

**Journey School  
A California Public Charter School**

**Tuesday, June 25, 2024**

**REGULAR (and ANNUAL) MEETING AGENDA**

**6:00 p.m.**

*Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656*

*(949) 448-7232*

*[www.journeyschool.net](http://www.journeyschool.net)*

**BOARD MEMBERS:**

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

**ADVISORY POSITIONS:**

*Cassie Kauwling, Parent Cabinet Advisor  
Faculty Advisor, TBD*

**INSTRUCTIONS FOR PRESENTATIONS TO THE COUNCIL BY PARENTS AND CITIZENS**

*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 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 prior to an agenda item 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 and submit the card prior to an agenda item. The public comment period precedes presentations on that agenda item by staff and/or school committees, 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.
  5. Audience members attending a meeting virtually are required to follow the guidelines specified in points 1 through 4 with the following exception noted: In lieu of a "Request to Speak" card, an audience member may utilize the chat function to indicate their name and a request to speak under the general category of "Public Comment" or at a specific agenda item. All other comments, questions, and dialogue entered into the chat will not be entered into public record and will not be responded to/addressed.

**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 twenty-four (24) 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 website [www.journeyschool.net](http://www.journeyschool.net), without delay and at the same time, they are distributed to the Council.

|   | <b>AGENDA ITEM</b>   | <b>SPONSOR</b> | <b>EST. TIME</b> |
|---|--|----------------|------------------|
| 1 | <b>Call to Order and Roll Call</b>   | Amy Capelle    | 6:00             |
| 2 | <b>Inspirational Passage</b>   | Michael Allbee | 6:02             |
| 3 | <b>Approval of Agenda*</b><br><br><b>NOTE: The order of the agenda may be changed without prior notice to the public.</b>  | Amy Capelle    | 6:05             |
| 4 | <b>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</b><br><br>A. <b>Board Strategic Planning:</b> Summer reading and discussion of next planning steps/retreat<br><br>B. <b>Board Meeting Schedule*:</b> Review and approval of schedule of regular meetings for the 24-25 school year<br><br>C. <b>Board Terms and Officers*:</b> Succession planning discussion and approval of renewal of board terms and election of board Officers for 24-25 school year | Amy Capelle    | 6:10             |
| 5 | <b>PUBLIC COMMENT: Members of the public may contribute public comment.</b><br>Reminder: See policy above for time guidelines.   | Amy Capelle    | 6:30             |
| 6 | <b>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.</b>  | Gavin Keller   | 6:40             |

|   |   |  |      |
|---|---|--|------|
|   | <p><b>A. Approval of Minutes*:</b> Minutes from regular meeting May 23, 2024</p> <p><b>B. Education Protection Account*:</b> Approval of report on EPA spending for the 2023-24 school year</p> <p><b>C. Contract with OCDE for retirement reporting/contributions*:</b> Annual approval for CalSTRS/PERS employees.</p> <p><b>D. Consolidated Application*:</b> Annual approval of the spring Consolidated Application (ConApp), used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to direct-funded charter schools throughout California.</p>  |  |      |
| 7 | <p><b>INFORMATION ITEMS: Reports</b></p> <p>A. <b>Financial Update*:</b> Report on May financials and state budget update</p> <p>B. <b>Faculty Update:</b> Update on Faculty activities</p> <p>C. <b>Parent Cabinet Update:</b> Update on Parent Cabinet activities</p> <p>D. <b>Administrative Update:</b> Report from School Director, including update on facilities projects, employee benefits, audit progress, summer programming, professional development and other updates</p>   | <p>Larry Tamayo</p> <p>TBD</p> <p>Cassie Kawling</p> <p>Gavin Keller</p> | 6:50 |
| 8 | <p><b>SCHOOL OPERATIONS: Discussion/Action</b></p> <p>A. <b>School Handbook*:</b> Review and approval of 24-25 School Handbook, inclusive of adjustments to related policies.</p> <p>B. <b>Workplace Violence and Prevention Policy*:</b> Review and approval of workplace violence prevention plan, or WVPP. This is a new plan required for California employers to comply with Senate Bill 533</p> <p>C. <b>CUSD Food and Nutrition Services*:</b> Review and approval of processes and related costs for the 24-25 school year for provision of food and nutrition services at Journey School.</p> <p>D. <b>Memorandum of Understanding by and between Capistrano Unified School District and Journey School*:</b> Review and approval of MOU regarding retention of special education student records.</p> | Gavin Keller   | 7:30 |

|    |  |             |      |
|----|--|-------------|------|
|    | <p><b>E. Declaration of Need*:</b> Approval of form to allow hiring of teachers under certain types of credentials for the 2024-25 school year.</p> <p><b>F. Prop 28 Arts and Music School Funding*:</b> Review and approval of the annual report.</p> <p><b>G. Local Indicator Report*:</b> Review and approval of school performance and progress on CDE Local Indicators.</p> <p><b>H. Substitute Teacher Contracts*:</b> Review and approval of contracts with outside agencies for the provision of substitute teachers for the 24-25 school year.</p> <p><b>I. Staffing Plan 2024-25*:</b> Review updates to staffing plan</p> <p><b>J. Local Control and Accountability Plan*:</b> Review and approval of 2024-25 LCAP and Annual Update</p> <p><b>K. Preliminary Budget 2024-25*:</b> Approval of preliminary budget for 2024-25 fiscal year</p> |             |      |
| 9  | <p><b>CLOSED SESSION:</b> The meeting will now convene to closed session to discuss the matters described below:</p> <p style="padding-left: 40px;">1. <b>Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</b></p> <p><b>RECONVENE TO OPEN SESSION:</b> The meeting was reconvened to open session at: ___ p.m.</p> <p><b>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION</b> (includes the vote or abstention of every member present)</p>  | Amy Capelle | 8:45 |
| 10 | <b>Adjournment</b>   | Amy Capelle | 9:15 |

*Agenda publicly posted at Journey School on June 21, 2024.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net)*

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

Journey School Council  
Regular Meeting Schedule

**DRAFT**

2024-25 School Year

| Day      | Date         | Year | Notes               |          |
|----------|--------------|------|---------------------|----------|
|          | July         | 2024 | No regular meeting  |          |
| Thursday | August 22    | 2024 | *                   | Margaret |
| Thursday | September 26 | 2024 | *                   | Jeannie  |
| Thursday | October 24   | 2024 | *                   | Mike     |
|          | November     |      | No regular meeting  |          |
| Thursday | December 12  | 2024 | *                   | Melissa  |
| Thursday | January 23   | 2025 | *                   | Shelley  |
| Thursday | February 27  | 2025 | *                   | Cassie   |
| Thursday | March 27     | 2025 | *                   | Gavin    |
| Thursday | April 24     | 2025 | *                   | Amy      |
| Thursday | May 22       | 2025 | *                   | Shelley  |
| Thursday | June 26      | 2025 | *<br>Annual Meeting | Mike     |

\*4<sup>th</sup> Thursday of the month    ^ Exception due to holiday or other scheduling issue

# Special Meeting

All regular meetings normally start at 6:00 pm, but time is subject to change if needed for Council members' schedules and is different for any retreats. Meetings may be held in-person and/or virtually via Zoom based on public health considerations. Check each agenda for the meeting location.

