capelle <amy@journeyschool.net>

Mon, Jan 22, 2024 at 5:42 PM

To: Gaylen Corbett <gcorbett@journeyschool.net>, Gavin Keller
<gavin@journeyschool.net>

Hello Gaylen and Gavin,

I'm requesting to participate in this week's board meeting on Thursday, 1/25 via Zoom. I have a contagious illness and don't wish to share it with you all. Please let me know if you need more information. Thank you.

Amy

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Amy Capelle
Journey School Council President and Board Trustee
amy@journeyschool.net
310-383-9438

Journey School
A California Public Charter School

Monday, December 18, 2023

REGULAR MEETING MINUTES - DRAFT

6:00 p.m.

Held at Journey School, 27102 Foxborough, Aliso Viejo, CA 92656

(949) 448-7232

www.journeyschool.net

AGENDA ITEM	
1	<p>Call to Order and Roll Call - The meeting was called to order at 6:11 p.m.</p> <p><i>Amy Capelle, Council President - Present</i> <i>Melissa Dahlin, Board Vice President - Present</i> <i>Margaret Moodian, Council Secretary - Present</i> <i>Jeannie Lee, Board Member - Present</i> <i>Michael Allbee, Board Treasurer - Present</i> <i>Parent Cabinet Advisor - Cassie Kawwling</i></p>
2	<p>Inspirational Passage: Melissa shared two inspirational passages. "closing the chapter of this year with reflection..." – each year teachers us something new.... recognizing challenges – moments of growth....</p>
3	<p>Approval of Agenda*: Margaret made a motion to approve the agenda. Melissa seconded and it was unanimously approved.</p>
4	<p>PUBLIC COMMENT: There were no members of the public present.</p>
5	<p>CONSENT AGENDA ITEMS: Amy pulled the October minutes from the consent agenda. — made a motion to items B and C on the consent agenda. — seconded and items B and C were approved.</p> <p>A. PULLED FROM CONSENT - Approval of Minutes*: Minutes from regular meeting, October 26, 2023. Amy stated that "30 days of cash on hand" should be changed to "130 days".</p> <p>B. First Interim Financial Report*: Approval of First Interim Report, based on financial information including budget on actuals.</p> <p>C. 2023-2024 Staffing Plan*: Approval of updates to the staffing plan.</p> <p><i>Margaret made a motion to approve the October 26, 2023 minutes with the change noted above. Mike seconded the motion and it was approved by all.</i></p>

6.	<p>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</p> <p>A. Board Strategic Planning*: Update on work with Alliance for Public Waldorf, self-study and peer review. Jeannie shared about the self-study process, which started back in June. Staff members started the process, PEDCO reviewed their work, and sent it back to the staff for further development. At this time the self-study is nearly complete. Gavin noted that it has been a healthy process to have the entire staff working together. The next step is for the Alliance to visit the school this spring to spend several days observing our program to make sure that our self-study is accurate compared to what is actually happening on campus. Following that visit, the Alliance will determine if we have met all requirements to be awarded accredited status.</p> <p>Jeannie shared that one of the discussions that arose out of the self-study process is the need to work towards better communication and cooperation between main class teachers and specialty teachers. One of the issues has been main class teachers and the special ed team pulling students out of specialty classes. Discussions around these issues have been productive.</p>
7	<p>INFORMATION ITEMS: Reports</p> <p>A. Financial Update*: Larry reported on October financials and first interim report. Our attendance has been higher than expected, and we have more students enrolled than what was projected, which will result in additional funding. In spite of this, Larry maintains the more conservative projections for the remainder of the year. The school is now receiving state mental health funds directly, instead of those funds being paid to our SELPA as they were in the past. We're on target with spending as projected this year. Invoices for housekeeping and some other items are coming in higher than expected. Net income is projected to be \$170k this year, which is higher than expected. The school currently has little under \$3 million. Amy asked if there's a penalty for taking money out of the investments before maturity. Mike stated that there's no penalty, but the school wouldn't get the full interest earned if funds are withdrawn early.</p> <p>State Budget: The State is projecting a large budget deficit. As of October 27, the Franchise Tax Board (FTB) reported monthly tax collections of only \$14.9 billion—a shortfall from projections of more than \$27 billion. This shortfall and the one-month extension of the 2022 tax filing deadline caused the LAO to postpone the publication of its Fiscal Outlook to early December as multi-billion dollar discrepancies can have significant impacts on the overall State Budget and Proposition 98. The LAO is now projecting the 2024-25 statutory COLA to be approximately 1.00%—a significant decrease from the Newsom Administration's June 2023 estimates. We expect that the DOF, which has significantly more data now than in June 2023, will downgrade its projection when Governor Gavin Newsom presents his State Budget proposal on January 10, 2024. While the final statutory COLA won't be known until April 2024, the likelihood of it being 3.94% appears to be slim to none.</p> <p>Fortunately, Journey School has some 'one-time funds' that we have not spent yet, while many schools have already spent those funds. Amy asked if Larry has seen other schools create endowment funds. Larry will look into it to see how they structured their endowment funds.</p> <p>B. Faculty Update: Paul Breazeale did not attend the meeting, but shared the following written update on faculty activities:</p>

Hello members of the Board,

I am sorry I couldn't be here in person tonight because I was looking forward to chatting with all of you. If you saw me on campus today you saw I was wearing a mask. I think I got whatever sickness has been going around Journey, and I got no sleep last night because of it. Gavin and Jeannie said it would be ok for me to do a write up for my "faculty share out". If you have any further questions I'm happy to talk to you, and feel free to email me.

We as a faculty are currently in the busiest time of the year. The rush to the holidays is always filled with class parties, school assemblies, kids getting sick, kids getting excited, etc. So, to be completely honest the overwhelm is very real this time of year. From my perspective, despite the overwhelm, the morale among the staff remains fairly high.

In my current class we just finished our second block of the Ancient Hebrew Stories. We used Thinking Maps to plan our brainstorm, create a rough draft, edit it, and put the finished product in our Main Lesson Books. We also drew pictures of these stories.

In my math practice periods we are working our times tables in earnest. In ELA we are continuing to learn spelling rules and the proper way to make sentences. My weekly "Celebrations of Information" (Spelling tests) reinforce the skills we are learning.

I just wanted to share out a few personal observations and changes that I have really appreciated this year at school:

1.) The addition of Mary Luhrs has been nice. It has been great to have Gavin and Shelley more available for discipline and curriculum questions instead of hearing that "they're in an IEP".

2.) I know this isn't popular among all staff but I have personally loved the additions of the security fences. It's unfortunate to say, but in this day and age having a secure campus is important. I am hoping the key fob system will be ready asap. I hope that we continue to extend the fence heights around campus for the safety of all.

Thank you!

Paul Breazeale

C. Parent Cabinet Update: *Cassie shared an update on Parent Cabinet activities. Harvest Faire was a huge success, in spite of some volunteer gaps. PC is training new volunteers to take over the event for those parents who are stepping down. Fairy Market was also a successful event with lots of joy from students and parent volunteers. Gavin attended the most recent PC meeting to share an overview of the school's LCAP. Cassie shared a comment that PC members should be invited to provide input every year. Cassie also mentioned that she received a request for notes from a recent Coffee Talk. She replied that notes are not taken or shared, and referred the parent to reach out to Gavin or Shelley with any questions. Cassie noted that the lack of staffing at the front desk makes the space less welcoming and challenging for parents who need assistance. Finally, Cassie inquired about having field trips planned out for each grade by PEDCO. Gavin clarified that the recommendations to be made by PEDCO will make sure that field trips are aligned with our curriculum. The plan will also take into consideration the financial costs that field trips impose on the school*

and on families. Administration and PEDCO are striving to ensure that trips are equitable for each grade level regardless of various factors.

D. **Administrative Update:** Gavin shared a report from administration including update as follows: Classes have participated in their lantern walks. Spiral Walks are happening now. Santa Lucia day happened last week. Amy suggested looking into purchasing fire blankets for safety. Gavin thanked Melissa for the alumni survey data, which has been shared with the community in our newsletter. Mike suggested making the next newsletter shorter.

Parent Education is going well, studying Conscious Discipline. The Zoom sessions have been fairly well attended. Lou Harvey Zahra provided a talk offering guidance on creative and conscious parenting. Admin has been having discussions about the possibility of offering our Waldorf Foundations program to parents.

The school opened an investment account per the board's direction, investing \$1.5 million in treasury bills. \$450k was invested in a 12 month treasury bill. The remaining funds were invested in 3, 6, and 9 month treasuries bills which will mature at these intervals. Mike stated that the average yield is 5.4% which could make the return around \$70k.

Our application for the Green Ribbon Award was declined since we already received the award previously, which has made us ineligible to win again. Mike suggested creating a flier highlighting our "green" practices that are implemented on a daily basis.

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SCHOOL OPERATIONS: Discussion/Action

A. **2022-23 Audit Report*:** Larry shared the review of the school's annual audit report for the previous fiscal year. He noted that there were no findings in the audit. There were a couple of adjustments. CLA recommends recognizing the Employee Retention Credit funds since they are subject to IRS review to determine eligibility. ERC for nonprofits is recognized as a grant. This changes the net income that was originally reported.

B. **Achievement Data Presentation*:** Gavin reviewed the results of CAASPP testing, IlluminateEd achievement data and the California Dashboard. The school also participated in ELPAC for English Learners. There are no students who are eligible for alternative assessments. On the science test for 5th and 8th graders, the number of students exceeding standards increased, and the number of students who did not meet the standards decreased, although our science test scores were lower overall. School closures due to COVID in recent years may have negatively impacted these scores. We are now piloting a standardized science curriculum for 5th graders. Multiple Measures is very helpful to interpret this data. Through their software, we can see very detailed results for each student. Gavin has asked teachers to provide differentiated support for students based on the results of this testing. Margaret asked if students can opt out. Gavin clarified that yes, students can opt out, and he outlined how opting out negatively affects our school. All students are encouraged to participate in the testing process.

Our scores in math and language arts also declined. Testing cohorts were very different from 2022 to 2023. This year 311 students tested, while only 220 tested in 2022. We were growing enrollment

when testing took place in 2022 resulting in 91 students less. Also this year our younger students have had less exposure to academic technology than our students did during the pandemic years. Mike proposed that computer skills could be taught in the younger grades to help correct this, recognizing that there would be pros and cons to this solution. The other factor that affected test scores was attendance. Amy pointed out that our support staff has been reduced each year since the end of the pandemic. Gavin noted that the demographics of the school have changed in recent years which also affects test scores. Jeannie noted that since the recent inception of our honors program, many students are opting into more difficult math classes.

- C. **Special Education Local Plan Agency (SELPA)*:** Gavin reviewed the possibility of using El Dorado Charter SELPA as a potential option for future provision of special education services at Journey School. One of the conditions that CUSD has placed on Journey includes a significant increase in SPED encroachment to account for additional staffing to meet the needs of the school. The district seems to be supportive of Journey seeking SPED services elsewhere. All other charter schools in Orange County have left CUSD. At El Dorado, they are focused on SPED services. El Dorado SELPA would have the opportunity to review our school and determine if they are willing to provide us with services. L.A. County is another option. CCSA has recommended El Dorado. This would be similar to what CUSD is providing now, in terms of staffing. The Director of Student Support would be the administrator serving the SPED services division. The plan includes additional para-professionals. The cost is similar to what we are paying CUSD for their encroachment fees. Hiring and creating a program will be challenging, but Gavin feels that this is a better option than staying with CUSD. Jeannie asked if potential legal fees associated with this change are included. Gavin stated that yes, we have allotted funding to cover legal fees in case any lawsuits arise in the course of running our own special education program, however he expects that the number of lawsuits would decrease if we run our own program since the school would have more freedom to create specialized solutions to meet the needs of students. If students apply to the school in need of those specialized services, we could create a wait list for students instead of automatically admitting them.

The application process for El Dorado opens up in January. We would know by April if we are approved to join their SELPA. Gavin noted that if we change to another SELPA, this would be a material change and would require a revision of our charter.

Margaret made a motion to authorize Gavin to apply to join El Dorado SELPA, and to notify CUSD that we are applying to another SELPA. Melissa seconded the motion and it was approved by all.

- D. **Universal Transitional Kindergarten Programming*:** Gavin shared an update of plans for transitional kindergarten (UTK) programs for the 2024-2025 school year. With this change to the program, we will be required to reduce the student to teacher ratio from 12:1 to 10:1. The proposal for our UTK program is to offer a one year program taking place from 11:00 a.m. to 3:00 p.m. There would be a maximum of 16 students per UTK. This would bring an additional \$100k of ADA funding.
- E. **Purchase of Laptop Computers for Faculty Use*:** Gavin reviewed the request to purchase laptop computers using approved government funding. The school will order and pay for the laptops, and then be reimbursed by the funding program. Margaret made a motion to approve the purchase of 34

	<p><i>laptop computers and other technology for faculty use, not to exceed the cost of the grant funding. Melissa seconded the motion and it was approved by all.</i></p> <p><i>Jeannie made a motion to conclude the public session and enter closed session. Melissa seconded the motion and it was unanimously approved.</i></p>
9	<p>CLOSED SESSION - <i>The board entered closed session at 9:07 p.m.</i></p> <p>A. <i>Pursuant to Government Code § 54956.9: Conference with legal counsel regarding existing or anticipated litigation</i></p> <p>B. <i>Pursuant to Government Code § 54957: Public Employee Compensation, Executive Director</i></p> <p><i>The board exited the closed session at 9:20 p.m. The following actions were taken by the board:</i></p> <ul style="list-style-type: none"> - <i>The board approved bringing the MOU proposal to CUSD.</i> - <i>The board approved a specific COLA bonus for the Executive Director and administrative staff at his discretion.</i>
11	<p>Adjournment - <i>Jeannie made a motion to adjourn the meeting. Mike seconded the motion and it was unanimously approved.</i></p>

*Agenda publicly posted at Journey School on Thursday, December 13, 2023
And on the school website at www.journeyschool.net*

**Items that are expected to have back up materials provided prior to or at the meeting are indicated with an asterisk. Other items may also have back up materials provided.*

Journey
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	27102 Foxborough Aliso Viejo, CA , 92656-3377	Principal:	Gavin Keller, Executive Director
Phone:	(949) 448-7232	Grade	K-8
		Span:	

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Gavin Keller, Executive Director

📍 Principal, Journey

About Our School

Contact

Journey
27102 Foxborough
Aliso Viejo, CA 92656-3377

Phone: [\(949\) 448-7232](tel:9494487232)
Email: gavin@journeyschool.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Brown, Christopher
Email Address	superintendent@capousd.org
Website	www.capousd.org
School Contact Information (School Year 2023–24)	
School Name	Journey
Street	27102 Foxborough
City, State, Zip	Aliso Viejo, CA , 92656-3377
Phone Number	(949) 448-7232
Principal	Gavin Keller, Executive Director
Email Address	gavin@journeyschool.net
Website	www.journeyschool.net
County-District-School (CDS) Code	30664646117758

Last updated: 1/16/24

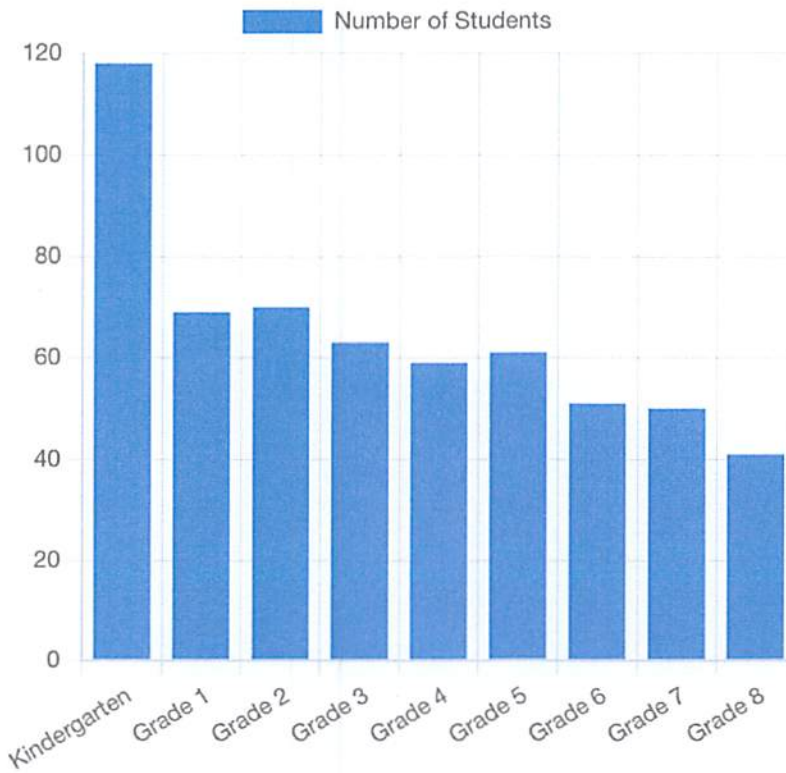
School Description and Mission Statement (School Year 2023–24)

The mission of **Journey School** is to educate TK-8th grade students in Southern California, guided by the Core Principles of Public Waldorf Education, in a public school setting. Journey School is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capabilities of each student by artistically presenting core academic subjects.