# JOURNEY SCHOOL COUNCIL ROSTER and TERMS

As of October, 2023

## Council Members - Voting

| NAME             | TITLE                  | START           | END TERM   | CONTACT INFORMATION              |
|------------------|------------------------|-----------------|------------|----------------------------------|
| Amy Capelle      | <b>President</b>       | July, 2020      | June, 2024 | amy@journeyschool.net            |
| Melissa Dahlin   | <b>Vice President</b>  | October, 2020   | June, 2024 | melissa.dahlin@gmail.com         |
| Mike Allbee      | <b>Board Treasurer</b> | September, 2022 | June, 2024 | michael.allbee@journeyschool.net |
| Margaret Moodian | <b>Secretary</b>       | July, 2021      | June, 2024 | mminni100@hotmail.com            |
| Jeannie Lee      | Board Member           | July, 2017      | June, 2024 | jeannie@journeyschool.net        |

## Staff Members/Consultants - Non-Voting

| NAME           | TITLE                             | PHONE                  | EMAIL  |
|----------------|-----------------------------------|------------------------|--|
| Gavin Keller   | School Executive Director         | 949-448-7232 JS office | <a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a>     |
| Shelley Kelley | Educational Program Administrator | 949-448-7232 JS office | <a href="mailto:shelley@journeyschool.net">shelley@journeyschool.net</a> |
| Amanda Simmons | Independent Study Administrator   | 949-448-7232 JS office | <a href="mailto:amandas@journeyschool.net">amandas@journeyschool.net</a> |
| Larry Tamayo   | Journey Account Manager with ExED | 619-266-3239 office    | <a href="mailto:ltamayo@exed.org">ltamayo@exed.org</a>                   |

## Advisory Positions - Non-Voting

| NAME                   | TITLE                       | EMAIL   |
|------------------------|-----------------------------|---|
| <b>Cassie Kauwling</b> | Parent Cabinet Advisory     | <a href="mailto:ckauwling@gmail.com">ckauwling@gmail.com</a>                            |
| <b>ROTATING</b>        | Faculty Advisory            |   |
| <b>Heidi Crowley</b>   | CUSD representative/advisor | <a href="mailto:hacrowley@capousd.org">hacrowley@capousd.org</a><br>949-234-9220 office |

**Journey School**  
**A California Public Charter School**

**Thursday, May 23, 2024**

**REGULAR MEETING MINUTES - DRAFT**

**4:00 p.m.**

Journey School, 27102 Foxborough, Aliso Viejo, CA 92656

(949) 448-7232 [www.journeyschool.net](http://www.journeyschool.net)

This meeting was held in person on the Journey School campus and was live streamed via Zoom.

| <b>AGENDA ITEM</b> |   |
|--------------------|---|
| 1                  | <p><b>Call to Order and Roll Call</b> - The meeting was called to order at 4:05 p.m. Council member Jeannie Lee has requested to attend the meeting virtually due to travel. Melissa made a motion to approve the request. Margaret seconded the motion and it was unanimously approved. Jeannie turned on her video and stated that there were no other adults in the room with her.</p> <p><b>BOARD MEMBERS:</b><br/>           Amy Capelle, Council President - Present<br/>           Melissa Dahlin, Council Vice President - Present<br/>           Margaret Moodian, Council Secretary - Present<br/>           Jeannie Lee, Board Member - Participating via Zoom<br/>           Michael Allbee, Board Treasurer - Present</p> <p><b>ADVISORY POSITIONS:</b><br/>           Cassie Kauwling, Parent Cabinet Advisor - Present</p> |
| 2                  | <p><b>Inspirational Passage</b> - Shelley shared inspirational passages from <i>Conscious Discipline</i>.</p>   |
| 3                  | <p><b>Approval of Agenda*</b> Margaret made a motion to approve the agenda as amended. Melissa seconded the motion and it was unanimously approved.</p>   |
| 4                  | <p><b>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</b></p> <p>A. <b>2023-2024 Board Calendar/Schedule meetings:</b> Board members discussed changing the date of the June meeting to June 25th at 6:00 p.m. Mike made a motion to approve the calendar as amended. Melissa seconded and it was unanimously approved.</p>  |
| 5                  | <p><b>PUBLIC COMMENT: Members of the public may contribute public comment.</b> Journey School teacher Kelly Larson shared that teachers and students felt overwhelmed when faced with mandatory Fastbridge testing immediately following state testing. She thanked the administration for not making Fastbridge testing</p>  |

|   |   |
|---|---|
|   | <p><i>mandatory at this time of year. She shared examples of challenges facing students, and explained that certain factors affecting student performance cannot be seen by looking at testing data. She offered to work with the board on compiling useful "soft" data.</i></p> <p><i>Alicia Cordova offered a public comment via Zoom. She requested standardized rubrics based on anecdotal records to create another data set in addition to other measures being used. She thanked Amy Capelle for her leadership and for approving the bylaws for the Parent Advisory Council. She asked that the board consider rescheduling tonight's LCAP hearing. She also requested that the school consider summer renewal options for teachers, and look for 2nd and 3rd grade training that offers strong literacy instruction, such as the Roadmap to Literacy training.</i></p>   |
| 6 | <p><b>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.</b></p> <p><b>A. Approval of Minutes*:</b> Minutes from regular meeting April 25, 2024.</p> <p><b>B. Contract with ExED*:</b> Approval of renewal of contract with ExED and Notice of Terms of Supplement</p> <p><b>C. Title I Parent and Family Engagement Policy*:</b> Annual approval of policy</p> <p><i>Margaret made a motion to approve the consent agenda items. Melissa seconded the motion and it was unanimously approved.</i></p>  |
| 7 | <p><b>SCHOOL OPERATIONS: Discussion/Action</b></p> <p><b>A. Budget for 2024-25 fiscal year*:</b> Gavin shared an overview of the draft 2024-2025 budget. Larry Tamayo arrived at 4:40 p.m. and shared his presentation following Item 7B reviewing the budget in detail. The board discussed the possible need for future fundraising as revenue decreases in coming years.</p> <p><b>B. Public Hearing for Local Control and Accountability Plan*:</b> A public hearing of the LCAP annual update and a review of the draft 2024-2025 plan is scheduled for this evening. There is a survey open to the parent body and another meeting scheduled to gather input on the LCAP. Parents may also attend the June council meeting and share input. Margaret made a motion to open the public hearing to accept public comment on the LCAP. Melissa seconded the motion and it was unanimously approved. Public comment was opened with a limit of 5 minutes. Alicia Cordova shared her comments via Zoom. She requested midyear data on lower school literacy proficiency on fluency, phonics, writing, vocabulary and spelling. Alicia also wants to know what assessment is used to gather data. She additionally requests midyear data on student climate including suspension rates, ELPAC, English language proficiency rates, and the number of students being reclassified. Amy asked for clarification as to which grades Alicia is referring. Alicia responded typically 1st - 3rd grades, but may extend to 4th grade. Shelley stated that in a Waldorf school "reading to learn" begins in 4th grade. Alicia referenced the Roadmap to Literacy recommendations from Janet Langley which is to use the CORE reading program for teacher training. Shelley stated that all Journey teachers in the Waldorf teacher training program have completed the Roadmap to Literacy training and have had one-on-one training with Janet Langley and Patti Connolly. Journey teachers also have access to reach out to Janet Langley with questions as needed. Margaret asked if LCAP dashboard graphics could be created, similar to CUSD's graphics. Amy requested a change in Goal 3 to address chronic absenteeism due to student</p> |

|   |   |
|---|---|
|   | <p><i>social-emotional concerns. Amy suggested that for Goal 5, the number be presented as a percentage instead of a number. Amy noted that on Page 24, Goal #1, 3rd column looks like a duplicate of the one underneath it. Gavin will make the correction. Amy asked if Title 1 students are being monitored for progress. Gavin explained the variety of assessments that that group of students is closely monitored. A final draft of the LCAP will be presented to the council at the regular June meeting.</i></p> <p><b>C. Staffing Plan 2024-2025*:</b> <i>Gavin shared a draft of the staffing plan for the 2024-25 school year including a review of and presented a Non Public Agency agreement for contracted staff services for Special Education.</i></p> <p><i>Margaret made a motion to approve the 2024-25 Staffing Plan. Mike seconded the motion and it was unanimously approved. Margaret made a motion to approve the contract for staff services for Special Education services with the dates updated. Melissa seconded the motion and it was unanimously approved.</i></p> <p><b>D. Handwork Storage and Outdoor Classroom*:</b> <i>Gavin reviewed preliminary plans and projected expenses for the cost of relocating the handwork program. Margaret made a motion to approve the proposed expenditures related to Handwork relocation including a 40' storage container. Melissa seconded the motion and it was unanimously approved.</i></p> <p><b>E. Purchase of Laptop Computers for Student Use*:</b> <i>Gavin shared this proposed purchase which will be reimbursed by approved government funding. Mike made a motion to approve the purchase of student Chromebooks. Margaret seconded the motion and it was unanimously approved.</i></p> <p><b>F. Student Information System*:</b> <i>The board reviewed an agreement/ license and fees for AERIES, a student information system, which is required since we are moving out of CUSD's SELPA. Margaret made a motion to allow Gavin to enter into this contract, and approve the cost with training fees not to exceed \$12,000. Melissa seconded the motion and it was unanimously approved.</i></p> <p><b>G. ExEd Contract*:</b> <i>Gavin reviewed the proposed additional services by ExED to include CALPADS Data Management and Data Reporting Support Services for state and federal reporting. Margaret made a motion to approve the aforementioned addition to ExED's contract and the related additional fees. Mike seconded the motion and it was unanimously approved.</i></p> |
| 8 | <p><b>INFORMATION ITEMS: Reports</b></p> <p>A. <b>Financial Update*:</b> <i>Larry Tamayo reported on April financials and the state's May Revise. Higher enrollment and higher than budgeted ADA has kept revenues strong. The school's investments are doing well.</i></p> <p>B. <b>Faculty Update:</b> <i>Jeannie Lee shared that 8th grade projects are going well and council members are invited to attend.</i></p> <p>C. <b>Parent Cabinet Update:</b> <i>There was no Parent Cabinet update.</i></p> <p>D. <b>Administrative Update:</b> <i>There was no administrative update.</i></p>  |
| 9 | <p><b>CLOSED SESSION:</b> <i>Melissa made a motion to move into closed session. Mike seconded the motion and it was unanimously approved. The board moved into closed session at 5:51 p.m.</i></p>  |

|    |  |
|----|--|
|    | <p>1. <b>Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</b></p> <p><b>RECONVENE TO OPEN SESSION:</b> The meeting was reconvened to open session at: 6:08 p.m.</p> <p><b>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION</b> The board did not take action in closed session.</p> |
| 10 | <p><b>Adjournment</b> -The meeting was adjourned at 6:08 p.m.</p>  |

*Agenda publicly posted at Journey School on May 20, 2024.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net)*

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

2023-24 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

**Journey School**

**Expenditures through: June 30, 2024**

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

| Description  | Object Codes | Amount            |
|--|--------------|-------------------|
| <b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>                                       |              |                   |
| Adjusted Beginning Fund Balance  | 9791-9795    | 0.00              |
| Revenue Limit Sources  | 8010-8099    | 110,798.13        |
| Federal Revenue  | 8100-8299    | 0.00              |
| Other State Revenue  | 8300-8599    | 0.00              |
| Other Local Revenue  | 8600-8799    | 0.00              |
| All Other Financing Sources and Contributions                                      | 8900-8999    | 0.00              |
| Deferred Revenue   | 9650         | 0.00              |
| <b>TOTAL AVAILABLE</b>   |              | <b>110,798.13</b> |
| <b>EXPENDITURES AND OTHER FINANCING USES</b>                                       |              |                   |
| <b>(Objects 1000-7999)</b>   |              |                   |
| Instruction  | 1000-1999    | 110,798.13        |
| Instruction-Related Services   |              |                   |
| Instructional Supervision and Administration                                       | 2100-2150    | 0.00              |
| AU of a Multidistrict SELPA  | 2200         | 0.00              |
| Instructional Library, Media, and Technology                                       | 2420         | 0.00              |
| Other Instructional Resources  | 2490-2495    | 0.00              |
| School Administration  | 2700         | 0.00              |
| Pupil Services   |              |                   |
| Guidance and Counseling Services   | 3110         | 0.00              |
| Psychological Services   | 3120         | 0.00              |
| Attendance and Social Work Services  | 3130         | 0.00              |
| Health Services  | 3140         | 0.00              |
| Speech Pathology and Audiology Services  | 3150         | 0.00              |
| Pupil Testing Services   | 3160         | 0.00              |
| Pupil Transportation   | 3600         | 0.00              |
| Food Services  | 3700         | 0.00              |
| Other Pupil Services   | 3900         | 0.00              |
| Ancillary Services   | 4000-4999    | 0.00              |
| Community Services   | 5000-5999    | 0.00              |
| Enterprise   | 6000-6999    | 0.00              |
| General Administration   | 7000-7999    | 0.00              |
| Plant Services   | 8000-8999    | 0.00              |
| Other Outgo  | 9000-9999    | 0.00              |
| <b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>                                 |              | <b>110,798.13</b> |
| <b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b> |              | <b>0.00</b>       |

JOURNEY SCHOOL  
CONTRACT FOR BUSINESS AND FINANCIAL SERVICES

This AGREEMENT is hereby made and entered into this 1st day of July, 2024, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Journey School, 27102 Foxborough, Aliso Viejo, California 92656, hereinafter referred to as SCHOOL. SUPERINTENDENT and SCHOOL shall be collectively referred to as the Parties.

WHEREAS, the SCHOOL has requested selected business and financial services of SUPERINTENDENT to fulfill or perform defined obligations and duties; and

WHEREAS, SUPERINTENDENT is willing to provide support services as requested by SCHOOL.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2024, and ending on June 30, 2025, subject to termination as set forth in this AGREEMENT. This AGREEMENT shall automatically terminate in the event that the SCHOOL is revoked, dissolved, abandoned, or closed.