Last updated: 1/16/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	118
Grade 1	69
Grade 2	70
Grade 3	63
Grade 4	59
Grade 5	61
Grade 6	51
Grade 7	50
Grade 8	41
Total Enrollment	582



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.80%
Male	52.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.20%
Black or African American	1.70%
Filipino	0.70%
Hispanic or Latino	19.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	13.40%
White	49.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.00%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	24.10%
Students with Disabilities	14.80%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	76.65%	1860.30	90.58%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.60	0.18%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.69%	30.90	1.51%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.85%	28.00	1.36%	12115.80	4.41%
Unknown/Incomplete/NA	3.00	11.77%	130.80	6.37%	18854.30	6.86%
Total Teaching Positions	26.00	100.00%	2053.70	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	79.88%	2142.70	90.61%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.80	0.33%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.02%	53.40	2.26%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	28.70	1.22%	11953.10	4.28%
Unknown/Incomplete/NA	4.00	16.10%	132.00	5.58%	15831.90	5.67%
Total Teaching Positions	24.80	100.00%	2364.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	1.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ol style="list-style-type: none"> 1. All About Reading 2. REWARDS 3. Book Whisperer 4. All About Spelling 5. Step Up To Writing 6. Various "Waldorf Inspired" Resources and Texts 		0
Mathematics	<ol style="list-style-type: none"> 1. Houghton Mifflin - GoMath! 2. Pearson TERC Investigations 3. Singapore Math 4. Various "Waldorf Inspired" Resources and Texts <p data-bbox="597 1423 613 1451">?</p>		0
Science	<p>Various "Waldorf Inspired" Resources and Texts</p>		0
History-Social Science	<p>Various "Waldorf Inspired" Resources and Texts</p>		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Various "Waldorf Inspired" Resources and Texts		0
Health	Various "Waldorf Inspired" Resources and Texts		0
Visual and Performing Arts <small>Note: Cells with N/A values do not require data.</small>	Various "Waldorf Inspired" Resources and Texts		0 <i>Last updated: 1/17/24</i>
Science Lab Equipment (Grades 9-12)	N/A	N/A	0
<p>School Facility Conditions and Planned Improvements</p> <p>According to the most recent Facility Inspection Tool (FIT), Journey School is maintained in good repair with non-critical deficiencies resulting from minor wear and tear and are in the process of being mitigated.</p> <p style="text-align: right;"><i>Last updated: 1/17/24</i></p>			

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: April 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Fair	Water stained ceiling tiles need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Light diffuser panels missing and/or cracked
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Fair	Skid paint is peeling on ramps
Structural: Structural Damage, Roofs	Good	Dry rot on siding
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Swing arm cover is missing on a door

Overall Facility Rate

Year and month of the most recent FIT report: April 2022

Overall Rating	Good
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Last updated: 1/17/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	65%	55%	68%	68%	47%	46%
Mathematics (grades 3-8 and 11)	53%	46%	55%	56%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19%	2.81%	55.31%
Female	150	145	96.67%	3.33%	62.07%
Male	170	166	97.65%	2.35%	49.40%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	18	94.74%	5.26%	66.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39%	1.61%	49.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	52	51	98.08%	1.92%	74.51%
White	177	171	96.61%	3.39%	52.05%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	75	94.94%	5.06%	44.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	70	97.22%	2.78%	30.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19%	2.81%	45.98%
Female	150	145	96.67%	3.33%	44.83%
Male	170	166	97.65%	2.35%	46.99%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	19	18	94.74%	5.26%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39%	1.61%	34.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	52	51	98.08%	1.92%	56.86%
White	177	171	96.61%	3.39%	46.20%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	75	94.94%	5.06%	37.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	44.71%	39.58%	51.47%	52.85%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	96	96.00%	4.00%	39.58%
Female	42	41	97.62%	2.38%	34.15%
Male	58	55	94.83%	5.17%	43.64%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	21	20	95.24%	4.76%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	46.67%
White	56	53	94.64%	5.36%	41.51%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	16	88.89%	11.11%	37.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Students with Disabilities	19	18	94.74%	5.26%	100%
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Career Technical Education (CTE) Programs (School Year 2022-23)

Not applicable for K-8 school setting

Last updated: 1/17/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Not applicable for K-8 school setting

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Not applicable for K-8 school setting

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/17/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Journey School encourages volunteerism and many of our parents choose to support the school in excess of 50 hours of volunteer time during the school year and through summer.

Parent Education opportunities and class meetings are organized and offered monthly. These offerings are communicated to families using ParentSquare.

A PTA exists called "Parent Cabinet". The mission of the Journey School

Parent Cabinet (also know as "PC")
is to support Journey School and their families in building connection, commitment, and a community culture through volunteering. Through parental involvement and related fundraising efforts, PC is able to? donate significant funding each year towards making a Waldorf-inspired education possible in the public realm. The PC Executive Committee can be reached at parentcabinet@journeyschool.net and the group meets on campus at 9:00am on the first Wednesday of each month. These meetings are open to all parents.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

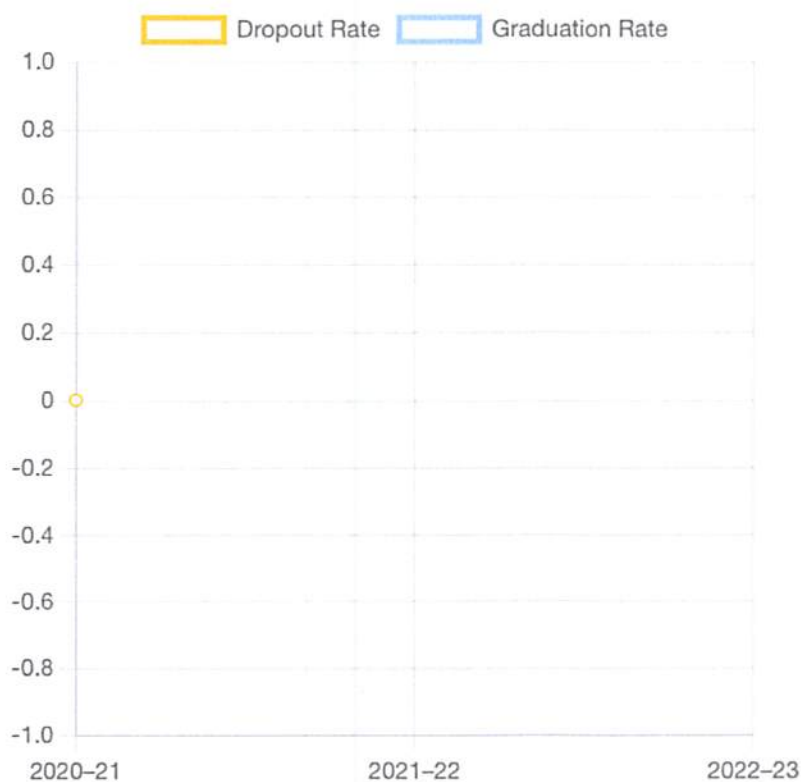
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Not applicable for K-8 setting

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				3.1%	2.7%	4.5%	9.4%	7.8%	8.2%
Graduation Rate				93.2%	94.1%	92.8%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/17/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

No applicable for k-8 setting

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	589	177	30.1%
Female	287	285	92	32.3%
Male	305	304	85	28.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	42	42	13	31.0%
Black or African American	10	10	3	30.0%
Filipino	4	4	2	50.0%
Hispanic or Latino	116	116	36	31.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	80	80	28	35.0%
White	296	294	83	28.2%
English Learners	41	41	11	26.8%
Foster Youth	2	2	0	0.0%
Homeless	1	1	0	0.0%
Socioeconomically Disadvantaged	155	154	51	33.1%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	111	110	41	37.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-
Suspensions	0.18%	1.20%	1.86%	0.49%	1.96%	2.15%	0.20%	3.17%	3.60
Expulsions	0.00%	0.00%	0.00%	0.01%	0.02%	0.05%	0.00%	0.07%	0.08

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.86%	0.00%
Female	0.35%	0.00%
Male	3.28%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.38%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.72%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.25%	0.00%
White	1.69%	0.00%
English Learners	2.44%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.58%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.50%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Journey School has a Comprehensive School Safety Plan. It was last reviewed, updated and approved in March 2023.

Last updated: 1/17/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of	
			Classes* 21-32	Classes* 33+
K	18.00	6		
1	23.00	1	1	
2	25.00		2	
3	26.00		2	
4	24.00		2	
5	28.00		2	
6	23.00		2	
Other**	19.00	1	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of	
			Classes* 21-32	Classes* 33+
K	19.00	4	1	
1	28.00		2	
2	27.00		2	
3	23.00	1	1	
4	27.00		2	
5	21.00		2	
6	28.00		2	
Other**	24.00	1		1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of	
			Classes* 21-32	Classes* 33+
K	22.00	1	4	0
1	28.00	0	2	0
2	28.00	0	2	0
3	28.00	0	2	0
4	28.00	0	2	0
5	28.00	0	2	0
6	25.00	0	2	0
Other**	19.00	1	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Journey School classes are self-contained in grades k-8.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	2	2	
Mathematics	18.00	4	2	
Science	23.00	2	2	
Social Science	23.00	2	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	117

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/17/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	3.00
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/17/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11861.00	\$1486.00	\$10375.00	\$67079.00
District	N/A	N/A	--	\$92478.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/17/24

Types of Services Funded (Fiscal Year 2022–23)

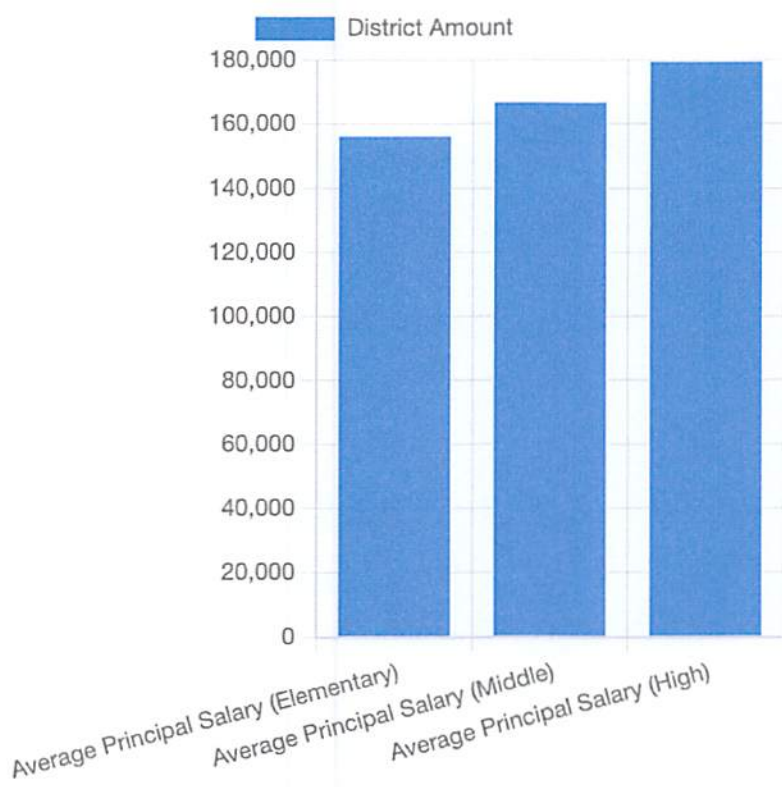
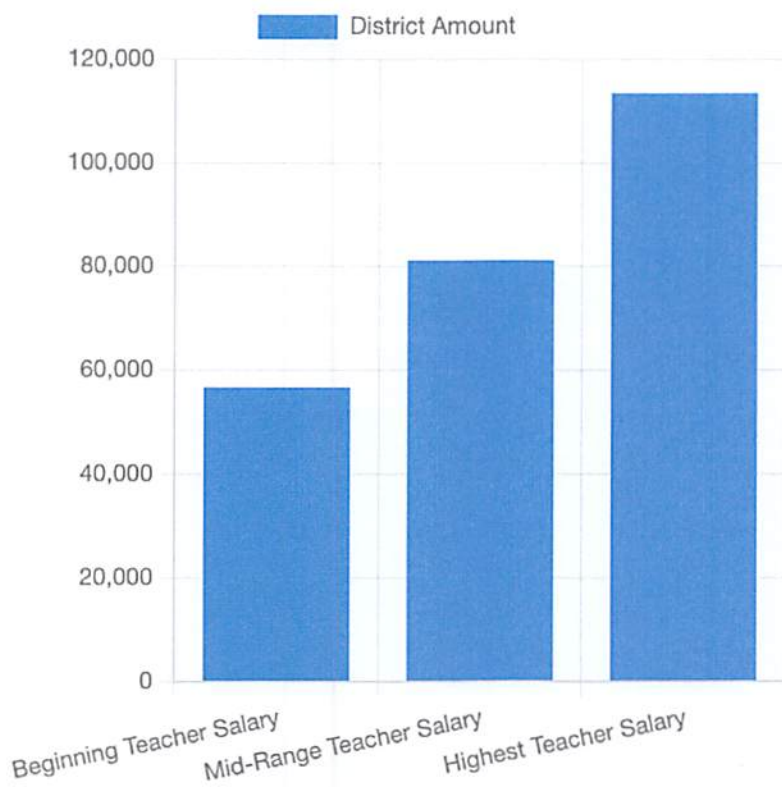
- Waldorf Inspired Educational Approach
- Specialty Programming (Practical Arts, Music, Creative Arts, Digital Media Literacy, Physical Education, Foreign Language, Theatre, Farming)
- Field Trips and Overnight Adventures in Grades 3-8
- Festivals and Events Monthly
- Student Clubs (Photography, Cooking, Farming, Sports, Leadership)
- "Three Care Streams" MTSS for Social Emotional, Behavioral and Academic Interventions
- Special Education Programming
- Enrichment Classes and After School Child Care Programming

Last updated: 1/17/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56698.00	\$55549.60
Mid-Range Teacher Salary	\$81138.00	\$80702.84
Highest Teacher Salary	\$113569.00	\$109417.68
Average Principal Salary (Elementary)	\$156183.00	\$137703.47
Average Principal Salary (Middle)	\$166633.00	\$143759.63
Average Principal Salary (High)	\$179452.00	\$159020.77
Superintendent Salary	\$343493.00	\$319442.91
Percent of Budget for Teacher Salaries	35.85%	30.35%
Percent of Budget for Administrative Salaries	4.75%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/24

Advanced Placement (AP) Courses (School Year 2022–23)

NA

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/17/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

Last updated: 1/17/24

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

NAME	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO/NOTES
ADMINISTRATION and STUDENT SUPPORT			
Gavin Keller	Executive Director	Salary/Exempt BENEFITS	
Shelley Kelley	Education Director	Salary/Exempt BENEFITS	
Mary Luhrs	Director of Student Supports	Salary/Exempt BENEFITS	
Amanda Simmons	Independent Study Director	0.25 FTE (.5 Teacher) Salary/Exempt BENEFITS	
Grace LaHatt	Office Manager and HR Specialist	Salary/Exempt BENEFITS	
Kris Reynolds	Admin Asst: Enrollment, Communication, After School Programs Coordinator	Salary/Exempt BENEFITS	
Shoon Ortiz	Admin Asst: Registrar, Attendance, Reception	Salary/Exempt BENEFITS	
Janet Gates	Information Technology Specialist and Office Support	Salary/Exempt BENEFITS	
Gaylen Corbett	Admin Assistant: Business Specialist/Accounts Payable	Salary/Exempt BENEFITS	
Tia Manushree	Admin. Assistant: School Nurse	Hourly/Non-Exempt	3 Days/Week SHARED
Jenny Wilkes	Admin. Assistant: School Nurse	Hourly/Non-Exempt	2 Days/Week SHARED
Cadence Lusinsky	Counselor	Salary/Exempt BENEFITS	
Rachel Hauser	Counselor	Salary/Exempt BENEFITS	.60 FTE
Jaime Lloyd	Receptionist/Communication Support	Hourly /Non-Exempt BENEFITS	New Hire

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

Vivienne Benjamin	Social Media and Event Support	Hourly /Non-Exempt/Part time	
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MAIN CLASS TEACHERS	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
April Martin	Main Class Teacher	F/T, Salary/Exempt	
Hellene Brodsky-Blake	Main Class Teacher	F/T, Salary/Exempt	
Jill Murphy	Main Class Teacher	F/T, Salary/Exempt	
Fiona Kephart	Main Class Teacher	F/T, Salary/Exempt	Leave - October through February-March
Alison Keaney	Long Term Sub	F/T, Daily Per Diem @ Sub Rate	October through February
Amanda Simmons	Independent Study Teacher	.5 F/T, Salary/Exempt	At employee request, reduced role to .75 FTE including admin duties
Lindsey Ponzo	Independent Study Teacher	F/T, Salary/Exempt	ON LEAVE (Until April 2024)
Kayla Pennington	Main Class Teacher	F/T, Salary/Exempt	Long term sub role in Wildflower and then for several Main Class Teachers through long portions of the school year (anticipated leaves)
Kelli Garcia	Independent Study Teacher	F/T Salary/Exempt	
Lisa O'Niell	Independent Study Teacher	F/T, Salary/Exempt	
Kelly Larson	Main Class Teacher	F/T, Salary/Exempt	
Dennis Kephart	Main Class Teacher	F/T, Salary/Exempt	Leave – February to April April - June
Stacy Kinney	Main Class Teacher	F/T, Salary/Exempt	

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

Jeannie Lee	Main Class Teacher	F/T, Salary/Exempt	
Andrew Goetz	Main Class Teacher	F/T, Salary/Exempt	
Julia Cameron	Main Class Teacher	F/T, Salary/Exempt	
Rita Kandel	Main Class Teacher	F/T, Salary/Exempt	
Kristi Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
Pam Klevit	Main Class Teacher	F/T, Salary/Exempt	
Chandler Boyer	Main Class Teacher	F/T, Salary/Exempt	
Paul Breazeale	Main Class Teacher	F/T, Salary/Exempt	
Heather Boley	Main Class Teacher	F/T, Salary/Exempt	
Jess Johnston	Main Class Teacher	F/T, Salary/Exempt	
Katie Blacker	Main Class Teacher	F/T, Salary/Exempt	
Adam Kilcollins	Main Class Teacher	F/T, Salary/Exempt	
Maisony Schendel	Main Class Teacher	F/T, Salary/Exempt	

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

CERTIFICATED INSTRUCTIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Suzanna Bortz	Remedial Support Lower Grades	16 periods contact 5 prep HOURS DEPENDENT ON TITLE I FUNDING	
Erin O’Niell	Middle School Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Lindsey LaFleur	Middle School Academic Specialist (TOSA)	F/T, Salary/Exempt (Teacher Salary Schedule)	
Miscellaneous	Guest Teachers/Subs.	As needed EXEMPT	

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Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

SPECIALTY Teachers	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Lindsay Fredrickson	Music Teacher Grades 1-3 and 7 th /8 th music elective: ukulele	16 classes 8 prep 4 hours music support in main lesson BENEFITS	
Brandon Wilkes	Garden Instructor	12 classes 6 prep 12 hours maintaining gardens BENEFITS	
Devan Steele	Strings	14 classes 7 prep 3 hours music dept. coordination	
Billy Alexander	Music Elective: Guitar	2 classes 1 prep	
Nicola Wellner	Handwork Grades 5-8	18 classes 9 prep 3 hours specialty program coordination 2 hours assisting Independent Study BENEFITS 50-75 hours annually to work with Parent Cabinet to plan Harvest Faire – reimbursed by PC through their general/annual contribution to the school budget.	
Amanda Hammond	Handwork Grades 1-4	18 classes 9 prep 2 hours assisting Independent Study BENEFITS	
Tania Marquez	Lower Grades Art Enrichment and 7 th /8 th Grade Visual Arts	16 classes 8 prep BENEFITS	