2.0 SCOPE OF WORK. SCHOOL hereby engages SUPERINTENDENT as an independent contractor to perform selected business and financial services and SUPERINTENDENT hereby agrees to perform said work upon the terms and conditions set forth herein. SUPERINTENDENT'S responsibilities shall include the following:

1           2.1   SERVICES PROVIDED BY SUPERINTENDENT FOR CalPERS & CalSTRS  
2                   RETIREMENT REPORTING.

3           a.    SUPERINTENDENT agrees to transmit retirement  
4                   reporting and processing information, earnings and  
5                   contributions for current fiscal year for SCHOOL to  
6                   CalSTRS and/or CalPERS as specified in the SCHOOL'S  
7                   charter.

8           b.    SUPERINTENDENT agrees to coordinate reporting and  
9                   processing of retirement (CalSTRS and/or CalPERS)  
10                  information, earnings and contributions for prior  
11                  fiscal year(s) if not already reported at an  
12                  additional cost.

13          c.    SUPERINTENDENT will serve as contact agency in  
14                  working with CalSTRS and/or CalPERS in resolving  
15                  problems and answering questions related to  
16                  reporting and processing of retirement (CalSTRS  
17                  and/or CalPERS) information.

18          d.    Upon notification from CalPERS or CalSTRS,  
19                  SUPERINTENDENT will notify SCHOOL of errors and  
20                  recommend possible resolutions.

21          e.    SUPERINTENDENT agrees to provide SCHOOL with  
22                  training and information for completion of required  
23                  reports:

- 24                  1)    Instructions and training will be provided by  
25                        SUPERINTENDENT'S Retirement Services Unit.  
                      SCHOOL agrees to send a representative to the

1 next available training following the  
2 effective date of this AGREEMENT.

3 2) Training will be provided in all areas  
4 necessary for retirement reporting and  
5 completion of forms. The following materials  
6 and documents will be provided at the  
7 training:

8 a) Procedures for completing forms to report  
9 CalPERS/CalSTRS payroll information (via  
10 secure e-mail or FTP).

11 b) Timelines for submitting reports/  
12 conditions.

13 c) CalPERS/CalSTRS Manuals.

14 3) SCHOOL staff will be included in all  
15 retirement workshops provided to school  
16 districts for ongoing training.

17 4) SCHOOL will be added to mailing list for  
18 distribution of information concerning  
19 CalPERS/CalSTRS.

20 f. SUPERINTENDENT will forward all Bulletins related to  
21 CalPERS/CalSTRS to the Business Manager of SCHOOL or  
22 their appointed designee.

23 g. To comply with CalPERS and CalSTRS system  
24 requirements, SUPERINTENDENT may be required to  
25 modify retirement report information on behalf of  
SCHOOL prior to submitting to CalPERS or CalSTRS.

1 SUPERINTENDENT will provide SCHOOL changes in  
2 pension contribution amounts for each payroll  
3 reporting cycle. SCHOOL access to final report  
4 adjustments shall constitute notice to SCHOOL, as  
5 employer, in accordance with Education Code Section  
6 24616.2(a)(3)(A).

7 3.0 SCHOOL RESPONSIBILITIES. The SCHOOL shall be responsible for the  
8 following retirement reporting and processing services:

- 9 a. SCHOOL may employ an outside vendor or payroll service  
10 agency to submit monthly retirement reporting  
11 information. SCHOOL and vendor or agency will coordinate  
12 all reporting with SUPERINTENDENT'S Retirement Services  
13 Unit.
- 14 b. SCHOOL agrees to provide contact name(s) and email  
15 addresses for staff who will be responsible for access to  
16 the CalPERS and CalSTRS employer portals.
- 17 c. SCHOOL agrees to notify SUPERINTENDENT of any changes in  
18 outside vendor or payroll services immediately.
- 19 d. SCHOOL shall provide the required retirement system's  
20 resolution to SUPERINTENDENT prior to the beginning of  
21 retirement reporting and processing.
- 22 e. SCHOOL agrees to adhere to all current and future  
23 timelines as established by SUPERINTENDENT for retirement  
24 reporting and processes.
- 25

- 1 f. SCHOOL is solely responsible for accuracy of all data and  
2 compliance with timelines, deadlines, and security in  
3 remitting information to SUPERINTENDENT.
- 4 g. SCHOOL will provide SUPERINTENDENT accurate retirement  
5 and payroll data and/or information necessary for  
6 completing and implementing reporting and processing of  
7 retirement (CalSTRS and/or CalPERS).
- 8 h. SCHOOL shall send required retirement reporting  
9 information on an Excel spreadsheet provided by  
10 SUPERINTENDENT via secure e-mail or FTP to the  
11 SUPERINTENDENT'S Retirement Services Unit by the 3rd  
12 business day of each month.
- 13 i. Funding to cover employee and district retirement  
14 contributions will be transferred from SCHOOL's County  
15 Treasury account. If sufficient funding is not available  
16 in the SCHOOL's County Treasury account to cover  
17 retirement contributions, SCHOOL must wire funds to  
18 SUPERINTENDENT by the 3rd business day of each month.  
19 This AGREEMENT does not provide for temporary borrowing  
20 or transferring of funds from the County Treasury by the  
21 SCHOOL.
- 22 j. SCHOOL shall provide completed CalSTRS and CalPERS forms  
23 within five (5) days as requested by SUPERINTENDENT or  
24 within five (5) days of the due dates.
- 25 k. SCHOOL is responsible for providing CalPERS/CalSTRS  
membership information to employees as required by

1 California Education Code Sections 22455.5, 22460, and  
2 22509 and Government Code Sections 20280 through 20309.5.

3 l. SCHOOL is responsible for monitoring employees' earnings  
4 and hours for mandatory membership under California  
5 Government Code Section 20305 and California Education  
6 Code Sections 22500 through 22504.

7 m. SCHOOL is also responsible for monitoring employee  
8 membership status with regard to exclusions (Section  
9 20300) and choice of election (Section 20309).

10 n. SCHOOL is responsible for providing payroll vendor with  
11 access to CalPERS and CalSTRS systems for enrolling  
12 members and retirees. SCHOOL is responsible for  
13 enrolling CalPERS retiree within thirty (30) days of hire  
14 in the CalPERS system.

15 o. SCHOOL is responsible for monitoring CALPERS/CALSTRS  
16 Retirees for post-retirement earnings / hours compliance  
17 as per California Education Code Section 22461 and  
18 Government Code Section 21229.

19 p. SCHOOL shall maintain all payroll/retirement records for  
20 employees. These records must be retained indefinitely  
21 for adjustment processing purposes.

22 q. SCHOOL will designate one of its employees to serve as  
23 contact person between SCHOOL and SUPERINTENDENT for  
24 matters related to reporting and processing of retirement  
25 (CalSTRS and/or CalPERS) information.

1 r. SCHOOL will submit CalPERS/CalSTRS required forms,  
2 reports and/or file to SUPERINTENDENT according to the  
3 SUPERINTENDENT provided schedule.

4 s. SCHOOL accepts financial responsibility for all CalPERS,  
5 CalSTRS, and/or SUPERINTENDENT fines and penalties  
6 resulting from incomplete, inaccurate, or late reports  
7 and/or inadequate or late deposits.

8 t. SCHOOL accepts responsibility to pay CalPERS invoices  
9 before due date and submit a copy of the payment to  
10 SUPERINTENDENT.

11 u. SCHOOL accepts financial responsibility for all CalPERS  
12 and CalSTRS fees and/or assessments required for  
13 participation in pension funds, such as those related to  
14 compliance with statements issued by the Governmental  
15 Accounting Standards Board (GASB).

16 4.0 PAYMENT.

17 4.1 SCHOOL agrees to pay SUPERINTENDENT the fees for services  
18 satisfactorily rendered pursuant to Section 2.0 of this AGREEMENT  
19 for the period commencing as of July 1, 2024 and ending June 30,  
20 2025. The fees to be paid to SUPERINTENDENT for services rendered  
21 are as follows:

22 4.1.1 Retirement reporting and processing fee: Four  
23 dollars and seventeen cents (\$4.17) per Employee  
24 per Monthly Payroll.

25 4.1.2 Monthly services will be invoiced quarterly.

1 4.1.3 SUPERINTENDENT may assess fees for late report  
2 submission or late deposits in accordance with  
3 the schedule in 4.1.3.1. Fees associated with  
4 late submission or deposits will be included on  
5 quarterly invoice.

6 4.1.3.1 - Schedule of Late Fees

7 Late Report Submission:

8 1 - 7 days late - \$100

9 8+ days late - \$200

10 Late Retirement Funds (deposit):

11 The lesser of 5% of Funds due or \$500

12 Late Payment for Services:

13 The lesser of 10% of invoiced amount or  
14 \$100

15 4.1.4 Payment for services is due thirty (30) days from  
16 invoice date. Failure to remit payments on time  
17 could delay or terminate services.

18 4.1.5 SCHOOL agrees to designate the person and provide  
19 a current billing address for receiving invoices.

20 4.2 Payment shall be made no later than thirty (30) days from  
21 the date of SUPERINTENDENT'S invoice. SCHOOL shall direct all  
22 payments to: Orange County Superintendent of Schools, P.O. Box 9050,  
23 Costa Mesa, California 92628-9050, Attn: Accounts Receivable, or at  
24 such other place as SUPERINTENDENT may designate in writing.

25 5.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times to  
be an independent contractor and shall be wholly responsible for the

1 manner in which the services required by the terms of this AGREEMENT  
2 are performed. Nothing herein contained shall be construed as  
3 creating the relationship of employer and employee, or principal and  
4 agent, between SUPERINTENDENT and SCHOOL. SUPERINTENDENT assumes  
5 the responsibility for the acts and omissions of its employees or  
6 agents as they relate to the services to be provided.  
7 SUPERINTENDENT, its officers, agents and employees, shall not be  
8 entitled to any rights, and/or privileges of SCHOOL employees and  
9 shall not be considered in any manner to be SCHOOL employees.

10 6.0 INDEMNIFICATION/HOLD HARMLESS.

11 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold  
12 harmless SCHOOL, its officers, agents, and employees from liability  
13 and claims of liability for bodily injury, personal injury,  
14 sickness, disease, or death of any person or persons, or damage to  
15 any property, real personal, tangible or intangible, arising out of  
16 the negligent acts or omissions of employees, agents or officers of  
17 SUPERINTENDENT or the Orange County Board of Education during the  
18 period of this AGREEMENT.

19 B. SCHOOL hereby agrees to indemnify, defend, and hold harmless  
20 SUPERINTENDENT, the Orange County Board of Education, and its  
21 officers, agents, and employees from liability and claims of  
22 liability for bodily injury, personal injury, sickness, disease, or  
23 death of any person or persons, or damage to any property, real,  
24 personal, tangible or intangible, arising out of the negligent acts  
25 or omissions of employees, agents or officers of SCHOOL during the  
period of this AGREEMENT.

1 7.0 NON-DISCRIMINATION. SUPERINTENDENT and SCHOOL agree that they  
2 will not engage in unlawful discrimination of persons because of  
3 race, color, religious creed, national origin, ancestry, physical  
4 handicap, medical condition, marital status, or age or sex of such  
5 persons.

6 8.0 APPLICABLE LAW. The services completed herein must meet the  
7 approval of the SCHOOL'S general right of inspection to secure the  
8 satisfactory completion thereof. SCHOOL agrees to comply with all  
9 federal, state and local laws, rules, regulations and ordinances  
10 that are now or may in the future become applicable to SCHOOL,  
11 SCHOOL'S business, equipment and personnel engaged in operations  
12 covered by this AGREEMENT or occurring out of the performance of  
13 such operations.

14 9.0 ASSIGNMENT. SUPERINTENDENT shall not subcontract or assign the  
15 performance of any of the services in this AGREEMENT without prior  
16 written approval of the SCHOOL.

17 10.0 INSPECTION AND AUDIT. SCHOOL agrees that SUPERINTENDENT shall  
18 have access to and right to examine, audit, excerpt, copy or  
19 transcribe any applicable records of the SCHOOL pertinent to this  
20 AGREEMENT. SUPERINTENDENT agrees that SCHOOL shall have access to  
21 and right to examine, audit, excerpt, copy or transcribe any  
22 applicable records of the SUPERINTENDENT pertinent to this  
23 AGREEMENT. SUPERINTENDENT and SCHOOL shall maintain records of  
24 services provided and financial records for a period of five (5)  
25 years.

1 11.0 TOBACCO USE POLICY. In the interest of public health,  
2 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
3 use of any tobacco products are prohibited in buildings and  
4 vehicles, and on any property owned, leased or contracted for by the  
5 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to  
6 abide with conditions of this policy could result in the termination  
7 of this AGREEMENT.

8 12.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT  
9 or SCHOOL, with or without cause, upon the giving of thirty (30)  
10 days prior written notice to the other party.

11 13.0 NOTICES. All notices or demands to be given under this  
12 Agreement by either party to the other shall be in writing and given  
13 either by: i) Personal service, or ii) U.S. Mail, mailed either by  
14 registered or certified mail, return receipt requested, with postage  
15 prepaid. Service shall be considered given when received if  
16 personally served or, if mailed, on the third (3rd) day after  
17 deposit in any U.S. Post Office. The address to which notices or  
18 demands may be given by either party may be changed by written  
19 notice given in accordance with the notice provisions of this  
20 section. As of the date of this AGREEMENT the addresses of the  
21 parties are as follows:

22 SCHOOL: Journey School  
23 27102 Foxborough  
24 Aliso Viejo, California 92656  
25 Attn: \_\_\_\_\_

SUPERINTENDENT: Orange County Superintendent of Schools  
200 Kalmus Drive  
Costa Mesa, California 92626  
Attn: Patricia McCaughey

1 14.0 SEVERABILITY. If any term, condition or provision of this  
2 AGREEMENT is held by a court of competent jurisdiction to be  
3 invalid, void, or unenforceable, the remaining provisions will  
4 nevertheless continue in full force and effect, and shall not be  
5 affected impaired or invalidated in any way.

6 15.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
7 shall be governed by the laws of the State of California, with venue  
8 in Orange County, California.

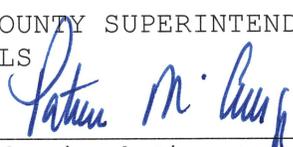
9 16.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
10 attached hereto constitute the entire agreement between  
11 SUPERINTENDENT and SCHOOL regarding the services and any agreement  
12 made shall be ineffective to modify this AGREEMENT in whole or in  
13 part unless such agreement is embodied in an Amendment to this  
14 AGREEMENT which has been signed by both Parties. This AGREEMENT  
15 supersedes all prior negotiations, understandings, representations  
16 and agreements.