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

Peter Kelley (DML Team)	Digital Media Literacy (DML)	2 classes 1 prep	
Joy Halverson	Games/ Movement	18 classes 9 hours prep BENEFITS	
Eric Deutsch	Games/ Movement	17 classes 8.5 hours prep BENEFITS	Hours include middle school club.
Joshua Crawford	Woodwork	16 classes 8 hours prep BENEFITS	
Janet Caballero	Spanish (Grades 1-8)	20 classes 10 hours prep BENEFITS	NEW HIRE

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Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

CLASSIFIED/INSTRUC-TIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Jahtziry Hernandez	Kindergarten Assistant	NON EXEMPT 28 hours per week BENEFITS	Adjust to Salary during Fiona Kephart Leave (Oct-Feb)
Karen Dillingham	Kindergarten Assistant	NON EXEMPT 28 hours per week	
Erin Warrack	Kindergarten Assistant	NON EXEMPT 28 hours per week	
Isabella Ortiz	Kindergarten Assistant	NON EXEMPT 28 hours per week	New Role
Summer Jones	Kindergarten Assistant Independent Study	NON EXEMPT 16 hours per week	New Hire
Lily Shaw	ISP First Grade Assistant	NON EXEMPT 12 hours per week	
Josiah Adams	First Grade Assistant	NON EXEMPT 18 hours per week	3 Days per week
Rosa Boynton	First Grade Assistant	NON EXEMPT 12 hours per week	2 Days per week
Raz Allen	First Grade Assistant	NON EXEMPT 30 hours per week BENEFITS	
Rachel Verbeek	Violin Assistant	NON EXEMPT 16 hours per week	
Vianney Figueroa	Handwork Assistant	NON EXEMPT 16 hours per week	
Sergio Huertas	Campus Supervision and Custodial Support	NON EXEMPT 35 hours per week BENEFITS	
Tania Marquez	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 12 hours per week BENEFITS	
Jahtziry Hernandez	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 8 hours per week BENEFITS	Long Term Sub – Alison Keaney to absorb hours October – February
Joshua Crawford	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 8 hours per week BENEFITS	

Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

Sarah Kandel	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 20 hours per week	New Hire
Darren Utterback	Elementary School Interventionist and on campus Sub.	NON EXEMPT 32 hours per week BENEFITS	
Joshua Crawford	Construction/ Maintenance	NON EXEMPT 5 hours per week BENEFITS	
Other Misc Campus Supervisor support: Hourly Staff	Campus Supervisor -Before School -After School -Lunch -Recess	NON EXEMPT Approximately 20-25 hours per week of paid support	
Specialty Teacher Meetings/Performances	Specialty Teachers	NON EXEMPT Approximately 8-10 hours per week of collaborative meetings	

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Preliminary JOURNEY SCHOOL STAFFING PLAN 2023-24

CONTRACTORS	TITLE/GRADE	Description/Duration	OTHER INFO
ExED	Business Services	See Contract	See Contract
Earth Roots	Eco-Literacy/Gardening	See Contract	Estimate \$25,000 annually
Black Tiger	IT Consultant	Special projects and complex diagnostics	Estimate \$10,000 annually
David Bocanegra – OC Janitorial Services	Janitorial Service	See contract	Estimate \$60,000 annually
Various	Waldorf Consultants	Provide professional development opportunities and Parent Education on campus	Estimate \$7,000 annually
STRATEGIC KIDS	Staffing	Paraeducators/Substitutes/On Call	Estimate \$120,000

ADDITIONAL HOUR AGREEMENTS PER CBA	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Up to 5 Main Class Teachers (Admin and mentoring services for Certification Program)	Extra Duty Stipend	Hourly Stipend per CBA	8 hours monthly EACH
1 Main Class Teacher (mentoring for new Main Class Teacher hire)	Extra Duty Stipend	Hourly Stipend per CBA	5 hours monthly TOTAL

JOURNEY CHARTER SCHOOL SELF STUDY
2023/2024

Alliance for Public Waldorf Education

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Section A: Summary of Self-Study Process

This summary concludes the document with a description of how all school stakeholders – teachers, administration, governing board, parents, and students – were involved in the process, with some documentation, e.g. questionnaires, surveys, interviews (2-3 pages).

Over the 2022/2023 school year, Journey School’s Pedagogical Committee worked on preparing for our application for full membership in the Alliance for Public Waldorf Education. During our end of year faculty meetings, our Main Class Teachers and Subject Teachers began the self study process by reviewing the Seven Core Principles. They then reflected upon how those principles are living at Journey School. From these meetings, a living document was created. In the fall and winter of the 2023/2024 school year, the faculty reviewed the document generated in the summer meetings and made changes and recommendations. Also in the 2023/2024 school year, the board and parents completed a survey focused on the application of the Seven Core Principles at Journey School. Additionally, our 8th grade students participated in a group discussion about the application of the Seven Core Principles at Journey School.

-Insert copy of parent and board survey here

Section B. Summary of Strengths and Challenges This section summarizes the findings from Part I.B and Part II above (2-3 pages).

Strengths

Challenges

Section C. Preliminary Action Plan.

After completing all prior sections of the Self Study Report, the school looks forward to the remaining years of the seven-year self-study cycle and outlines the path that it will follow in those years. The Action Plan lists 2-3 major priorities and 3-5 minor priorities for future work, specific actions intended to address each of those priorities, and a timeline for accomplishing those action items. (2-3 pages). This Action Plan will be reviewed and finalized after the Site Visit.

Journey School Action Plan Major Priorities:

Journey School Action Plan Minor Priorities:

Section D: Additional Materials

[Copy of Most Recent Authorizer](#)

At its conclusion, the narrative for each principle provides a summary of the school's strengths and challenges regarding each Core Principle and a discussion of plans to enhance the working of the principle in the school (2-4 pages per principle).

Core Principle 1: Image of the Human Being: Public Waldorf Education is founded on a coherent image of the developing human being.

How is the Principle living in the school?

- Journey School faculty and staff demonstrate their commitment and care of each individual child.
- Teachers regularly attend professional development training to reinforce this principle.
- The school has a strong administrative staff and low teacher turn-over, which means that relationships with students are fostered over time to form lasting bonds and trust.
- Journey fosters the unique gifts in each child by offering them exposure to education through numerous modalities and various worldwide cultures.
- The school honors the individual with specialized/individualized support based on specific needs

In what ways has the school explored innovation in relation to this principle?

- The school has maintained many specialty classes throughout its existence in subjects that have been omitted by other public schools. The Council and Administration make sure to include ample funding for specialties in the budget.
- The Hearth is a unique innovation that Journey created for student support

- The Peace Path helps students work through conflicts
- Care Streams and Child Study help students in need of support
- Parent Cabinet focuses fundraising efforts to support Waldorf principles
- PEDCO provides the school with experienced pedagogical guidance
- JS Council provides a broader worldview to guide the school
- Journey presents and participates in a schoolwide Seasonal assemblies
- Journey students participate in grade specific Waldorf school gatherings with other private and charter Waldorf schools from across Southern California.
- There is ongoing financial assistance for our on site teacher training program

In what ways has the school faced challenges or made compromises in relation to this principle?

- The school strives to provide more opportunities for parent education and opportunities to build parent relationships.
- Separating children from technology is an ongoing challenge to positive child development. The school strives to make a more serious commitment to no/low tech. There is frustration among faculty when this goal is not upheld.
- On-going concern about a consistent knowledge base in the faculty of an Anthroposophical understanding of the developing Human Being
- Low attendance at parent education (online and in person)
- Ongoing disconnect between Speciality teachers and Main Class teachers
- Ongoing misunderstanding of the value and importance of our Speciality classes and teachers to Waldorf Education by parents and Main Class teachers

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Create and foster healthy relationships in all areas
- Raise expectations from parents for volunteer participation, parent education, etc.
- School is resuming school-wide assemblies on a regular basis
- Host an international food day (food, dance, etc.)
- Journey will continue fundraising efforts to maintain specialty classes and student support offerings.
- Journey staff continue to learn, explore and understand the picture of human development offered in Anthroposophy via faculty meetings, study and PD.
- **Starting July** 2024, Journey will offer in house summer training for Main Class Teachers with an emphasis on core Waldorf pedagogy (the how and the why) and unifying the school's expectations of Main Class Teachers.

Core Principle 2: Child Development: An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

How is the Principle living in the school?

Though Steiner's developmental Plan can never truly align with Common Core, the two can coexist. We are helping them to coexist by emphasizing the developmental pedagogical approach and acknowledging the standards in the following ways.

- Our charter allows us to reorder the Common Core curriculum to align with the developmental needs of the child. For example, we teach Revolutions in grade 8 instead of grade 5.
- We offer co-aligned standards for each grade instead of just Common Core.
- We offer a developmentally appropriate, play-based kindergarten.
- We incorporate music, movement, and mental math into morning lessons to help awaken the child's head, heart, and hands prior to academic learning.
- We integrate nature studies, music, and art into the curriculum. This has been a guiding stream especially in regard to the question of staying on this campus which has access to trails and wilderness area even though we have started to outgrow the space. Additionally, we have added a garden space to the heart of campus which is our onsite farmer's classroom space. We contract with Earth Roots as well creating a robust EcoLiteracy program.
- All classes perform a class play each year and the content and process are aligned with the developmental phase of the class.

- We integrate gardening across the curriculum, but especially in 3rd grade where these studies particularly meet the developmental needs of the 9 year change.
- We have been able to add Spanish through grades 1-8 per Steiner's indications for a second language.

In what ways has the school explored innovation in relation to this principle?

At Journey School, we understand that the children who are before us are different than they were even just a few years ago. The Covid-19 Pandemic altered family and school life in many ways in both the short and long term. Though we are dedicated to bringing Waldorf pedagogy via a public charter, we also recognise that most of our students will not be able to attend a private Waldorf high school and we do not have a public Waldorf high school in Southern California. Holding all these elements in one picture has led to several innovations.

- Journey School has a Waldorf Foundations training program for all Journey staff. Currently, all Main Class Teachers are Waldorf trained or are in the process of earning their certification.
- Steiner indicates that “experts” are to teach main lesson and subject classes at the high school level. Holding this in mind, Journey School has consciously chosen to begin phasing in experts in the middle school. This stems from Steiner's indications that we as educators need to meet the times we are in, address the current needs of the learners in front of us as well as be practical. The vast majority of our graduates go to local public schools and so we adjust our faculty and curriculum to prepare

them for this inevitability while remaining true to our Waldorf principles. The practical ancillary effect of bringing in experts to teach Math and Humanities in the middle school is that the Main Class Teachers experience less burn out and have a more hygienic teacher life. This also ensures the curriculum is standards aligned.

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

One of the great gifts of being a public charter school is that our teachers are versed in both mainstream pedagogy and Waldorf pedagogy. Additionally, we have a bevy of services that most independent schools cannot provide including a full Special Education department and a Reading Interventionist. However, it's challenging to make sure all these educators with their many gifts and specialties are on the same page.

In our self study, a few questions arose including:

Are all Main Class Teachers following the coaligned curriculum?

Are all Main Class Teachers practicing Waldorf best practices including Main Lesson rhythms, developmentally appropriate circle, mental math, etc?

What do we need to foster alignment in the realms of curriculum and best practices?

The faculty discussed these questions as pointing to a blind spot in our working and topics that call for connection and reflection. We agreed that alignment is one of our biggest challenges. However, we have done some work towards coming into alignment including:

- Having our music teacher push into middle school to help with music for circle. Our Main Class Teachers discovered that a little guidance goes a long way.
- Again, all Main Class teachers are Waldorf trained or in training helping to expose teachers to the content and best practices.
- We are in the process of aligning all our field trips across the grades so that they arise from the Waldorf curriculum and are developmentally appropriate.

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> • On site Waldorf teacher training • We have a coaligned curriculum/sequence per our charter to meet developmental readiness. • Class Trips are being aligned • Utilizing specialty teacher knowledge • Special Education department and reading interventionist • Utilization of experts in middle school 	<ul style="list-style-type: none"> • SPED program and Waldorf pedagogy are not always synced nor well communicated • Curriculum and state assessments aren't aligned, but tests must still be administered • Perceived blind spot in curriculum and best practices alignment • The co-alignment can be a challenge if changes aren't communicated to teachers. • Professional evaluations of faculty is inconsistent • Feedforward of evaluations also is inconsistent • Classroom storage and space are ongoing issues (too little) • Shared classroom space is a challenge

- | | |
|--|---|
| | <ul style="list-style-type: none">• Subject teachers would desire a deeper understanding of Waldorf Pedagogy overall and in subject class specifically• Main Class teachers lack understanding of the value of Subject Classes |
|--|---|

Core Principle 3: Social Change Through Education: Public Waldorf education exists to serve both the individual and society.

The picture of the tower and seeing more and more into the world, capstone 8th grade....

How is the principle living in the school?

● **Social awareness through.....**

- Green Ribbon School
- Earthroots classes
- Developmentally appropriate, academically informed in depth thinking
- Initiative, confidence necessary to transfer intentions into reality
- Interest in the world: Creating global and cultural interest through festivals of different cultures.
- Compassionate Campus: Class buddy program/class meeting
- Cultivation of a moral responsibility for the environment of of campus
- Conscious Discipline
- Stories of cultural competence (customs, traditions, etc)

In what ways has the school explored innovation in relation to this principle?

- Peace path
- Caroling Club
- Fundraising for donations, adopt-a-family
- 8th grade project mentoring
- The Memory Project
- 6th grade knighting projects – service component
- Pedagogical stories/ imagination
- Buddy classes
- Business Math Donations
- Earthroots

- Heifer International
- Digital Media Literacy (analyzing online content, but also creating content)
- Adult ESL classes on campus (through community college, free tuition)
- Service to community: Isaiah House, Community service parent volunteers
- Farming, exposure and understanding permaculture principles
- Aliso Creek Restoration Project
- Activities with other Waldorf schools, both private and private (pentathlon, medieval games, track meet)

In what ways has the school faced challenges or been compromised in relation to this principle?

- Including students in clothing drives, etc
- language barrier, adequate support of EL learners
- School of choice, our school community doesn't necessarily reflect the diversity of surrounding community
- Consistency of service (projects/field trips) throughout the grades
- Difficulty in restarting in-person community service since pandemic, volunteer age rules/regulations
- Engagement of parents in parental education/activities
- Depth of understanding of faculty's knowledge of the full spectrum of programming offerings

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- teachers pick partners/groups to diversify social
- more grade band activities, improve (improve what?)

- team building with class, buddies, grade up, friends Friday
- mix with other groups outside of class
- Community outreach
- Committees through Parent Cabinet
- Incorporating service field trips into each grade band
- Consistency in Subject and MCT meetings throughout the year

Core Principle 4: Human Relationships: Public Waldorf Schools foster a culture of healthy relationships.

Core ideas:

- Relationship based learning
- Healthy relationships with parents, colleagues, and stakeholders
- Community life

How is the principle living in the school?

- Feedback from graduates and parents shows they loved the community at Journey School
- Numerous community events throughout the school year including Harvest Faire, Lantern Walk, Autumn All School Gathering, Sukkot potluck, Spiral walk, etc, etc.
- Grades classes perform class plays for the other classes
- Compassionate Campus and bi-weekly Class Buddy time
- Peace Path
- Hearth
- Lunch Bunch
- Counselors on Campus
- Kindergarten Leadership
- Student Support Circles/Care Stream
- Class Meetings
- Grades Right of Passage Events (Pentathlon, Medieval Games, Track Meet, etc, etc) with other Southern California Waldorf School

In what ways has the school explored innovation in relation to this principle?

- Digital Media Literacy classes
- Peace Path

- Lunch Bunch
- Alumni Booth at Harvest Faire
- Conscious Discipline
- Having speakers like Lee Sturgeon Day and Kim John Payne join faculty meetings helping our teachers and staff continually reflect on their own relationships with themselves, others, and their students
- Three Carestreams (Academic, Social and Behavioral)
- Middle School Clubs, Mixed Grade Speciality Classes

In what ways has the school faced challenges or compromised in relation to this principle?

- Parent involvement dwindles over time as grades progress
- Expanding Alumni Role
- Community change is constant
- Being a commuter school
- Inclusivity of Independent Studies students in whole school/grade events
- Lack of Community Space - because of size .
- Loss of school store
- Challenging social dynamics within a class/class band - finding connections and building inclusivity
- Shift in parent participation since pandemic

- Loss of monthly Waldorf inspired workshops offered to the public

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Conscious Discipline training
- volunteer task list sent out at the beginning of the year provided by every single classroom,
- organize parent hangout opportunities
- encourage involvement of school culture at home.

Core Principle 5: Access and Diversity: Public Waldorf Schools work to increase diversity and access to all sectors of society.

As a public charter, Journey school is able to serve students regardless of their socio-economic background. Unlike independent schools, our students do not have to pay tuition or supply fees and we offset the cost of field trips with fundraisers spearheaded by our Parent Cabinet. In this way, we remove the traditional barrier of funding from students accessing a Waldorf education. Additionally, we can harness district resources to best support access for diverse learners including students who qualify for SPED services and students identified as ELL.

How is the Principle living in the school?

- Non-biased lottery admission
- Pull from surrounding counties including San Diego and Los Angeles
- Accessibility - Independent Study / Hybrid and Special Education
- ELA learners - retention
 - Per our charter, our courses meet the state's vision for specialty academic instruction in English, for English Language Learners including instructional techniques in multiple modalities.
- IEP modifications / 504 plans
 - As outlined in our charter, SPED supports access for children who qualify which enhances our ability to serve a neurodiverse population.
- As a Waldorf school, we bring a developmental approach in an effort to keep hindrances from arising.
- Care Stream/SST
 - Supports access to the curriculum for students who might otherwise be excluded for behavioral reasons including being sent out of class, being sent home and even suspension.