17 IN WITNESS WHEREOF, the Parties hereto have caused this  
18 AGREEMENT to be executed.

19 SCHOOL: JOURNEY SCHOOL

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

20 BY: \_\_\_\_\_  
21 Authorized Signature

BY:  \_\_\_\_\_  
Authorized Signature

22 PRINTED NAME: \_\_\_\_\_

PRINTED NAME: Patricia McCaughey

23 TITLE: \_\_\_\_\_

TITLE: Director

24 DATE: \_\_\_\_\_

DATE: May 28, 2024

25 Journey School-Business&FinancialServices(10005390)25  
ZIP16

### 2024–25 Protected Prayer Certification

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

**CDE Program Contact:**

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

### Protected Prayer Certification Statement

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

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

|   |                    |
|---|--------------------|
| The authorized representative agrees to the above statement   | Yes                |
| Authorized Representative's Full Name   | Gavin Keller       |
| Authorized Representative's Title   | Executive Director |
| Authorized Representative's Signature Date  | 06/25/2024         |
| Comment   |                    |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                    |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Application for Funding

**CDE Program Contact:**

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

**Local Governing Board Approval**

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

|   |    |
|---|----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | No |
|---|----|

**District English Learner Advisory Committee Review**

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

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

**Application for Categorical Programs**

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

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

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2024–25 Substitute System for Time Accounting

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

**CDE Program Contact:**

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

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

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

|   |    |
|---|----|
| 2024–25 Request for authorization   | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

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

|                                     |         |
|-------------------------------------|---------|
| 2023–24 Title II, Part A allocation | \$8,226 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2023–24 Total allocation            | \$8,226 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$8,226 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

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

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$8,226 |
| 2023–24 Unspent funds                            | \$0     |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2023–24 Homeless Education Policy, Requirements, and Implementation

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

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

### Homeless Education Certification

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

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

### Homeless Liaison Contact Information

|  |  |
|--|--|
| Homeless liaison first name  | Gavin  |
| Homeless liaison last name   | Keller   |
| Homeless liaison title   | Executive Director   |
| Homeless liaison email address<br>(Format: abc@xyz.zyx)  | <a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a> |
| Homeless liaison telephone number<br>(Format: 999-999-9999)  | 949-448-8332   |
| Homeless liaison telephone extension   |  |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education<br>(Format: 0.00) | 0.20   |

### Homeless Liaison Training Information

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2023–24 Homeless Education Policy, Requirements, and Implementation

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

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

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

#### Homeless Education Policy and Requirements

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

#### Housing Questionnaire Identifying Homeless Children

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

#### Title I, Part A Homeless Expenditures

|  |          |
|--|----------|
| 2023–24 Title I, Part A LEA allocation   | \$32,580 |
| 2023–24 Title I, Part A direct or indirect services to homeless children reservation | \$212    |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2023–24 Homeless Education Policy, Requirements, and Implementation

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

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

|   |   |
|---|---|
| Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children  | \$0   |
| Homeless services provided<br><br>(Maximum 500 characters)  | School provides all necessary services to homeless students as requested and/or required. |
| No expenditures or encumbrances comment<br><br>Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | No expenditures have been requested/required  |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

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

|                                     |         |
|-------------------------------------|---------|
| 2023–24 Title II, Part A allocation | \$8,226 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2023–24 Total allocation            | \$8,226 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$8,226 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

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

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$8,226 |
| 2023–24 Unspent funds                            | \$0     |

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

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

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

|                                     |         |
|-------------------------------------|---------|
| 2022–23 Title II, Part A allocation | \$7,763 |
| Transferred–in amount               | \$0     |
| Transferred–out amount              | \$0     |
| 2022–23 Total allocation            | \$7,763 |

**Professional Development Expenditures**

|   |         |
|---|---------|
| Professional development for teachers       | \$7,763 |
| Professional development for administrators | \$0     |
| Consulting/Professional services            | \$0     |
| Induction programs                          | \$0     |
| Books and other supplies                    | \$0     |
| Dues and membership                         | \$0     |
| Travel and conferences                      | \$0     |

**Personnel and Other Authorized Activities**

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

**Program Expenditures**

|  |         |
|--|---------|
| Direct administrative costs                      | \$0     |
| Indirect costs                                   | \$0     |
| Equitable services for nonprofit private schools | \$0     |
| Total expenditures                               | \$7,763 |
| 2022–23 Unspent funds                            | \$0     |

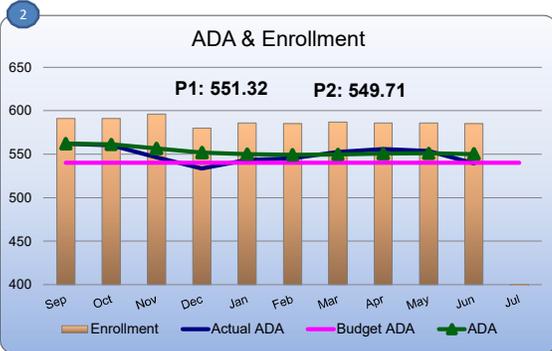
**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

# JOURNEY SCHOOL - Financial Dashboard (May 2024)

**1 Key Performance Indicators**

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



**State Budget Update**

**Per School Services of CA: An Overview of the 2024-25 Governor's May Revision**

In an unconventional manner that frustrated those who rely on the May Revision to plan for the upcoming budget year, Governor Gavin Newsom's Administration continued to release information on May 14, the statutory deadline to provide changes to his proposed State Budget. At the May Revision, Governor Newsom continues his approach from January to shield K-14 education from ongoing programmatic reductions.

**Proposition 98 Rainy Day Fund and Local Reserves**

The reduction in Proposition 98 funding levels in the current and budget year, coupled with increased costs associated with the 1.07% statutory COLA, exacerbate the Proposition 98 deficit for 2023-24 and 2024-25...the May Revision proposes to increase withdrawals from the Proposition 98 reserve in both fiscal years. Notably, deploying resources from the Proposition 98 reserve fund averts the need for other budgetary tools to avoid cuts to education, such as deferrals.

**Cost-of-Living Adjustment**

The May Revision fully funds the statutory COLA of **1.07%** for the LCFF, which is greater than the January estimate of 0.76%, but significantly lower than the estimate of 3.94% from the 2023-24 Enacted Budget.

**3 Average Daily Attendance Analysis**

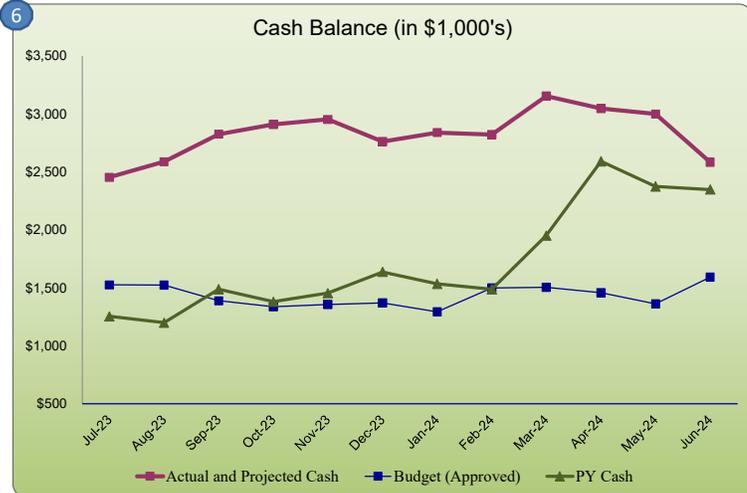
| Category   | Actual through Month 10 | Actual P2 | Budgeted P2 | Better/ (Worse) | Prior Year P2 |
|------------|-------------------------|-----------|-------------|-----------------|---------------|
| Enrollment | 585                     | 587       | 580         | 7               | 571           |
| ADA %      | 93.9%                   | 93.8%     | 93.1%       | 0.6%            | 92.1%         |
| ADA        | 550.21                  | 549.71    | 540.11      | 9.60            | 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%  | 32.8%    | 2.7%     | 30.1%      |

**5 INCOME STATEMENT**

| INCOME STATEMENT              | Forecast         | VS. Budget       |                  | FY 23-24 YTD     |                  |                | Historical       |                  |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|----------------|------------------|------------------|
|                               | As of 05/31/24   | FY 23-24 Budget  | Variance B/(W)   | Actual YTD       | Budget YTD       | Variance B/(W) | FY 22-23         | FY 21-22         |
| Local Control Funding Formula | 6,141,908        | 6,090,208        | 51,700           | 5,361,641        | 5,593,509        | (231,868)      | 5,503,044        | 4,289,194        |
| Federal Revenue               | 148,564          | 124,124          | 24,440           | 131,528          | 114,269          | 17,258         | 127,380          | 323,588          |
| State Revenue                 | 531,447          | 548,460          | (17,013)         | 1,220,454        | 371,974          | 848,480        | 979,037          | 491,993          |
| Other Local Revenue           | 86,630           | 9,651            | 76,979           | 79,800           | 8,106            | 71,694         | 47,713           | 6,908            |
| Grants/Fundraising            | 241,600          | 243,000          | (1,400)          | 233,290          | 236,505          | (3,215)        | 293,886          | 368,891          |
| <b>TOTAL REVENUE</b>          | <b>7,150,149</b> | <b>7,015,444</b> | <b>134,705</b>   | <b>7,026,712</b> | <b>6,324,363</b> | <b>702,349</b> | <b>6,951,059</b> | <b>5,480,574</b> |
| <i>Total per ADA</i>          | 13,007           | 12,989           | 18               |                  |                  |                | 13,036           | 11,408           |
| <i>w/o Grants/Fundraising</i> | 12,568           | 12,539           | 29               |                  |                  |                | 12,484           | 10,640           |
| Certificated Salaries         | 2,369,017        | 2,525,934        | 156,916          | 2,144,309        | 2,299,733        | 155,424        | 2,091,898        | 1,998,789        |
| Classified Salaries           | 1,279,589        | 1,144,385        | (135,204)        | 1,149,746        | 1,043,668        | (106,078)      | 1,161,891        | 990,020          |
| Benefits                      | 1,315,594        | 1,391,653        | 76,059           | 1,200,165        | 1,272,944        | 72,779         | 1,230,170        | 1,040,791        |
| Student Supplies              | 243,664          | 283,294          | 39,631           | 152,222          | 266,352          | 114,129        | 395,837          | 165,492          |
| Operating Expenses            | 1,785,815        | 1,587,072        | (198,742)        | 1,549,125        | 1,464,968        | (84,157)       | 1,619,604        | 1,536,017        |
| Other                         | 107,402          | 52,772           | (54,630)         | 96,422           | 47,947           | (48,476)       | 26,002           | 19,469           |
| <b>TOTAL EXPENSES</b>         | <b>7,101,081</b> | <b>6,985,110</b> | <b>(115,971)</b> | <b>6,291,991</b> | <b>6,395,612</b> | <b>103,622</b> | <b>6,525,402</b> | <b>5,750,577</b> |
| <i>Total per ADA</i>          | 12,918           | 12,933           | 15               |                  |                  |                | 12,237           | 11,970           |
| <b>NET INCOME / (LOSS)</b>    | <b>49,068</b>    | <b>30,334</b>    | <b>18,734</b>    | <b>734,722</b>   | <b>(71,249)</b>  | <b>805,970</b> | <b>425,657</b>   | <b>(270,004)</b> |
| <b>OPERATING INCOME</b>       | <b>156,470</b>   | <b>83,106</b>    | <b>73,364</b>    | <b>831,144</b>   | <b>24,645</b>    | <b>806,499</b> | <b>451,659</b>   | <b>(250,535)</b> |



**7 Balance Sheet**

| Balance Sheet                         | 6/30/2023        | 5/31/2024        | 6/30/2024 FC     |
|---------------------------------------|------------------|------------------|------------------|
| <b>Assets</b>                         |                  |                  |                  |
| Cash, Operating                       | 2,349,524        | 3,000,496        | 2,584,155        |
| Accounts Receivable                   | 1,369,526        | 407,293          | 825,401          |
| Due From Others                       | 299              | 0                | 0                |
| Other Assets                          | 426,847          | 237,491          | 264,811          |
| Net Fixed Assets                      | 306,393          | 303,255          | 306,962          |
| <b>Total Assets</b>                   | <b>4,452,590</b> | <b>3,948,535</b> | <b>3,981,328</b> |
| <b>Liabilities</b>                    |                  |                  |                  |
| A/P & Payroll                         | 525,112          | 316,306          | 347,894          |
| Due to Others                         | 280,114          | 27,056           | 713,916          |
| Deferred Revenue                      | 776,913          | 0                | 0                |
| Other Liabilities                     | 188,367          | 188,367          | 188,367          |
| <b>Total Liabilities</b>              | <b>1,770,506</b> | <b>531,729</b>   | <b>1,250,177</b> |
| <b>Equity</b>                         |                  |                  |                  |
| Beginning Fund Bal.                   | 1,377,081        | 2,682,084        | 2,682,084        |
| Net Income/(Loss)                     | 1,305,003        | 734,722          | 49,068           |
| <b>Total Equity</b>                   | <b>2,682,084</b> | <b>3,416,806</b> | <b>2,731,152</b> |
| <b>Total Liabilities &amp; Equity</b> | <b>4,452,590</b> | <b>3,948,535</b> | <b>3,981,328</b> |

|                   |       |       |       |
|-------------------|-------|-------|-------|
| Days Cash on Hand | 132   | 157   | 135   |
| Cash Reserve %    | 36.1% | 42.9% | 36.9% |