- Diverse learners
 - As outlined in our charter, we have enrollment strategies to increase diversity.
- Our school serves students at all socioeconomic levels.
- Different ethnic and cultural
 - Humanities curriculum and festival life are a reflection of our community's diverse cultural makeup and multicultural curriculum focus.
- Using social media to announce enrollment opportunities
- Support LBGTQIA+ / non gendered / non-binary

In what ways has the school explored innovation in relation to this principle?

- Partnership with district
- Earthroots land acknowledgement
- Adult ESL class on campus as an outreach effort
- Board membership outside our immediate community
- Parent Cabinet - leading fundraising to increase access
- Professional Development through Alliance for Public Waldorf Education and WECAN
- Independent Study increases the number of children able to access education at home
- Participation in school lunches
- We have a well developed program in place for after school care that goes to 5pm and we have expanded our supervision in the morning that starts at 8:00am (40 minutes).

In what ways has the school faced challenges or compromised in relation to this principle?

- Knowledge about what Waldorf is may be limited by socioeconomic status.
 - Need to educate wider community
- Need parent /staff education about gender regarding opinions, social issues and how to have these conversations
 - Conversations about “why?” inclusions
- California laws, compliance and big picture - SPED interventions vs. Waldorf pedagogy
- More diversity exists in OC versus Aliso Viejo
 - Limited because of our location
 - However, we have a lot of families who are drawn to our school because we can offer them programming they do not receive in other learning environments.

Our marketing materials do not visually reflect our actual diversity

- More training needed on how to have open communication and conversations about DEI
 - Initially was a group with a common interest who met monthly to brainstorm ideas. The group became more focused on neurodiversity and wanted to change Waldorf curriculum. The fissure happened at a time when very few faculty were attending and it stopped feeling productive. Funds were also being requested for unrealistic items. It stopped being as inclusive. The group was transitioned from a sponsored to unsponsored committee. Faculty members no longer attend the meetings. Pedco is holding the DEI work going forward by assessing current needs of faculty, community and our population.

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

Most summer training programs include discussions regarding how to enhance the curriculum to include more diversity of voices, especially in the realm of storytelling. There is an awareness, now more than ever, in the wider Waldorf world that this can only make our curriculum stronger. In addition to these discussions, we are having and continue to have the following areas of focus:

- EC and early grades home visits
- Independent Study meets with families
- More conversations about diversity
- More parent education and understanding who our parents are
- Events to see each other as humans because of divisions
- How to address as older kids when parents are upset by behaviors
- Incorporate more diverse stories, perspectives, which come from the source
- Include parents in culturally relevant activities within the classroom and the school.
- Administration has added accessibility as a goal
- International corridor at Harvest Faire.
- Social clubs, like Mexican Social Club, for middle school.
- Dia de Los Muertos as a light festival for middle school (planned for next year).
- Spanish class has returned at all grade levels.
- There isn't a lot planned already.

(Bulleted)

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> ● Grade span relationships 	<ul style="list-style-type: none"> ● Need parent /staff education about gender regarding opinions, social

<ul style="list-style-type: none"> ● Grade span teachers ● Invitations ● Parent relationships with goals for the children ● flexibility/ adaptability ● Innovate and change curriculum ● Individualized social emotions support ● See individual ● Whole person approach ● Cross grade mentorship assigned through care-stream ● Staying with class gives students and teachers A chance to know and accept ● Core curriculum and specialties offer all students 	<p>issues and how to have the conversations</p> <ul style="list-style-type: none"> ● Conversations about “why?” inclusions ● California laws, compliance and big picture - norms ● Ethnic and culture in OC is higher than what we encounter in Aliso Viejo ● Limited because of our location ● More training needed on how to have open communication and conversations about DEI
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? Where does it fit?

-Not owning our facilities so depending on district to complete maintenance requests. EX. Dividers in the the middle school boys bathroom between urinals being ordered, and requested installation but not there.

Core Principle 6: Collaborative Leadership: School leadership is conducted through shared responsibilities within established legal structures.

How is this Principle living in the school?

- Surveys to parents regarding feedback about the school experience
- Open door policy by school directors
- Active collaboration at staff meetings
- Specialty and Main class teacher meetings
- Paying for ongoing Waldorf training and enrichment workshops
- PEDCO
- PC meetings
- Teacher search committee and calendar committee
- Book studies
- Intake meetings in kindergarten
- Care Streams

Collaborative Leadership is prominent at Journey School. Leadership at Journey School starts with our administrative leadership team. The three school directors meet regularly and regularly meet with staff members, parents, board members and community members about important topics that affect the school and student population. They have open office doors to staff members when needs arise. This sets the tone for the whole school when it comes to collaboration.

There are several committees and groups on campus that meet to improve school culture and student success. Some of these committees include weekly staff meetings, Pedagogical council (PedCo), Parent Cabinet, DEIJ, Care Streams, Team meetings, Department meetings and Committee meetings.

Three times a month the Main Class Teachers come together in the staff meetings. The focus and content of these meetings has evolved during the years to meet the needs of the school. We have used the meeting to do book studies and professional development. Some of the books we have studied included, *The Sum of Us* by Heather McGhee, *Tending the Spark* by Betty Staley, *Understanding Waldorf Education* by Jack Petrash, *Our 12 Senses* by Albert Soesman, and *the Second Classroom* by Torin Finser. Most recently the staff is taking up *Conscious Discipline* by Dr. Becky A. Bailey. Reading these books increases the staff's understanding of Waldorf Education and gives them tools to use immediately in the classroom. In addition to book studies, the staff participates in child and class studies to support teachers and students. During these meetings the staff gives insights into how to best support these students and classes we are studying. This builds supportive relationships among the staff.

In addition to the staff meetings, the specialty teachers meet once a month to collaborate, understand what is happening schoolwide and ask for support. PedCo meets throughout the month to discuss pedagogical support for the school and to put on community events. We also have several smaller teams that meet weekly to monthly within the school. Many teaching teams (such as the kindergarten team, the Independent Study team, and middle school) meet throughout the month to collaborate and make decisions that affect their team.

Smaller committees such as the calendar committee and the teacher search committee, meet sporadically throughout the year as needed to offer feedback on hiring decisions and the school calendar.

Parent involvement on committees is also important at Journey School. Our largest parent organization is the Parent Cabinet. It consists of at least one

parent from each class and is led by an executive team of parents. Although it has parent representatives that attend each month, all parents in the school are welcome and invited to attend. In addition to the parents, an administrator also attends the meetings to receive feedback from the parents and to share what is happening in the school. Parent input is important to our school. Each year we send out an annual survey to ask parents thoughts about how the school year is going and to get feedback. The feedback is taken seriously and decisions are made based on the information provided.

In addition school leaders, teachers, and parents come together regularly to support students in our care stream meetings. We have three care streams: academic, social/emotional, and behavior/guidance. During these meetings the parent, teacher, and care stream coordinator collaborate to find ways to guide and lead students who are having challenges at school.

Finally, we involve teachers, staff, administration, parents, and the wider community at our school board meetings. Our school board meetings are held once a month during the school year. We have a teacher and a parent as voting members on the board. The rest of our board members were recruited from the community. Each month we invite a teacher to join the meeting. Parents and community members are invited to share their input with the board. Our Executive Director and Educational Director attend as well.

The teachings of Rudolf Steiner are also important to the staff at Journey School. In addition to the book studies, teachers are also encouraged to attend a summer professional development, which is paid for by the school. The school and Parent Cabinet has also paid for Waldorf training for teachers who

were not previously trained. This training takes place throughout the year on our campus, which makes it accessible for most teachers.

Throughout all these meetings the faculty, staff, and administration collaborate to guide and lead the school with input from the stakeholder groups. We continue to educate ourselves through summer training, book studies and Waldorf training on Rudolf Steiner's insights. Governance and internal administration are implemented in a manner that cultivates collaboration, supportive relationships and effective leadership.

In what ways has the school explored innovation in relation to this principle?

- In House Waldorf Teacher Training
- Open Door Policies with administration
- Care Streams and Support circles

In what ways has the school faced challenges or compromised in relation to this principle?

- See "Challenges" below
- Does space/ ownership of land go here? District Restrictions

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- More cross-collaboration between the grades and specialties
- More in-depth and established system for teachers to communicate to each other about specific students
- Faculty and administration usage of Parent Square

- Transitioning students more smoothly between specialty teacher changes
- Specialty teachers to be included in the care streams or IEPs so they get the information about how to support students

(Bulleled)

<u>Strengths</u>	<u>Challenges</u>
See “How is this Principle living in the school”	<ul style="list-style-type: none"> • Consistent communication with day to day happenings with students, parents, and admin. • Documentation (and sharing the documentation with stakeholders) • Bringing specialty teachers up so they are on an equal level with MCT. • Follow through with feedback and plans that are set up. • Don’t waste time working on projects as a staff that don’t end up making a difference in the day to day or that we don’t come back to later. • Main Class teachers should know the specialty teachers’ curriculum and visa versa. • Speciality Teachers are unable to attend staff meetings.

Core Principle 7: Schools as Learning Communities: Public Waldorf schools cultivate a love of lifelong learning and self-knowledge

How is this Principle living in the school?

- Field trips, Class Trips
- Teachers try to meet every student where they are
- Curriculum match to specialty classes
- Emphasis on social/emotional development through teaching them healthy ways to process and utilize skills (i.e. Peace Path, Conscious Discipline)
- Parents in the classroom
- Festivals cultivate community
- Community cultivation starts in Kindergarten
- Encourage respect for differences
- Whole child
- Student led option for higher level, differentiated academic classes
- Clubs for upper grades
- 8th Grade Projects
- Identify students that struggling so we can help
- **Class community circles**
- Compassionate Campus

In what ways has the school explored innovation in relation to this principle?

- Peace Path (self-reflection)
- Our buddy system
- All school seasonal assemblies
- Challenge groups (pull out differentiated instruction)
- Upper grades reading to lower grades classes
- Hearth

- Clubs

In what ways has the school faced challenges or compromised in relation to this principle?

- No established discipline system
- Hearth: how is it used?
- Communicating expectations with children & parents
- School-wide policies such as “no toys on campus” is inconsistent across the board
- Reflective Practice for students is inconsistent across the board
- Review of lessons across the grades - village - shares
- On-going diversity in offerings at assemblies and gatherings
- Dress code
- Opportunities for student leadership

What has been done in the past and what is planned for the future to address areas of growth presented by these challenges?

- Be consistent with policies
- Communicate expectations
- Ongoing professional development
- Respect Tour

<u>Strengths</u>	<u>Challenges</u>
<ul style="list-style-type: none"> • See the potential of growth • Hearth: outlet • Buddies • No established discipline system (not every consequence works the same for every child) 	<ul style="list-style-type: none"> • No established discipline system • Hearth :how it’s used • Communicating expectations with children & parents • School-wide policies such

<ul style="list-style-type: none">• Festivals• Parent involvement• 8th grade projects	<p>as “no toys on campus” is inconsistent across the board</p> <ul style="list-style-type: none">• Reflective Practice for students is inconsistent across the board• Review of lessons across the grades - village - shares
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Proposed for 2024 - JOURNEY SCHOOL COUNCIL RECURRING ACTION ITEMS

RESOURCES FOR PREPARING COUNCIL MONTHLY AGENDA:

1. Review this list
2. Review minutes from last board meeting for notes about agenda items
3. Check with Gavin and Larry for items that need approval
4. Check ExED Business Guide for upcoming approvals
5. Review agenda from the same month the year prior

MONTH	ITEMS	NOTES
January	Winter Con App SARC Internal Dashboard Metric for the month	May be later based on CDE release Must be approved and submitted by Feb 1 annually
February	Auditor Engagement Second Interim (if available) Annual Update to School Safety Plan Union negotiation openers (sunshine requirement) LCAP mid year update Internal Dashboard Metric for the month	Due to county by April 1 Due to district by March 15 Must be approved by March 1 annually Usually JTA presents first, then following month JS presents. Can be done at the same time. Check current contract for required dates. Must be reviewed by council by February 28 and submitted to CUSD by March 15
March	Tax Returns (900 and 199)	Usually due no later than May 15

	<p>Form 700</p> <p>Second Interim</p> <p>Exec Dir evaluation cycle begins (survey, etc.)</p> <p>Union negotiations</p> <p>Internal Dashboard Metric for the month</p>	<p>Reminder/review, board approval not required</p> <p>Due March 15. If not approved in February may need to be ratified at March meeting</p> <p>Closed session</p>
April	<p>School calendar and instructional minutes</p> <p>Various policies for review (EL reclassification, Parent Engagement, Homeless, Suicide Prevention, Title IX, etc.)</p> <p>Exec Dir review of evaluation results</p> <p>Union negotiations</p> <p>Internal Dashboard Metric for the month</p>	<p>May be done earlier if ready</p> <p>May be staggered at various times during the year if applicable</p> <p>Parent engagement and homeless needed for ConApp</p> <p>Closed session</p> <p>Closed session</p>
May	<p>Draft budget review</p> <p>Draft LCAP review</p> <p>ExED contract (if needed) Executive Director salary discussions</p> <p>Final union contract (CBA) approved</p>	<p>Closed session</p> <p>May be done earlier if ready. Final approval in open session</p>

	<p>Annual STRS contract with OCDE</p> <p>Annual Charter School Info Survey</p> <p>Internal Dashboard Metric for the month</p>	<p>May be done a different month depending on OCDE timeline</p> <p>May be delayed if not released by CDE</p>
June	<p>ConApp with Funding Selections</p> <p>LCAP</p> <p>Local Indicator approval</p> <p>Preliminary budget</p> <p>Board member terms</p> <p>Board officers</p> <p>Board regular meeting schedule</p> <p>Bank Signer resolution</p> <p>Annual staffing plan</p> <p>Various expenditure plan updates</p> <p>Exec Dir final compensation decisions</p> <p>Internal Dashboard Metric for the month</p>	<p>Subject to release date by CDE</p> <p>LCAP must be approved first</p> <p>Done anytime there is a change in Board officers</p> <p>Can be done in May if ready</p> <p>Must be a REGULAR meeting. Final offer should be voted on in open session with notes about executive comparison, but can be discussed in closed session if needed</p>
July	NO BOARD MEETING	

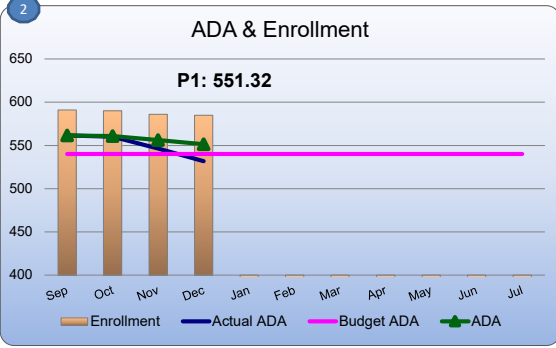
<p>August</p>	<p>Unaudited Actuals (year end financials)</p> <p>School Handbook Updates</p> <p>Independent Study Policy & Master Agreement for IS</p> <p>Annual EPA Notice</p> <p>UCP/UCP notice updates</p> <p>Declaration of Need</p> <p>AVCA agreements</p> <p>Internal Dashboard Metric for the month</p>	<p>Due September 15</p> <p>May be done earlier if ready</p> <p>IS Policy changes require a public hearing</p> <p>Must be posted to website</p> <p>If changes are needed. Notice must be provided and posted annually</p> <p>Should be done before hiring teachers who are not fully credentialed</p> <p>May be done on different timeline as needed</p>
<p>September</p>	<p>Recurring expense listing</p> <p>Internal Dashboard Metric for the month</p>	<p>Part of fiscal policies</p>
<p>October</p>	<p>Biennial update to Conflict of Interest Code</p> <p>Internal Dashboard Metric for the month</p>	<p>Due to OC Clerk every other year</p>
<p>November/December</p>	<p>Annual Audit</p> <p>First Interim Financials</p> <p>School Dashboard review</p> <p>Internal Dashboard Metric for the month</p>	<p>Due no later than December 15</p> <p>Due no later than December 15</p> <p>Does not require board approval, may be done as data is available</p>
<p>AS NEEDED</p>	<p>Volunteer Policies</p>	

	<p>Board recruitment & board composition</p> <p>Enrollment/Lottery policies</p> <p>Contracts (e.g. Earthroots, food services, afterschool, staff coaching/eval, janitorial, etc.)</p> <p>MOU with CUSD</p> <p>Facility Use Agreement with CUSD</p> <p>Charter (every 5 years)</p> <p>Bylaws (every 3 years minimum)</p> <p>Fiscal Policies—good to review annually but at least every 2-3 years</p> <p>Staff job descriptions</p> <p>Board Training/Retreat/Strategic Planning</p> <p>Employee Handbook</p> <p>Internal Dashboard Metric for the month</p>	
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JOURNEY SCHOOL - Financial Dashboard (December 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



State Budget Update

Per School Services of CA: Initial Impressions From Governor Newsom's 2024-25 State Budget Proposal

As the Department of Finance revealed in its October and November Finance Bulletin, revenues have come in significantly below the 2023 State Budget Act levels. However, the gap is substantially less than stated by the Legislative Analyst's Office this fall—Governor Newsom states the budget gap at \$37.86 billion. Compared to current 2023-24 estimates, budget forecasts of the "Big Three" General Fund revenue sources through 2024-25 have decreased by approximately \$42.9 billion.

LCFF
 The Governor's Budget includes an estimated and fully funded cost-of-living adjustment (COLA) of 0.76% for the Local Control Funding Formula (LCFF). However, to fully fund the LCFF, the Budget proposes withdrawing approximately \$2.8 billion from the Public School System Stabilization Account (PSSSA) in 2023-24, approximately \$2.2 billion in 2024-25, and using available reappropriation and reversion funding totaling \$38.6 million to support ongoing LCFF costs in 2024-25.

3 Average Daily Attendance Analysis

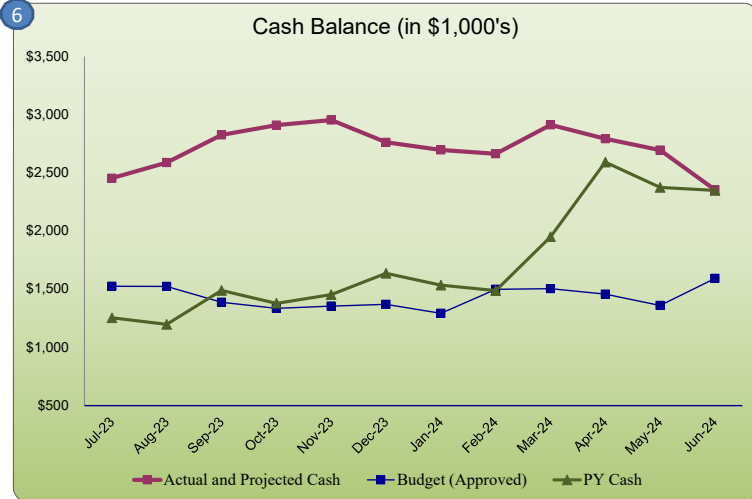
Category	Actual through Month 4	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	585	583	580	3	571
ADA %	93.7%	93.0%	93.1%	-0.1%	92.1%
ADA	551.32	545.38	540.11	5.27	533.24

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	25.2%	26.1%	0.9%	25.3%
3-Year Average %	24.8%	25.1%	0.3%	22.6%
District UPP C. Grant Cap	30.1%	30.1%	0.0%	30.1%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		FY 23-24 YTD			Historical	
	As of 12/31/23	FY 23-24 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	6,167,102	6,090,208	76,894	2,643,107	2,909,845	(266,738)	5,503,044	4,289,194
Federal Revenue	124,124	124,124	0	56,090	94,559	(38,470)	127,380	323,588
State Revenue	570,504	548,460	22,044	973,063	220,159	752,904	979,037	491,993
Other Local Revenue	59,151	9,651	49,500	40,567	4,007	36,560	47,713	6,908
Grants/Fundraising	243,000	243,000	0	72,639	124,072	(51,434)	293,886	368,891
TOTAL REVENUE	7,163,882	7,015,444	148,438	3,785,465	3,352,643	432,823	6,951,059	5,480,574
<i>Total per ADA</i>	13,136	12,989	147				13,036	11,408
<i>w/o Grants/Fundraising</i>	12,690	12,539	151				12,484	10,640
Certificated Salaries	2,353,689	2,525,934	172,245	1,064,838	1,168,729	103,891	2,091,898	1,998,789
Classified Salaries	1,235,045	1,144,385	(90,660)	540,786	540,083	(703)	1,161,891	990,020
Benefits	1,365,114	1,391,653	26,539	653,951	670,049	16,098	1,230,170	1,040,791
Student Supplies	276,294	283,294	7,000	96,446	181,640	85,194	395,837	165,492
Operating Expenses	1,676,056	1,587,072	(88,983)	855,163	806,639	(48,523)	1,619,604	1,536,017
Other	104,626	52,772	(51,853)	44,812	23,820	(20,992)	26,002	19,469
TOTAL EXPENSES	7,010,823	6,985,110	(25,713)	3,255,996	3,390,960	134,964	6,525,402	5,750,577
<i>Total per ADA</i>	12,855	12,933	78				12,237	11,970
NET INCOME / (LOSS)	153,059	30,334	122,726	529,470	(38,317)	567,787	425,657	(270,004)
OPERATING INCOME	257,685	83,106	174,579	574,282	9,322	564,959	451,659	(250,535)



7 Balance Sheet

Balance Sheet	6/30/2023	12/31/2023	6/30/2024 FC
Assets			
Cash, Operating	2,349,524	2,762,557	2,355,336
Accounts Receivable	1,369,526	449,168	973,829
Due From Others	299	1	0
Other Assets	426,847	290,856	342,877
Net Fixed Assets	306,393	340,987	281,174
Total Assets	4,452,590	3,843,569	3,953,216
Liabilities			
A/P & Payroll	525,112	297,250	328,838
Due to Others	280,114	146,398	600,868
Deferred Revenue	776,913	0	0
Other Liabilities	188,367	188,367	188,367
Total Liabilities	1,770,506	632,015	1,118,072
Equity			
Beginning Fund Bal.	1,377,081	2,682,084	2,682,084
Net Income/(Loss)	1,305,003	529,470	153,059
Total Equity	2,682,084	3,211,554	2,835,143
Total Liabilities & Equity	4,452,590	3,843,569	3,953,216

Year-End Cash Balance

Projected	Budget	Variance
2,355,336	1,592,591	762,745

Days Cash on Hand	132	146	124
Cash Reserve %	36.1%	40.0%	34.1%



	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	FORECAST	Budget Variance
	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23								Jul-23 - Jun-24	
5211 Travel & Conferences	675	7,664	1,329	350	610	2,289	2,870	2,870	2,870	2,870	2,870	2,870	2,870	30,135	-
5311 Dues & Memberships	8,730	322	-	-	5,100	-	901	901	901	901	901	901	901	19,557	-
5451 General Insurance	33,118	16,214	3,616	2,004	11	4,008	4,008	4,008	4,008	4,008	1,807	1,807	1,807	78,618	-
5511 Utilities	1,407	9,294	1,391	12,729	1,143	11,669	6,961	6,961	6,961	6,961	6,961	6,961	6,961	79,400	-
5531 Housekeeping Services	7,425	7,725	10,458	9,220	7,844	6,707	7,824	7,824	7,824	7,824	7,824	7,824	7,824	96,324	(10,000)
5599 Other Facility Operations & Util	298	1,256	538	1,416	298	298	219	219	219	219	219	219	219	5,420	-
5619 Other Facility Rentals	15,130	15,130	15,130	15,130	15,130	15,206	15,618	15,618	15,618	15,618	15,618	15,618	15,618	184,562	-
5621 Equipment Lease	1,610	565	1,168	2,057	5,747	1,168	1,856	1,856	1,856	1,856	1,856	1,856	1,856	23,450	(6,000)
5631 Vendor Repairs	3,735	3,138	4,152	495	3,101	-	4,430	4,430	4,430	4,430	4,430	4,430	4,430	41,200	-
5812 Field Trips & Pupil Transportati	9,108	3,176	16,911	26,689	2,233	12,224	11,514	11,514	11,514	11,514	11,514	11,514	11,514	139,425	-
5821 Legal	876	6,531	2,336	6,899	256	1,387	1,953	1,953	1,953	1,953	1,953	1,953	1,953	30,000	-
5823 Audit	-	-	7,980	-	-	-	1,820	1,820	1,820	1,820	1,820	1,820	1,820	18,900	-
5831 Advertisement & Recruitment	-	-	112	-	-	-	315	315	315	315	315	315	315	2,000	-
5841 Contracted Substitute Teachers	-	-	-	2,445	6,370	1,225	2,118	2,118	2,118	2,118	2,118	2,118	2,118	22,748	-
5849 Other Student Instructional Ser	4,620	82,634	4,556	21,437	25,359	27,194	22,436	22,436	22,436	22,436	22,436	22,436	22,436	300,414	(22,054)
5852 PD Consultants & Tuition	8,265	1,525	945	-	400	(400)	1,584	1,584	1,584	1,584	1,584	1,584	1,584	20,238	-
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5859 All Other Consultants & Service	56,823	-	11,667	11,667	11,667	11,667	14,519	14,519	14,519	14,519	14,519	14,519	14,519	190,601	(45,156)
5861 Non Instructional Software	10,923	1,020	1,123	193	389	1,473	2,058	2,058	2,058	2,058	2,058	2,058	2,058	27,470	-
5865 Fundraising Cost	-	-	-	-	-	-	423	423	423	423	423	423	423	2,539	(2,539)
5871 District Oversight Fees	-	-	-	-	-	25,557	5,991	5,991	5,991	5,991	5,991	5,991	5,991	61,502	(600)
5872 Special Education Fees (SELPA)	-	-	-	-	-	121,800	21,815	10,326	43,025	21,512	21,512	21,512	11,186	272,690	(2,635)
5899 All Other Expenses	422	2,841	1,421	1,530	852	1,099	937	937	937	937	937	937	937	13,787	-
5911 Office Phone	-	-	-	-	-	-	1,064	1,064	1,064	1,064	1,064	1,064	1,064	6,386	-
5913 Mobile Phone	122	51	-	102	51	51	323	323	323	323	323	323	323	2,318	-
5921 Internet	354	304	222	265	243	244	415	415	415	415	415	415	415	4,120	-
5923 Website Hosting	132	-	-	-	-	-	17	17	17	17	17	17	17	234	-
5931 Postage & Shipping	-	123	-	95	330	-	204	204	204	204	204	204	204	1,768	-
5999 Other Communications	50	-	-	-	-	50	25	25	25	25	25	25	25	250	-
Total 5000 - Operating Services	163,823	159,512	85,055	114,722	87,135	244,915	134,216	122,727	155,426	133,913	131,712	131,712	11,186	1,676,056	(88,983)
6000 - Capital Outlay															
6901 Depreciation Expense	2,943	6,356	6,356	9,719	9,719	9,719	9,969	9,969	9,969	9,969	9,969	9,969	9,969	104,626	(51,853)
Total 6000 - Capital Outlay	2,943	6,356	6,356	9,719	9,719	9,719	9,969	9,969	9,969	9,969	9,969	9,969	-	104,626	(51,853)
TOTAL EXPENSE	343,816	521,317	558,562	598,129	523,416	710,756	625,963	617,108	649,807	628,295	605,324	617,144	11,186	7,010,823	(25,713)
NET INCOME	(218,186)	(177,732)	208,546	873,079	29,563	(185,799)	(75,122)	(42,587)	238,686	(130,133)	(107,162)	(51,401)	(208,691)	153,059	122,726
Operating Income														257,685	
EBITDA														257,685	
Beginning Cash Balance	2,349,524	2,454,553	2,588,487	2,826,934	2,910,377	2,954,391	2,762,557	2,697,404	2,664,785	2,913,440	2,793,276	2,696,082	2,355,336	2,349,524	(67,192)
Cash Flow from Operating Activities															
Net Income	(218,186)	(177,732)	208,546	873,079	29,563	(185,799)	(75,122)	(42,587)	238,686	(130,133)	(107,162)	(51,401)	(208,691)	153,059	122,726
Change in Accounts Receivable															
Prior Year Accounts Receivable	513,333	302,790	38,162	-	6,877	59,196	-	-	-	-	-	-	-	920,358	862,799
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(524,661)	(524,661)	(386,241)
Change in Due from	299	-	-	(1)	-	-	-	-	-	-	-	1	299	299	-
Change in Accounts Payable	(183,085)	(31,034)	(33,504)	47,487	(36,611)	3,719	-	-	-	-	-	31,588	-	(201,442)	(185,036)
Change in Due to	(478)	(753)	(29,784)	(35,144)	(685)	(66,872)	-	-	-	-	-	(278,882)	733,352	320,754	1,001,389
Change in Payroll Liabilities	(69,662)	43,245	33,138	3,683	19,560	(24,795)	-	-	-	-	-	-	-	5,168	5,168
Change in Prepaid Expenditures	44,295	(1,709)	(48)	-	-	(50)	-	-	-	-	-	(52,021)	-	(9,533)	38,796
Change in Deferred Revenue	-	-	-	(776,913)	-	-	-	-	-	-	-	-	-	(776,913)	(776,913)
Change in Other Long Term Assets	15,571	15,576	15,581	15,586	15,592	15,597	-	-	-	-	-	-	-	93,503	-
Depreciation Expense	2,943	6,356	6,356	9,719	9,719	9,719	9,969	9,969	9,969	9,969	9,969	9,969	9,969	104,626	51,853
Cash Flow from Investing Activities															
Capital Expenditures	-	(22,804)	-	(54,053)	-	(2,550)	-	-	-	-	-	-	-	(79,407)	1,594
Ending Cash Balance	2,454,553	2,588,487	2,826,934	2,910,377	2,954,391	2,762,557	2,697,404	2,664,785	2,913,440	2,793,276	2,696,082	2,355,336	2,355,336	2,355,336	762,745

Journey School Financial Analysis December 2023

Net Income

Journey School is projected to achieve a net income of \$153,059 in FY23-24 compared to \$30,334 in the board-approved budget. This is \$151,735 more than the board-approved budget.

Balance Sheet

As of December 31, 2023, the school's cash balance was \$2,762,557. By June 30, 2024, the school's cash balance is projected to be \$2,355,336.

As of December 31, 2023, the Accounts Receivable balance was \$449,168.

As of December 31, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$632,015.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$7,163,882, which is \$148,438 more than the budgeted amount.

- LCFF is projected to be \$76,894 over budget due to the higher enrollment and ADA. If the higher ADA continues the funding will increase as a result.
- State Mental Health is projected to be \$44,342 over budget as the state funding model has changed. These funds will be sent directly to the school starting this year.
- Interest and Increase in Investments are projected to be \$48,000 over budget combined due to higher earnings from the treasury account and earnings from the investment accounts.

Expenses

Total expenses for FY23-24 are projected to be \$7,010,823, which is \$25,713 more than the budgeted amount.

- Certificated Salaries are projected to be \$172,245 under budget primarily due to the counselors being moved to classified salaries.
- All Other Consultants are projected to be \$45,156 over budget due to the fees for the Employee Retention Credit consultant.
- Depreciation is projected to be \$51,853 over budget due to the installation of Shade Sails and Fence.

Note- Forecast variances of \$30,000 and 10% of budget will be discussed in this report.



ADA

The budgeted P2 ADA is 540.11 based on an enrollment of 580 and a 93.1% attendance rate.

Month 1 ADA: 561.33

Month 4 ADA: 531.79

Month 2 ADA: 560.10

Month 3 ADA: 546.50

Note- Forecast variances of \$30,000 and 10% of budget will be discussed in this report.

**Journey School
Check Register
For the Month Ending November 30, 2023**

Check #	Vendor Name	Date	Description	Amount
2476M	VOID	11/1/2023	VOID	0.00
1006485	VIANNEY FIGUEROA	11/6/2023	REIM061623VF	97.13
1006486	CATHRINE JI	11/6/2023	REIM050823CJ	56.97
1006487	SOUTHERN CALIFORNIA EDISON	11/6/2023	09/28/23-10/26/23 - ELECTRIC	4,479.40
A013479	OC DAVOC ENTERPRISES, INC.	11/6/2023	10/23 - JANITORIAL SERVICES	9,220.46
A013480	EARTHROOTS FIELD SCHOOL, INC.	11/6/2023	11/23 - ECO-LITERACY INSTRUCTION	2,277.78
A013481	KAISER PERMANENTE (3383)	11/6/2023	12/23 - HEALTH PREMIUM	21,422.92
A013482	GOTO COMMUNICATIONS, INC	11/6/2023	PHONE EQUIPMENT	77.34
A013483	GREAT AMERICAN INSURANCE CO	11/6/2023	10/23 - INSURANCE PREMIUM	1,992.29
A013484	OC DAVOC ENTERPRISES, INC.	11/6/2023	PAPER TOWELS, SOAP, TISSUE, LINERS, ETC	1,632.85
E012341	WESTERN EXTERMINATOR	11/6/2023	10/23 - PEST CONTROL MAINTENANCE	141.50
E012342	ADVANCED OFFICE	11/6/2023	10/23/23-11/22/23 - COPIER LEASE	603.14
P044775		11/6/2023	MCKINNEY VENTO - MILEAGE	251.52
2477M	KAREN HARVEY ZAHRA	11/7/2023	11/23 -02/24 - PARENT EDUCATION WEBINARS 11/23 - ARBOR INSTALLATION & PAINT, CHALKBOARD	400.00
2478M	BEHZAD YAGHINI	11/7/2023	REPAIR	2,576.76
2480M	DANA WHARF SPORTFISHING	11/8/2023	12/23 - 4TH GRADE FIELD TRIP	1,152.00
2479M	FIRST NATIONAL BANK OF OMAHA	11/9/2023	10/23 - CREDIT CARD PURCHASES	6,872.50
1006488	QUALITY FENCE CO.	11/13/2023	10/23 - EXTERIOR FENCE INSTALLATION FINAL 09/26/23-10/25/23 - PHONE & HOTSPOT FOR FACULTY	54,052.50
A013590	VERIZON WIRELESS	11/13/2023	USE	71.84
A013591	GOTO COMMUNICATIONS, INC	11/13/2023	11/23 - PHONES	788.05
A013592	STAPLES BUSINESS CREDIT PROCOPIO, CORY, HARGREAVES &	11/13/2023	FOLDERS, LABELS, PAPER, INK, ETC	337.15
E012430	SAVITCH, LLP.	11/13/2023	10/23 - LEGAL SERVICES	255.50
P045119	OCEAN INSTITUTE	11/13/2023	01/24 - 4TH GRADE FIELD TRIP FINAL FY23-24 - WORKERS COMPENSATION PREMIUM (2 OF	2,541.00
P045120	MARSH & MCLENNAN AGENCY LLC	11/13/2023	10)	3,150.00
P045121	BROWN SHEEP CO., INC. CAPISTRANO UNIFIED SCHOOL	11/13/2023	YARN	312.95
P045122	DISTRICT	11/13/2023	CURRICULUM PRINTING MULTIPLE VENDORS - FOLDERS, GARDENING	150.00
P045123	AMANDA SIMMONS	11/13/2023	SUPPLIES, ETC	126.10
P045124	OCEAN INSTITUTE	11/13/2023	01/24 - 4TH GRADE FIELD TRIP FINAL	2,541.00
2481M	WELLS FARGO	11/14/2023	10/23 - CREDIT CARD PURCHASES	334.46
1006489	STRATEGIC KIDS, LLC	11/20/2023	10/23 - ELOP INSTRUCTION 10/23 - INSTRUCTIONAL AIDES & SUBSTITUTE	5,164.00
1006490	STRATEGIC KIDS, LLC	11/20/2023	TEACHERS	24,287.33
E012517	COX COMMUNICATIONS	11/20/2023	11/08/23-12/07/23 - INTERNET & TELECONNECT FUND	168.12
E012518	ALPINE FRESH USA	11/20/2023	10/23 - BOTTLED WATER SERVICE	539.00
E012519	CR&R INCORPORATED	11/20/2023	11/23 - WASTE & RECYCLING SERVICE	600.36
P045464	ERIN O'NEIL	11/20/2023	BOOK CREATOR - SOFTWARE SUBSCRIPTION	65.00
P045465	LINDSAY ALLBEE EMPLOYMENT DEVELOPMENT	11/20/2023	WALMART - JARS, WIRE	40.26
P045466	DEPARTMENT	11/20/2023	07/01/23-09/30/23 - SEF LOCAL EXPERIENCE CHARGE	89.96
2482M	COLONIAL LIFE	11/27/2023	12/23 - INSURANCE PREMIUM	622.89
2483M	GUARDIAN	11/27/2023	12/23 - HEALTH PREMIUM	2,235.99
2484M	SHANE BROWN ALISO VIEJO COMMUNITY	11/28/2023	NATIVE PLANTS	100.00
2485M	ASSOCIATION ORANGE COUNTY DEPARTMENT OF	11/30/2023	09/23-06/24 - AVCA FIELD USE	5,100.00
2486M	EDUCATION	11/30/2023	12/23 - MTSS SPECIAL EDUCATION REGISTRATION	75.00
Total				157,003.02

**Journey School
Check Register
For the Month Ending December 31, 2023**

Check #	Vendor Name	Date	Description	Amount
1006491	ADVANCED OFFICE	12/4/2023	08/23/23-11/22/23 - COPIER LEASE & OVERAGES	5,182.37
	EXCELLENT EDUCATION		10/23 - MANAGEMENT CONTRACT FEE & PAYCHEX	
1006492	DEVELOPMENT	12/4/2023	FEES	11,961.59
A013916	KAISER PERMANENTE (3383)	12/4/2023	01/24 - HEALTH PREMIUM & RETRO ADJ	16,678.49
A013917	EARTHROOTS FIELD SCHOOL, INC.	12/4/2023	12/23 - ECO-LITERACY INSTRUCTION	2,277.78
E012689	WESTERN EXTERMINATOR	12/4/2023	11/23 - PEST CONTROL MAINTENANCE	298.30
P046006	LILIPOH PUBLISHING INC	12/4/2023	REFERENCE PUBLICATION SHIPPING & HANDLING	12.00
P046007	MOULTON NIGUEL WATER 3586	12/4/2023	10/16/23-11/19/23 - WATER SERVICES	323.26
			FY23-24 - WORKERS COMPENSATION PREMIUM (5 OF	
P046008	MARSH & MCLENNAN AGENCY LLC	12/4/2023	10)	3,150.00
			AMAZON - THREAD, BEADS, TRADER JOE'S -	
P046009	HELLENE BRODSKY	12/4/2023	GARLANDS	74.00
P046010	MOULTON NIGUEL WATER 3587	12/4/2023	10/16/23-11/19/23 - WATER SERVICES	219.52
P046011	CHRISTINE NEWELL	12/4/2023	FELT	315.00
2487M	GREAT AMERICAN INSURANCE CO	12/7/2023	11/23 - INSURANCE PREMIUM	1,998.29
2488M	PALI INSTITUTE	12/7/2023	04/15/24-04/17/24 - 6TH GRADE FIELD TRIP DEPOSIT	1,500.00
2489M	PALI INSTITUTE	12/7/2023	04/15/24-04/17/24 - 6TH GRADE FIELD TRIP DEPOSIT	1,500.00
1006493	STACY KINNEY	12/11/2023	REIM090723SK	21.50
1006494	SOUTHERN CALIFORNIA EDISON	12/11/2023	10/27/23-11/28/23 - ELECTRIC	4,469.23
1006495	STRATEGIC KIDS, LLC	12/11/2023	11/01/23-11/30/23 - INSTRUCTIONAL AIDES	17,815.00
1006496	STRATEGIC KIDS, LLC	12/11/2023	11/01/23-11/30/23 - ELOP INSTRUCTORS	8,326.00
A014041	OC DAVOC ENTERPRISES, INC.	12/11/2023	11/23 - JANITORIAL SERVICES	9,189.17
A014042	GOTO COMMUNICATIONS, INC	12/11/2023	12/23 - PHONES	869.07
			10/26/23-11/25/23 - PHONE & HOTSPOT FOR FACULTY	
A014043	VERIZON WIRELESS	12/11/2023	USE	72.34
E012800	ADVANCED OFFICE	12/11/2023	COPIER STAPLES	58.47
	PROCOPIO, CORY, HARGREAVES &			
E012801	SAVITCH, LLP.	12/11/2023	11/23 - LEGAL SERVICES	1,387.00
			MULTIPLE VENDORS - GROCERIES FOR COOKING,	
P046375	BRANDON WICKES	12/11/2023	BUILDING MATERIALS	276.27
P046376	JILL MURPHY LISCHALK	12/11/2023	WHOLE FOODS - WORK DAY MEAL	207.96
P046377		12/11/2023	MCKINNEY VENTO - MILEAGE	157.20
P046378	CHANDLER BOYER	12/11/2023	MULTIPLE VENDORS - ORANGES & CHOCOLATES	57.96
P046379	BLACK TIGER	12/11/2023	11/23 - WI-FI NETWORK REPAIR	412.50
P046380	UNITED HEALTHCARE	12/11/2023	12/23 - HEALTH PREMIUM	16,932.84
2490M	FIRST NATIONAL BANK OF OMAHA	12/13/2023	11/23 - CREDIT CARD PURCHASES	3,804.16
	PACIFIC COACHWAYS CHARTER		04/15/24-04/17/24 - 6TH GRADE FIELD TRIP	
2491M	SERVICES, INC	12/15/2023	TRANSPORTATION	292.00
	PACIFIC COACHWAYS CHARTER		04/22/24-04/24/24 - 6TH GRADE FIELD TRIP	
2492M	SERVICES, INC	12/15/2023	TRANSPORTATION	306.10
			12/23 - SHADE SAIL INSTALLATION HARDWARE -	
2493M	REI SHADE SYSTEMS	12/18/2023	DEPOSIT	2,550.00
E012917	CR&R INCORPORATED	12/18/2023	12/23 - WASTE & RECYCLING SERVICE	1,856.52
P046828	STACY KINNEY	12/18/2023	AMAZON - GRAM UNIT CUBES	43.09
P046829	CLEAR VISION TECHNOLOGIES, LLC	12/18/2023	12/23 - REPORT CARD SOFTWARE	1,250.00
	CA CHARTER SCHOOLS			
P046830	CONFERENCE REGISTRATION	12/18/2023	12/23 - CONFERENCE REGISTRATION	2,250.00
P046831	PALI INSTITUTE	12/18/2023	04/15/24-04/17/24 - 6TH GRADE FIELD TRIP 6B - 2 OF 3	4,137.50
P046832	LINDSAY FREDERIKSEN	12/18/2023	AMAZON - PIPE CLEANERS, BELLS, BAGS	78.97
P046833	HEIDI STERLING	12/18/2023	HOME DEPOT - LUMBER, PAINT, HARDWARE	308.20
P046834	PALI INSTITUTE	12/18/2023	04/22/24-04/24/24 - 6TH GRADE FIELD TRIP 6A - 2 OF 3	4,137.50
P046840	JESSICA MONROE	12/18/2023	REIM - FIELD TRIP REFUND	425.00
	CAPISTRANO UNIFIED SCHOOL			
1006497	DISTRICT	12/21/2023	07/23 - SPED ENCROACHMENT & OVERSIGHT FEE	21,051.00
	CAPISTRANO UNIFIED SCHOOL		08/23 - RENT, SPED ENCROACHMENT & OVERSIGHT	
1006498	DISTRICT	12/21/2023	FEE	58,608.00
	CAPISTRANO UNIFIED SCHOOL		10/23 - RENT, SPED ENCROACHMENT & OVERSIGHT	
1006499	DISTRICT	12/21/2023	FEE	44,574.00
	CAPISTRANO UNIFIED SCHOOL		09/23 - RENT, SPED ENCROACHMENT & OVERSIGHT	
1006500	DISTRICT	12/21/2023	FEE	44,574.00

**Journey School
Check Register
For the Month Ending December 31, 2023**

Check #	Vendor Name	Date	Description	Amount
1006501	CAPISTRANO UNIFIED SCHOOL DISTRICT	12/21/2023	11/23 - RENT, SPED ENCROACHMENT & OVERSIGHT FEE	44,574.00
1006502	EXCELLENT EDUCATION DEVELOPMENT	12/21/2023	11/23 - MANAGEMENT CONTRACT FEE & PAYCHEX FEES	12,000.25
2494M	COLONIAL LIFE	12/21/2023	01/24 - INSURANCE PREMIUM	622.89
2495M	GUARDIAN	12/21/2023	01/24 - HEALTH PREMIUM	2,235.99
E012978	COX COMMUNICATIONS	12/21/2023	12/08/23-01/07/24 - INTERNET	168.12
E012979	DEPARTMENT OF JUSTICE	12/21/2023	11/23 - FINGERPRINTS	267.00
E012980	ALPINE FRESH USA	12/21/2023	11/23 - BOTTLED WATER SERVICE	701.00
E012981	ULINE	12/21/2023	FLOOR MATS, BROOMS, DUST PANS	852.58
P047073	QUADIENT FINANCE USA, INC.	12/21/2023	11/23 - POSTAGE	300.00
P047074	MARSH & MCLENNAN AGENCY LLC	12/21/2023	FY23-24 - WORKERS COMPENSATION PREMIUM (6 OF 10)	3,150.00
Total				360,860.98

2024-25 Governor's Budget Review

January 2024

Source: CCSA 24-25 Budget Brief

California Budget – January Proposal

- Budget shortfall of \$38 billion - The Governor's plan largely avoids significant programmatic cuts and/or deferrals for K-12 Education. (Significantly less than the \$68B shortfall the LAO projected in December 2023).
- To address the funding shortfall, budget proposes withdrawal of \$5.7B from Prop 98 Rainy Day reserve and a delay of \$550M in one-time TK and Full Time Kinder facilities grants (charters not eligible).
- No significant cuts proposed to core programs including TK, Community Schools, Extended Learning and the LCFF Equity Multiplier.

California Budget – January Proposal (cont.)

COLA

- The budget provides a Cost-of-Living Adjustment (COLA) of **only 0.76%** for the Local Control Funding Formula (LCFF) and other categorical programs. This is significantly less than the 8.22% received in FY 23/24 and 13.26% LCFF received in FY 22/23 (other programs received a 6.56% COLA in 22/23).

CONTINUATION OF NEW & EXPANDED PROGRAMS

- **Transitional Kindergarten (TK):** 24/25 budget continues the TK Expansion as planned
- **Expanded Learning Opportunity Program (ELOP):** \$4B for ELOP, no proposed changes; however, LEAs with less than 75% UPP may experience reduced funding give no increase in funding and an increase in statewide TK-6 classroom-based ADA.
- **Universal School Meals:** Ongoing increase of \$122.2M to continue fully funding meal programs.
- **Arts & Music:** \$931M to continue to provide the Proposition 28, Arts & Music in Schools Funding.

NEW PROGRAMS & POLICIES PROPOSED FOR 2024-25

- **Instructional Continuity:** The budget proposes to allow local education agencies to provide “attendance recovery opportunities” to reduce absenteeism and increase Average Daily Attendance, and to encourage more hybrid learning options.
- **Teachers Certification and Quality proposal:** Establishes a streamlined credentialing for arts teachers in elementary schools similar to the career technical education (CTE) certification for high schools.

Expiring One-Time Funds

	FY24 One-Time Funding	Available for Future Years*
Journey School	\$183,974	\$641,375

* ESSER III, ESSER III Learning Loss, and Expanded Learning Opportunity Grants expire 9/30/24

Educator Effectiveness, TK Planning Grants, and Arts, Music & Instructional Materials Discretionary Block Grant funds expire 6/30/26

Learning Recovery Block Grant funds expire 6/30/28

**MEMORANDUM OF UNDERSTANDING BETWEEN CAPISTRANO UNIFIED
SCHOOL DISTRICT AND JOURNEY CHARTER SCHOOL**

This Memorandum of Understanding (“Agreement”) is executed by and between the Capistrano Unified School District (“District”), a school district existing under the laws of the State of California, and Journey School, a California nonprofit public benefit corporation authorized to operate Journey Charter School (“Charter School”). The District and Charter School are collectively referred to as the “Parties.”

RECITALS

- A. The District is Charter School’s authorizing agency.
- B. This Agreement is intended to address certain aspects of Charter School’s operations and relationship with the District given the recent extension of the term of Charter School’s charter to June 30, 2028 due to the amendment of Education Code section 47607.4.
- C. To the extent that the terms of this Agreement are inconsistent with any terms of the charter, this Agreement shall control. If the charter is silent on an issue addressed by this Agreement, this Agreement shall control.
- D. This Agreement is intended to supplement the oversight practices already implemented by the District and required by law.

AGREEMENT

A. **TERM**

1. This Agreement shall be effective upon execution by both Parties and shall remain in effect until June 30, 2028 unless terminated earlier in accordance with the Agreement.

2. This Agreement shall terminate automatically upon closure of the Charter School for any reason. “Closure” means that all legally required closure processes are completed, including completion of a final audit as required by law.

3. The Parties may review this Agreement at least annually, and it may be amended or augmented in writing at any time by mutual agreement of the Parties. The Parties may also agree at any time to terminate this Agreement.

B. **MATERIAL REVISIONS TO CHARTER**

1. Any proposed expansion of grade levels or addition of school sites will require a material revision to Charter School’s charter. Charter School understands and agrees that this is not an exhaustive list of the changes to Charter School’s charter that may require a material revision. Other proposed modifications of the charter must be submitted in writing to the District for determination as to whether a material revision is warranted. While some proposed changes to

a charter may be deemed non-material and can therefore be handled administratively by the District, any amendment that would constitute a material revision of the charter must be approved by both Charter School's governing board and the District's Board of Trustees. Material revisions will be processed in accordance with Education Code sections 47605 and 47607.

2. Charter School understands and agrees that material revisions of its charter may only be made upon the approval of Charter School's governing board and will only take effect if subsequently approved by the District's Board of Trustees.

C. GOVERNANCE

1. GOVERNING BOARD MEETINGS

a. Charter School will maintain a roster and biographies of the current members of Charter School's governing board on its website and will update its website whenever the information changes.

b. Charter School will post an annual calendar of governing board meetings on its website.

c. Charter School will post meeting agendas and meeting minutes on its website and will conduct its governing board meetings in accordance with the Ralph M. Brown Act ("Brown Act"), Government Code section 54950 et seq.

d. Charter School will provide the District with prior notification of all meetings of Charter School's governing board and e-mail the District copies of governing board meeting agenda packet public materials and public documents at the time of posting.

e. Beginning January 1, 2024, within ten (10) business days of Charter School board meetings, including special and emergency board meetings, Charter School shall provide CUSD with a complete audio recording of the meeting and all materials provided to the governing board by its administration, contractors, and the public including approved previous meeting minutes. Charter School shall post on its website a complete audio recording of the open session portion of meetings of its governing board and all meeting agenda packet public materials and public documents provided to the governing board including approved previous meeting minutes, except for privileged or confidential communications including without limitation those defined in Evidence Code section 952 and Government Code section 54963. Charter School ~~shall also provide CUSD with a copy of the audio recordings and the other materials identified in this subsection (e) within ten (10) business days of Charter School governing board meetings, including special and emergency meetings.~~ will update the District as to any changes to the Charter School board calendar within ten (10) business days. ~~If Charter School is required to record meetings of its governing board in accordance with Education Code section 47604.1, Charter School shall post the recordings and provide CUSD with a copy of the recordings in accordance with this subsection (e).~~

Commented [A1]: The District is requiring this of all charter schools it authorizes. OCDE also requires it of all county-authorized charter schools.

f. Charter School will update the District as to any changes to the Charter School board calendar when those changes occur.

2. BROWN ACT AND CONFLICT OF INTEREST TRAINING

a. Charter School will provide annual Brown Act training to its governing board members and key administrative staff.

b. Charter School will adhere to its Conflict of Interest Code and all conflict of interest laws, including Government Code section 1090 and the Political Reform Act of 1974, as required by Education Code section 47604.1. Charter School will train its governing board members and impacted Charter School employees regarding its Conflict of Interest Code and conflict of interest laws. Upon request, Charter School will provide the District with verification that all governing board members and impacted Charter School employees have participated in conflict of interest training.

D. PROGRESS UPDATES

1. Charter School will annually prepare and submit to the District a local control and accountability plan ("LCAP") and an annual update to the LCAP, pursuant to Education Code sections 47604.33 and 47606.5, which shall utilize the LCAP template adopted by the State Board of Education and include all of the following:

a. A review of the progress toward the goals included in the ~~charter~~ ~~charter~~, an assessment of the effectiveness of the specific actions described in the ~~charter~~ ~~Charter~~ toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment; and

b. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the ~~charter~~ ~~charter~~ as a result of the reviews and assessment required by paragraph (a) above.

2. In accordance with Education Code section ~~47605.6~~ ~~47606.5~~, subdivision (e), Charter School shall present a report on the annual update to the LCAP and a local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of Charter School's governing body. The report shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. No later than March 15 of each year, Charter School will provide the District with the following:

a. A copy of Charter School's LCAP midyear review report and budget overview;

b. A copy of the LCAP midyear review presentation provided to Charter School's governing board; ~~and;~~

e. ~~An update on Charter School's enrollment; and~~

d.c. An update on Charter School's key leadership positions.

Commented [A2]: Journey is already reporting enrollment and ADA per the facilities agreement

Commented [A3R2]: The District agrees to remove this from the list, but still requires an update on key leadership positions.

3. The District may request additional updates and/or reports at any time during the year. Charter School agrees to promptly respond to all reasonable inquiries from the District pursuant to Education Code section 47604.3.

E. SUBMISSION OF OVERSIGHT ASSURANCES

Charter School shall review, complete, sign, and submit the Oversight Assurances checklist attached hereto as Exhibit "1" to the District no later than the execution of this Agreement. Following this initial submission, Charter School shall complete, sign, and submit a new Oversight Assurances checklist utilizing the same form attached as Exhibit "1" no later than September 1 of each subsequent year the Agreement is in place, unless a new checklist is provided by the District in its place. If the District provides a new checklist, Charter School will review, complete, sign, and submit that checklist to the District no later than September 1 of each year the Agreement is in place, unless the parties are negotiating mutually agreeable language for the new checklist.

F. FINANCIAL REPORTING

Charter School shall submit annual financial reports to the District as required by Education Code section 47604.33. Charter School agrees to promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records from the District pursuant to Education Code section 47604.3.

G. SEVERABILITY

If any provision or part of this Agreement is determined to be invalid and/or unenforceable or contrary to public policy or law, the remainder of the Agreement shall remain valid and enforceable.

H. NOTIFICATION

All notices, reports, updates, requests, and other communications under this Agreement shall be in writing and transmitted by e-mail as follows:

To the District at:
Heidi Crowley
hacrowley@capousd.org
33122 Valle Road
San Juan Capistrano, CA 92675
949-234-9220

To Charter School at:
Gavin Keller
gavin@journeyschool.net
27102 Foxborough
Aliso Viejo 92656
(949) 448-7232

Signature Charter School Administrator

Date

Printed Name and Title

Signature District Administrator

Date

Printed Name and Title

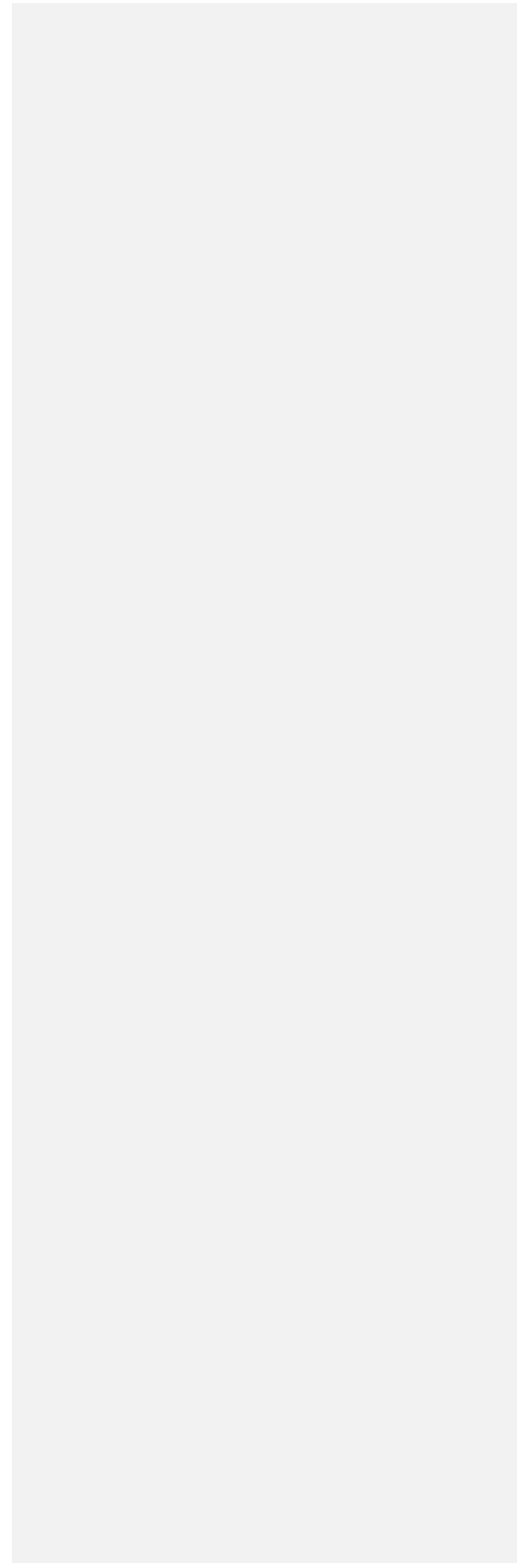




Exhibit 1

CAPISTRANO UNIFIED SCHOOL DISTRICT

33122 VALLE ROAD, SAN JUAN CAPISTRANO CA 92675
TELEPHONE: (949) 234-9200/FAX: 496-7681 www.capousd.org

OVERSIGHT ASSURANCES

Charter School: _____

Operations & Governance

The school materially complies with applicable federal and state laws, rules, regulations, and provisions of the charter petition and relating to education requirements, including but not limited to:

- adhering to assurances in the charter petition;
- following education program requirements enumerated in Education Code §47605 (c)(5)(A);
- adhering to minimum instructional minutes and days, as required by grade;
- maintaining records according to retention and privacy policies, particularly student records;
- adhering to graduation requirements as written in the charter petition or maintaining a policy if not defined in the charter petition, if applicable based on the grade levels offered;
- adhering to Statewide educational standards and administration of required State assessments, except as otherwise provided in the charter petition; and
- remaining compliant with federal funding monitoring requirements.

As a public school, the LEA assures compliance with applicable laws, rules, regulations, and provisions of the charter petition relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- providing equitable access and opportunity to enroll and remain enrolled;
- referring and assisting the Capistrano Unified School District ("District") in the assessment of students believed to require special education and related services, as necessary and/or appropriate;
- working in conjunction with the District to remain compliant with timelines related to special education, including legal requirements for scheduling and conducting IEPs and interim IEPs, as necessary and/or appropriate;

Commented [A1]: Not applicable - Journey tk-8

Commented [A2R1]: When completing the form please just make a note in the space provided below explaining that this particular bullet point does not apply because Journey serves grades TK-8 only. Thank you.

Commented [A3R1]: The space below is for corrective actions that need to be taken, which would not apply here. Let's just add "if applicable."

SERVING THE COMMUNITIES OF:

ALISO VIEJO · COTO DE CAZA · DANA POINT · LADERA RANCH · LAGUNA NIGUEL · LAS FLORES · MISSION VIEJO
RANCHO MISSION VIEJO · RANCHO SANTA MARGARITA · SAN CLEMENTE · SAN JUAN CAPISTRANO

- working in coordination with the District to provide services required by a student's IEP, as necessary and/or appropriate;
- assisting and supporting the District in following the process for determining a student's eligibility for services under Section 504 of the Rehabilitation Act of 1973, as necessary and/or appropriate; and
- working in coordination with the District to ensure equitable discipline, including due process protections, manifestation determinations, and behavioral intervention plans, as necessary and/or appropriate.

As a public school, the LEA assures compliance with applicable laws, rules, regulations, and provisions of the charter petition relating to the treatment of unduplicated student groups, including but not limited to:

- providing equitable access and opportunity to enroll;
- developing data-driven processes to monitor academic progress and measure the success of educational programs of unduplicated student groups, including state and local assessment data;
- designing a program for English learners that is based on sound educational theory and ensures students increase by at least one EL proficiency level on the annual language assessment until reclassified; and
- maintaining appropriately assigned and credentialed staff.

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the rights of students, including but not limited to:

- maintaining policies and practices designed to protect the rights of students in relation to admissions, waiting lists, fair and open recruitment, and enrollment;
- ensuring due process protections, privacy, civil rights, and student liberties are upheld by the school;
- maintaining discipline policy and hearing practices for suspension and expulsion; and
- maintaining policies and practices for the involuntary removal of a student per 47605(c)(5)(J)(iii).

The charter school materially complies with legal responsibilities related to the health and safety of students and staff, including but not limited to:

- maintaining policies and practices, safety procedures, and a crisis plan to deal with violence and threats of violence as well as bullying;
- conducting legally required criminal background checks on potential employees, contractors, and volunteers;
- documenting tuberculosis test results for all employees;
- reviewing and updating the comprehensive health, safety, and disaster

preparedness and emergency plan for students and employees for all topics listed in Education Code §32282 and 47605 by March 1 annually; and

- conducting training and emergency drills.

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU related to school personnel, including but not limited to:

- ensuring personnel policies cover issues such as sick leave, personal necessity leave, and overtime; and
- ensuring all teachers have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code §44339, 44340, and 44341.

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to safety and health-related services, including but not limited to:

- ensuring appropriate nursing services and dispensing of pharmaceuticals;
- ensuring food service requirements or contracting with the District for such services in which case the District is responsible for ensuring compliance with such applicable food service requirements; and
- providing other services as applicable.

By signing below, I agree that my charter school complies with each item above. If the school is not in full compliance, please note any areas for corrective action in the upcoming school year.

Signature Charter School Administrator

Date

Printed Name and Title

Date

Comprehensive School Safety Plan

Approved January 26, 2023



Journey School
27102 Foxborough
Aliso Viejo
CA 92656

(949) 448-7232

School Site Mission

Journey School provides the families of southern California the option of a Waldorf-inspired public school education for their children. The school is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capacities of each student. Journey School will enable each student to read, write, speak, and calculate with clarity and precision. Furthermore, students will have the ability to think imaginatively, creatively and become competent, life-long learners.

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I. Child Abuse Reporting Procedures

Definitions

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrators and employees of a licensed day care facility; licensed nurses or health care providers; administrators and counselors.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or unto ward aggressive behavior towards self or others, may make a report to the appropriate agency.

Any school employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.

- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the School Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the School Director or designee shall provide parents/guardians with a copy of this administrative regulation, which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications and Training

The School Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the

reporting obligations under Penal Code 11166 and will comply with those provisions. The School Director or designee shall retain the signed statement.

All employees will complete a training reviewing child abuse and responsibilities of mandated reporting. The training module will be compliant with AB 1432 and will be provided within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The School Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the school for making a report.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL
	OFFICIAL CONTACTED - TITLE						TELEPHONE ()		
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE ()		
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIMS/SIBLINGS								
	1. NAME		BIRTHDATE		SEX		ETHNICITY		
	2. _____		_____		_____		_____		
	3. NAME		BIRTHDATE		SEX		ETHNICITY		
	4. _____		_____		_____		_____		
	VICTIMS/GUARDIANS								
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
SUSPECT									
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
ADDRESS			Street	City	Zip	TELEPHONE ()			
OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

II. Disaster Response Procedures

Journey School's disaster response procedures vary depending on the type, location and the severity of the emergency/disaster. The following pages detail these disaster response procedures.

Definitions/Overview

1. **"Code-Red"/Active Shooter** – Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.
2. **"Code Yellow"/Shelter in Place** – Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of "Code Red" procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.
3. **Drop, Cover & Hold** – Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

Building Evacuation – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

Site Evacuation – Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey's website.

Please note that Journey School will communicate and coordinate with offsite agencies (i.e.: Orange County Sheriff Department) if there is a large-scale emergency requiring multi-level coordination in parallel with one of the response options.

“Code-Red”/Active Shooter Response

Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.

Step 1: Always Be Aware

- ⇒ Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒ Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

Step 2: “Code Red” Announcement

- ⇒ An announcement will be made over PA or by phone/text message if appropriate.
- ⇒ Listen for “Code Red” and the location of the threat/active shooter
- ⇒ Call 911

Step 3: Respond

- ⇒ Respond immediately
- ⇒ Implement an **A.D.D.** mindset:

AVOID—do everything to avoid the active shooter.

1. Evacuate campus if you can safely do so
2. Find cover, behind a large item or enter the nearest building. Remain in a building or behind cover **ONLY** if you cannot leave campus
3. If you are off campus – remain off campus

DENY—do everything to lockdown the building and do everything to deny access to your location

1. Engage “Lock-Block” (door should already be locked)
2. Lock interior doors and windows
3. Secure/barricade doors if necessary
4. Turn off lights and close curtains (if available)
5. Line class up against wall nearest an exit
6. Remain still and silent and be prepared to exit the room quickly if needed.

DEFEND—you have a right to defend yourself, don’t be passive victims.

Step 4: All Clear

- ⇒ Remain in “Code Red” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate
- ⇒ Follow all directions of emergency personnel if present
- ⇒ Gather at the assembly area or alternate location if campus evacuation and

account for all students and staff members.

Step 5: Responsibilities

ADMINISTRATION

1. Determine if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of evacuation, school will be closed and teachers will dismiss students directly to parents arriving at reunion site (Site to be determined by and communicated by administration at the time of the incident)
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center

TEACHERS

1. Escort students to a reunion site/assembly area or alternate location as indicated by administration and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters

ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children at reunion site
4. Ensure teachers are utilizing student sign out sheets

“Code - Yellow”/Shelter-in-Place Response

Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of “Code Red” procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.

Step 1: Be Aware

- ⇒ Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒ Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

Step 2: “Code Yellow” Announcement

- ⇒ An announcement will be made over PA or by phone or text message if appropriate
- ⇒ Listen for “Code Yellow” or “Shelter in Place”
- ⇒ Call 911

Step 3: Respond

- ⇒ Respond immediately

1. Enter the nearest building or stay put inside your building
2. If you are off campus – remain off campus
3. Engage “Lock-Block” (door should already be locked)
4. Lock interior doors and windows and close curtains (if available)
5. Continue instruction or activity

Step 4: All Clear

- ⇒ Remain in “Code Yellow” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate.
- ⇒ Follow directions of emergency personnel if present.
- ⇒ Gather at assembly area and account for all students and staff members

Step 5: Responsibilities

ADMINISTRATION

1. Determine if school will be closed or continue for the duration of the day.
2. If classes are actively locked down, direct parents who arrive to pick up to wait until lock down has been released.
3. If school closure ensure that teachers are prepared to dismiss students directly to parents arriving on campus from their classroom ramps
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.

6. Manage Command Center

TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive at classroom ramp – have parents sign out using student sign out sheets/attendance rosters

ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children from the classrooms
4. Ensure teachers are utilizing student sign out sheets

Earthquake - Drop, Cover and Hold Response

Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

Step 1: Respond

- ⇒ □ Drop, Cover, and Hold
- ⇒ □ If inside a building – crouch under furniture and cover head and neck with hands. Remain still until shaking stops.
- ⇒ □ If outside – proceed to an open space away from structures, trees, power lines, etc. Crouch and cover head and neck with hands. Remain still until shaking stops.

Step 2: Evacuate

- ⇒ □ After shaking stops, take note of building condition and injured students or staff
- ⇒ □ □ Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒ □ □ □ Remain aware during evacuation of falling debris and other hazards
- ⇒ □ Choose an alternate evacuation route if primary route is determined to be unsafe
- ⇒ □ Follow directions of emergency personnel if present
- ⇒ □ Gather at assembly area and account for all students and staff members

Step 3: Responsibilities

ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured

students

3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets

Evacuation/Site Evacuation Response

Building Evacuation – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

Site Evacuation –Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey’s website.

Step 1: Respond

- ⇒ Pull alarm if smoke or fire is present
- ⇒ Call 911

Step 2: Evacuate

- ⇒ Take note of building condition and injured students or staff
- ⇒ Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒ Remain aware during evacuation of fire, falling debris and other hazards
- ⇒ Choose an alternative evacuation route if primary route is determined to be unsafe
- ⇒ Follow directions of emergency personnel if present
- ⇒ Gather at assembly area or alternate location and account for students and staff members

Step 3: Responsibilities

ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

TEACHERS

1. Escort students to assembly area and bring emergency supplies/”red backpack”
2. Take roll and inform administration of any missing students or injured

students

3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets

CAMPUS MAP – Assembly/Reunion Sites**CAMPUS EVACUATION – Assembly/Reunion Sites**

In the event of a campus evacuation, the safest and most convenient location will be determined by administration given the information available during an incident. An exact location and pick up/dismissal information will be communicated to families. School will be closed in the event of campus evacuation.

SITUATIONAL COMMUNICATION PLANS

<p>911 Calls</p>	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
<p>Mass Notification to Parents</p>	<p><u>During an emergency (if able to communicate with parents safely):</u></p> <p>Dear Parents,</p> <p>There is a situation occurring at Journey School that requires your attention (DETAILS PROVIDED). We understand that your first instinct as a parent is to drive to the school and pick up your child. Please remain calm and await further details prior to coming to campus. We will be in close contact with updates and you will be notified if there is a decision to close campus or evacuate the school site. Details will be provided at that time so that we can dismiss children to your care in a safe and organized manner. Thank you for your patience and understanding.</p> <p>Sincerely,</p> <p>Journey School Administration</p> <hr/> <p><u>After an emergency:</u></p> <p>Dear Parents,</p> <p>Journey School has been cancelled for the remainder of the day due to the following emergency. (DETAILS PROVIDED) Please report to campus and check in with a staff member at one of our reunion gates. The reunion gates are located at school gates: one by the bell tower and another in the back of campus near the community space. You must remain at the gate until your child is escorted to you. You will be required to sign him/her out. We thank you in advance for your cooperation and patience.</p> <p>If you are unable to pick up your child, please only send individuals listed on your child's emergency card. Children will not be released to carpools, etc. unless those individuals are listed on the child's emergency card.</p> <p>Sincerely ,</p> <p>Journey School Administration</p>

**CONTINGENCY PLANS:
COMMUNICATION AND ELECTRICAL**

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

-A robo-call can be made from any cell phone.
-The school website will be updated with pertinent information
-A mass email will also be sent

If no Internet service:

-A robo-call will be initiated using phone service/cellular service

If no cellular, internet or telephone service:

-Written communication and administrative presence will be available at all school entrances

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

-A robo-call will be initiated using phone service/cellular service

BUILDING INFORMATION**SCHOOL SITE****DOCUMENT DATE**

JOURNEY SCHOOL	1/22/24
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	x		CAGED area adjacent to front playground
Gas	Total main gas shutoff?		X	N/A no gas on campus
Water	Total main water shutoff?	x		Front of school/Near parking lot entrance

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	<ul style="list-style-type: none"> ✓ Class set in each classroom ✓ Office set located in Main Office and Development Office ✓ Medical Supplies in nurse bay

EMERGENCY PREPARATION**PREPARATION:****School Director, Office Staff, Support Staff**

1. Update Emergency Binders with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each semester (including parent contact)
 - d. Copies of Emergency Cards
 - e. Lists of staff members and phone numbers (cell and home)
 - e. Pen/Pencil
2. Plan for students with special needs/special medications stored in office
3. Conduct drills putting emergency teams into full operation.
4. Provide staff training and development
5. Have message tapes prerecorded for use during an emergency.
6. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each semester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
 - d. Emergency supplies and lockdown kits
7. Each year in January, review and update emergency plan as necessary.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Command Center for sweep area assignment and master keys.
2. Get a walkie-talkie from Command Center, if available. Take all other supplies needed.
3. Initiate sweep of your designated area
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Command Center and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. When search and rescue is complete, check in at the Command Center for next the assignment.

FIRST-AID TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY

Check in with Command Center.

1. Report to the first aid center.
2. Take student "health logs" to the first aid/triage area.
3. Take a walkie-talkie for communication.
4. Activate triage and administer first aid as necessary.
5. Assist emergency services with injured.
6. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
7. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
8. Medical Team should always defer to directions given by emergency personnel

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of specific emergencies listed below and not referenced by the responses detailed above. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Explosion.....
- Flood
- Hazardous Materials
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash.....
- Sexual Assault
- Storm/Severe Weather
- Suicide Attempt
- Utility Failure

EMERGENCY RESPONSE**ACCIDENT AT SCHOOL**

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Incident Report to document what occurred.

SCHOOL DIRECTOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

EMERGENCY RESPONSE
ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify School Director.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

SCHOOL DIRECTOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE**ANIMAL DISTURBANCE**

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

SCHOOL DIRECTOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **CODE YELLOW Response**
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the School Director if there are any injuries.

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify School Director immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911**PERSON RECEIVING THREAT BY MAIL:**

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify School Director

SCHOOL DIRECTOR ACTIONS:

- Call 911.
- Instruct staff and students to turn off any cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings or shelter in place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school, use the fire alarm.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE**BOMB THREAT CHECKLIST**

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

Other Information:



**Homeland
Security**

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

SCHOOL DIRECTOR ACTIONS:

- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify School Director of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify School Director.

SCHOOL DIRECTOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify School Director of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to School Director immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE CIVIL DISTURBANCE/DEMONSTRATION

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to School Director.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

SCHOOL DIRECTOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room/one area of the school
- Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

SCHOOL DIRECTOR ACTIONS:

- Call 911.
- Move any students who are outside into a school building and initiate **CODE YELLOW – SHELTER IN PLACE**
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

STAFF ACTIONS:

- ❑ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ❑ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE
DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

SCHOOL DIRECTOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

SCHOOL DIRECTOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL DIRECTOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE

FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL DIRECTOR ACTIONS:

- Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Communicate with families as appropriate
- Post a notice on the office door stating where the school has relocated
- Do not allow staff and students to return to the school until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE

KIDNAPPING

SCHOOL DIRECTOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify School Director, providing essential details:
- Move students away from the area of abduction.

EMERGENCY RESPONSE**MEDICAL EMERGENCY**

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the School Director.

STAFF ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number
 Do not hang up until advised to do so by dispatcher.
- Monitor medical status of victim
- Do not give the individual anything to eat or drink.
- Notify School Director.
- Stay calm. Keep individual warm with a coat or blanket.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

SCHOOL DIRECTOR ACTIONS:

- Assemble emergency care and contact information of victim
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

EMERGENCY RESPONSE

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Conduct an immediate search of the school campus including PA announcements
- Call family to see if child was picked up or accounted for otherwise
- Call 911 and explain the situation. Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day.

- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE**MOTOR VEHICLE CRASH**

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

SCHOOL DIRECTOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION**
- Arrange for first aid treatment
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.

STAFF ACTIONS:

- Notify School Director
- Move students away from immediate vicinity of the crash.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

SCHOOL DIRECTOR ACTIONS:

- Call 911
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

EMERGENCY RESPONSE**Severe Weather**

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm**SCHOOL DIRECTOR ACTIONS:**

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations..
- Determine whether school will be closed or remain open.
- Communicate with families and staff as necessary
- Post school status on school website.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

EMERGENCY RESPONSE**SUICIDE ATTEMPT**

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

SCHOOL DIRECTOR ACTIONS:

- Call 911
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Isolate the student away from other children
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the School Director of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Isolate the student away from other children

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

EMERGENCY RESPONSE

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL DIRECTOR:

- Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, etc.
- If disruption in service will severely hamper school operation, consider closing campus and notify students and staff by appropriate means.

III. Suspension & Expulsion Policies

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and well being of students and staff members at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The school administration and Council have reviewed the suspension and expulsion policies of Capistrano Unified School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. The policy and procedures have also been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities (or for whom the charter school has a basis of knowledge of a suspected disability) pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

1. Discretionary Suspension Offenses:

Students may be suspended for any of the following acts when it is determined that the student:

- a) Willfully caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Willfully caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, directors, other school officials, or other school personnel engaged in the performance of their duties. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1-8, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion by the School Director found to have committed any of the following acts:

- (A) Causing serious physical injury to another person, except in self-defense.

- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance except for first offense of possession of not more than one ounce of marijuana, or possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery upon any school employee.

C. Suspension Procedures

Suspensions shall be initiated in accordance with the procedures in the school's Suspension and Expulsion Policy as detailed below:

1. A conference with the student and administration, which will also include the parent and other school staff as possible. This step may be omitted in case of an emergency situation.
2. Written notice to Parents/Guardians will be given at the time of suspension. The notice will include the offense and the date of return of the student.
3. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

If recommendation for Expulsion has been made, a conference will be held to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. **Discretionary Expellable Offenses:** Students may be expelled if found to have committed any of the offenses listed above under Sections B (1) and (2), with the exception of subdivision (k) under B (1). A mandatory recommendation for expulsion is required from the School Director for all offenses listed in Section B(2). (See section above)
2. **Non -Discretionary Expellable Offenses:** Students **must be expelled** if found to have committed any of the following acts, regardless of the recommendation of the School Director:
 - (a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from the Director or designee.
 - (b) Brandishing a knife at another person.
 - (c) Unlawfully selling a controlled substance.
 - (d) Committing or attempting to commit a sexual assault or sexual battery.

(e) Possession of an explosive.

E. Authority to Expel

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the School Director.. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil, School Director, or a Council member of the School's governing board.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before an Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

G. Students with Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The following is a summary of the current procedures to be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA
2. Services During Suspension/11th day services

Students suspended for more than ten (10) school days for behaviors deemed substantially similar, and within a given school year, shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability (including 11th day services) because of a violation of a code of student conduct, all relevant information will be reviewed to reach a determination whether the conduct was a manifestation of the child's disability. Depending on the outcome of this determination, additional steps are taken. Detailed information about how this procedure occurs and what additional steps are taken is found in the complete Suspension and Expulsion Policy.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

6. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was or may be disabled before the behavior occurred. Details about how to determine if the charter school had such knowledge can be found in the complete Suspension and Expulsion Policy.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel a pupil, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Director or designee following a decision by the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian.

The Director or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to oversight agencies upon request.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, in consultation with School Director, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the School Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

IV. Bullying & Harassment Policy

Journey School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, religion, gender, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Prohibited behaviors include all of the above.

The school Administration and School Council will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to classroom activities, recess or lunch activities, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, or online forums related to school activities, field trips, open houses, school performances, school athletic competitions, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Parent/Guardian/Caretaker, who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the School Administration. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the school administrator(s) should be first brought to the attention of the School Administration, as mentioned above, for investigation and remedy as described below. If this is not sufficient, further complaints may be filed in accordance with the School's Uniform Complaint Policy.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, s/he should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a timely written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in the School Handbook).

All complaints about prohibited behavior shall be kept confidential to the greatest extent possible and will be promptly investigated. The school Executive Director or designee shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a

recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Parent/Guardian/Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school Executive Director or designee shall notify in writing the Parent/Guardian/Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students or parents (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law and by the School's Free Speech Policy).

Formal Complaints

Students and/or their Caretakers may file written reports regarding any suspected prohibited behavior by completing the forms found in the Uniform Complaint Policy and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses.

Students and/or their Parent/Guardian/Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints should be reasonably specific, including person(s)

involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing by completing the appropriate forms. This written report shall be promptly forwarded by the school staff member and/or administrator to the Executive Director or designee for review, investigation, and appropriate action.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

V. School Wide Dress Code Prohibiting Gang Attire

*The Dress Code is established to support students' outward expression as well as establish courtesy and respect that all members of the school community have for one another. Our intention is to minimize distractions in an effort to ensure students remain focused on their education, rather than commercial, media and popular fashion. Please hold these thoughts in your consciousness and review these **guidelines** as you and your child are making wardrobe selections. Gang attire or attire determined by staff to be gang related is not permitted*

CLOTHING (TOPS/DRESSES/BOTTOMS) and HATS

- Journey logo shirts and sweatshirts are recommended
- Alternatively, clothing with inspirational, positive, and non-violent images/phrases are permissible
- Clothing with media advertisements and logos are not encouraged and may be disallowed if they are determined to be a distraction for the student or classmates
- Middle School students (grades 6-8) may wear t-shirts and jackets with band/artists name and related imagery – if inspirational, positive, and non-violent
- Clothes must cover undergarments
- Clothes should be weather appropriate

SHOES

- Footwear must be flat (No heels, wedges, wheels.)
- Sandals must have a heel strap
- Students must wear athletic or sneaker shoes for games classes

ACCESSORIES/MAKE-UP/JEWELRY

- Stud earrings are allowed in all grades
- Light make-up and hair dye are allowed in grade 6 and up
- Jewelry should be kept at a minimum and is often a cause for student distraction

Decisions regarding the appropriateness of clothing and accessories are at the discretion of the Journey School Faculty and Administration. In case your child arrives at the school dressed inappropriately, we will give you a courtesy call so that you may bring replacement clothes or the staff may loan the student appropriate attire to wear for the day. If persistent violations of the dress code occur, the Faculty and or the Administrator may take further action including, but not limited to, meeting with the parent(s) to discuss and review Dress Code Policy. We thank you for your support in protecting a safe, wholesome, and age-appropriate educational setting for our children.

VI. Teacher Notification of Dangerous Students

The School Director or designee, in accordance with law, shall ensure teachers and all applicable staff shall be notified of student who may pose a danger in the classroom. All information regarding suspension and expulsion is CONFIDENTIAL and shall not be shared with any unauthorized parties.

Journey School shall define a potentially dangerous student as a pupil who has: (1) during the previous three school years, engaged in an act willfully harmed, attempted to harm or threatened to harm another student or staff member for which he/she was suspended OR (2) committed a crime reported to Journey School by a family member, local law enforcement, court services, probation department or social services.

In the event Journey School is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment at Journey School, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommence to the parent/guardian.

Teachers are notified of dangerous student via the following process:

- Any student meeting the above criteria will be flagged in our student information system
- Upon receipt of incoming cumulative files, data is reviewed by administrative staff and flagged for dangerous students
- If a student is flagged, a notice will be distributed to the students' teachers and applicable staff.
- Time will be made to review and questions or concerns that staff may have and to establish support strategies as appropriate.

VII. Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School

The Journey School Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. In addition, a weekly newsletter provides frequent reminders about traffic and campus safety.

At the beginning of each school year, administration trains staff on safety procedures including safe ingress and egress of students and related campus supervision efforts before and after school hours.

Staff members are vigilant about visitors on campus and during school hours, all school guests are asked to sign in at the office and display a visitor's badge for the purposes of identification. If a person's presence on campus is questioned as administrator is contacted immediately.

VIII. Rules and Procedures on School Discipline

Journey School staff is committed to creating a safe and nurturing environment for every child. We are equally committed to maintaining a respectful environment conducive to learning.

Through this Student Behavior Policy and within our day-to-day practice, our intention is to discourage misbehavior, guide children towards positive choice making and develop positive contributors within our school community. Our approach emphasizes *compassion, consistency, and responsibility*.

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - *RESPECT* (**R**espect, **E**mpathy, **S**ervice, **P**articipation, **E**ffort, **C**ourage, **T**rustworthiness) and the following behavior guidelines:

Behavior Guidelines

1. **Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so. Student defiance and disruption to the learning environment will not be permitted.
2. **Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
3. **Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
4. **Students will obey all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
5. **Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and*

Harassment Policy can be found on the school website and on page 29 of the School Handbook.

6. **An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
7. **An expectation that “All are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

Consequences for Misbehavior

Classroom management techniques, positive behavior intervention strategies (PBIS) and Tier I disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Tier I disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, assigning tasks to students for completion during recess/lunch recess, issuing “Green Cards” for a short break to reflect on behavior (either a “pause” within the class or a “moment” in another class), etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

In the event that primary efforts are not sufficient in our attempts to correct disruptive/disrespectful behavior OR a pattern of misbehavior emerges OR the severity of an incident/infraction is significant, one or more of the following actions will be taken as determined appropriate by the school’s educational team (administration and/or teachers involved).

1. **“Green Card” issued for a student restart:** An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student’s cumulative school record *and* a copy will be sent home to the student’s parents for review. The class teacher and/or administration will notify the student’s parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.
3. **Student Support Plan/Behavior Contract:** Developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan will be drafted at a parent conference with administration and teacher. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.
4. **Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The period of suspension for an infraction will be determined by administration and will not exceed

five (5) consecutive school days. A suspension notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*

- 5. Expulsion:** Should the interventions detailed above fail to correct a student's pattern of behavior or a student commits an expellable offense; expulsion from Journey School may be recommended at the discretion of administration. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days and the student will be considered suspended from Journey school until that hearing takes place. A recommendation for expulsion notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on the school website and on page 32 of the School Handbook.*

Disciplinary Escalation

Below is a summary of the disciplinary measures that Journey School *may* employ in a given school year *prior* to an administrative recommendation for expulsion from Journey School*:

1. Parents/guardians are contacted to inform them of a pattern of unacceptable student conduct ("green cards and incident reports"). Solutions and strategies are implemented in the school and at home as a primary measure of support and correction.
2. If the behaviors do not improve and the pattern of unacceptable student conduct continues, the behavioral support team will convene with parents/guardians to develop a formal behavior support plan and contract.
3. If this plan and contract does not shift student conduct and student continues to violate school policy, the following disciplinary measures will may be utilized.
 1. First suspension and parent conference with administration.
 2. Second suspension and parent conference with behavioral support team and administration.
 3. Third suspension and possible recommendation for expulsion*.

*The escalation/steps detailed above is intended to serve as a guideline for the typical steps of a disciplinary pathway and related supports. These steps are not intended to limit administration's discretion to suspend or expel a child based on the circumstances of an isolated incident. Please see school handbook for safeguards and due process in place for students with disabilities

IX. Dangerous Weapons

Weapons are prohibited on school grounds. Students who bring weapons will be disciplined according to the school suspension and expulsion policy. Additionally, California Penal Code § 626.10 PC makes it a crime to bring dangerous weapons onto school grounds, including K-12 schools and any private or public university or college. The offense can be charged as a misdemeanor or a felony.

The language of the statute reads:

626.10. (a) (1) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, ice pick, knife having a blade longer than 2¹/₂ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, as defined in subdivision (a) of [Penal Code] 244.5, any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun, upon the grounds of, or within, any public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, is guilty of a public offense, punishable by imprisonment in a county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.

Due to the nature of Journey School's programming, it should be noted that Games/PE classes practice archery and javelin under close supervision of a staff member and with safety precautions in place. Additionally, there are tools and knives that are used in farming, woodwork and cooking classes. These tools and items are stored securely and are used solely for instructional purposes. Staff/students are exempt from Penal Code 625.10 so long as the tools and items described above are used in accordance with law and in a manner consistent with instructional purposes.

X. Prevention of Gun Violence

To further student and staff safety, Journey School proposes to help prevent gun violence at school campuses by distributing materials to the community with an aim to educate and raise awareness about how to securely store guns—and why it matters. Distribution and education efforts would occur on an annual basis.

OVERNIGHT TRIPS – JOURNEY SCHOOL

Journey School currently offers access to overnight camping trips for students in grades 3-8. For the 2023-2024 school year, the following costs per student have been incurred or are projected.

3rd Grade: \$75 (scaled back to camping trip this year)
4th Grade: \$254
5th Grade: \$422
6th Grade: \$425
7th Grade: \$425
8th Grade: \$1,000

Trip costs have increased in recent years due to increases in provider fees and transportation costs. We have seen an increase of roughly 10% annually to each trip. Costs are expected to continue increasing each year.

Trips have also become more expensive and complicated over the years as we contract with outfitters in nearly all grades 3rd-8th... as opposed to the simple camping trips that were scheduled years ago.

The school prides itself in ensuring that all students can access overnight trips regardless of financial means. This has been helpful for our community as we have many families who have multiple children, so they are burdened with paying for multiple class trips annually. Additionally, we have seen a steady increase in the percentage of enrolled students who meet low socioeconomic criteria.

While we haven't reconciled overnight costs for the 23-24 school year, we anticipate a large school contribution to the overall costs and likely an increase in school contribution from the prior year. For reference, the total cost of overnight trips for the 22-23 school year was \$120,863. Of this amount, parents contributed \$83,271 and the school covered \$37,592 in the form of "scholarship assistance".

Additionally, it should be noted that the business officer and administration spend a great deal of time organizing overnight trips, transportation, following up with parents regarding payment plans and scholarship request for overnight trips.

To that end, a group of Journey teachers meet weekly at Pedagogical Council and as a portion of their work, they have proposed a simplification of overnight trips and field trips. Their proposal is included below to help guide board discussion.

Grade	Pedagogy	Field Trips	Notes
3	Farming, shelters, practical arts, fibers Separation from parents	- Sukkot coming together for community is the why for the first overnight on campus	*Service: Carry on throughout the grades * Question we are driving is; Now that I've landed on

		<p>Tent Camping: Big Oak/ Caspars 1 night **Could also be on campus</p> <p>Day Trip: Farming Ecology Center, Tanaka, Second Harvest* Segerstrom plays as appropriate</p>	<p>earth here, how do I survive?</p> <p>*suggested family group field trip Rawhide Ranch</p>
4	Zoology/ California history	<p>(Both classes do the same) 1-2 Tent Camping: Julian Gold Mine co. or Ships overnight - -Spirit of Dana Point Day Trips - Options Ships Day Tour - \$15 Dana Point opened Mission Field Trip Hiking local Pacific Marine Center San Joaquin Wildlife Sanctuary Segerstrom plays as appropriate</p>	<p>*suggested family group field trip Roar and Snore</p>
5	Botany North American Geography	<p>Catalina Pentathlon The Reserve Local Arboretums / Botanical Gardens in Encinitas Big Oak with Earth Roots</p> <p>Segerstrom plays as appropriate</p>	
6	Middle Ages/Knights Geology Astronomy	<p>2-3 Tent Camping: East Sierras Joshua Tree Death Valley, Beach, Big Oak, Medieval times St. Luke's Rubbing - cathedral Segerstrom plays as appropriate</p>	

7	Renaissance Art Physics Chemistry Explorers Prep for longer trip	2-3 Tent Camping - Point Mugu - + sailing/kayaking experiences tacked onto the trip Tall Ships - Dana Point Channel Islands Museums - Segerstrom plays as appropriate	-Consider public transportation options
8	Organic Chemistry Longer Trip (seeing the wider world/independence)	Synergia/Positive Adventures Segerstrom plays as appropriate	-consider public transportation options -Consider service and cultural opportunities