**Year-End Cash Balance**

| Projected | Budget    | Variance |
|-----------|-----------|----------|
| 2,584,154 | 1,592,591 | 991,564  |



|  | ACTUAL         | ACTUAL          | ACTUAL         | ACTUAL           | ACTUAL         | ACTUAL         | ACTUAL         | ACTUAL         | ACTUAL           | ACTUAL         | ACTUAL         | Actuals as of 5/31/2024 |                  | FORECAST         | Budget Variance  |
|--|----------------|-----------------|----------------|------------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|-------------------------|------------------|------------------|------------------|
|  | Jul-23         | Aug-23          | Sep-23         | Oct-23           | Nov-23         | Dec-23         | Jan-24         | Feb-24         | Mar-24           | Apr-24         | May-24         | Jun-24                  | Accrual          | Jul-23 - Jun-24  | Better / (Worse) |
| <b>8011-8098 - Local Control Funding Formula Source:</b> |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 8011 Local Control Funding Formula                       | 71,623         | 71,623          | 128,921        | 128,921          | 128,921        | 128,921        | 128,921        | 77,335         | 77,335           | 77,335         | 77,335         | 74,845                  |                  | 1,172,036        | (337,349)        |
| 8012 Education Protection Account                        | -              | -               | 26,662         | -                | -              | 25,346         | -              | -              | 29,360           | -              | -              | 29,430                  |                  | 110,798          | (27,064)         |
| 8019 Local Control Funding Formula - Prior Year          | -              | -               | -              | -                | -              | (74,815)       | -              | -              | -                | -              | -              | 7,039                   | 28,155           | (39,621)         | (39,621)         |
| 8096 In Lieu of Property Taxes                           | -              | 284,293         | 568,585        | 379,057          | 379,057        | 379,057        | 379,057        | 379,057        | 802,410          | 345,194        | 345,194        | 345,194                 | 330,798          | 4,916,953        | 473,991          |
| 8098 In Lieu of Property Taxes, Prior Year               | -              | -               | -              | -                | -              | 16,935         | 1              | -              | -                | -              | -              | -                       | (35,194)         | (18,258)         | (18,258)         |
| <b>Total 8011-8098 - Local Control Funding Formula</b>   | <b>71,623</b>  | <b>355,916</b>  | <b>724,168</b> | <b>507,978</b>   | <b>507,978</b> | <b>475,444</b> | <b>507,979</b> | <b>456,392</b> | <b>909,105</b>   | <b>422,529</b> | <b>422,529</b> | <b>456,509</b>          | <b>323,759</b>   | <b>6,141,908</b> | 51,700           |
| <b>8100-8299 - Federal Revenue</b>                       |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 8291 Title I   | -              | -               | -              | -                | -              | -              | -              | -              | -                | 25,543         | -              | -                       | 7,037            | 32,580           | 1,068            |
| 8292 Title II  | -              | -               | -              | -                | -              | -              | -              | -              | -                | 8,226          | -              | -                       | -                | 8,226            | 463              |
| 8295 Title IV, SSAE                                      | -              | -               | -              | -                | -              | -              | -              | -              | -                | -              | -              | -                       | 10,000           | 10,000           | -                |
| 8299 All Other Federal Revenue                           | -              | -               | -              | 56,090           | -              | -              | -              | 34,776         | -                | 6,893          | -              | -                       | (0)              | 97,758           | 22,909           |
| <b>Total 8100-8299 - Other Federal Income</b>            | <b>-</b>       | <b>-</b>        | <b>-</b>       | <b>56,090</b>    | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>34,776</b>  | <b>-</b>         | <b>40,662</b>  | <b>-</b>       | <b>-</b>                | <b>17,037</b>    | <b>148,564</b>   | <b>24,440</b>    |
| <b>8300-8599 - Other State Revenue</b>                   |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 8550 Mandate Block Grant                                 | -              | -               | -              | -                | 10,535         | -              | -              | -              | -                | -              | -              | -                       | -                | 10,535           | (49)             |
| 8560 Lottery Revenue                                     | -              | -               | 1,964          | -                | -              | -              | 55,421         | -              | 43,588           | -              | -              | -                       | 42,118           | 143,091          | 15,085           |
| 8592 State Mental Health                                 | 2,157          | 2,157           | 3,883          | 3,883            | 3,883          | 3,883          | 3,883          | 4,043          | 4,043            | 4,043          | 4,043          | 3,916                   | -                | 43,817           | 43,817           |
| 8595 Expanded Learning Opportunity Program               | 45,127         | (29,679)        | 13,903         | 163,082          | 13,903         | 13,903         | 13,903         | 13,908         | 13,908           | 13,908         | 13,908         | 13,908                  | (65,836)         | 237,846          | 61,940           |
| 8596 Prop 28 Arts & Music                                | -              | -               | -              | -                | -              | -              | -              | 14,698         | 14,698           | 14,698         | 14,698         | 14,698                  | (58,802)         | 14,688           | (56,655)         |
| 8599 State Revenue - Other                               | -              | -               | -              | 720,479          | -              | -              | -              | -              | -                | -              | -              | -                       | (639,009)        | 81,469           | (81,152)         |
| <b>Total 8300-8599 - Other State Income</b>              | <b>47,284</b>  | <b>(27,522)</b> | <b>19,750</b>  | <b>887,444</b>   | <b>28,321</b>  | <b>17,786</b>  | <b>73,207</b>  | <b>32,649</b>  | <b>76,237</b>    | <b>32,649</b>  | <b>32,649</b>  | <b>32,522</b>           | <b>(721,530)</b> | <b>531,447</b>   | <b>(17,013)</b>  |
| <b>8600-8799 - Other Local Revenue</b>                   |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 8660 Interest & Dividend Income                          | 0              | 6,323           | 6,317          | 6,735            | 7,663          | 5,128          | 2,585          | 5,194          | 5,388            | 12,651         | 798            | 4,217                   | 0                | 63,000           | 55,000           |
| 8662 Net Increase (Decrease) in Fair Value of Invest     | -              | -               | -              | -                | (379)          | 6,648          | 4,030          | 2,665          | 534              | 2,828          | 1,793          | 1,882                   | -                | 20,000           | 20,000           |
| 8689 All Other Fees & Contracts                          | 1,000          | 500             | (500)          | -                | -              | 860            | -              | -              | -                | -              | -              | 640                     | -                | 2,500            | 1,500            |
| 8692 Grants  | -              | -               | -              | -                | -              | -              | -              | 13,600         | -                | 1,000          | 60,000         | -                       | -                | 74,600           | 14,600           |
| 8694 In Kind Donations                                   | -              | -               | -              | -                | -              | -              | -              | -              | -                | -              | -              | -                       | -                | -                | -                |
| 8695 Contributions & Events                              | 3,398          | 1,713           | 1,733          | 5,293            | 3,474          | 14,525         | 5,081          | 1,817          | 1,593            | 4,548          | 4,640          | 7,183                   | -                | 55,000           | (20,000)         |
| 8696 Other Fundraising                                   | 2,324          | 6,600           | 15,585         | 7,613            | 5,868          | 4,512          | 13,793         | 14,320         | 16,913           | 12,582         | 10,763         | 1,127                   | -                | 112,000          | 4,000            |
| 8697 E-Rate  | -              | 54              | 54             | 54               | 54             | 54             | 54             | 54             | 54               | 54             | 72             | 91                      | -                | 651              | 0                |
| 8699 All Other Local Revenue                             | -              | -               | -              | -                | -              | -              | -              | -              | -                | 478            | -              | -                       | -                | 478              | 478              |
| <b>Total 8600-8799 - Other Income-Local</b>              | <b>6,722</b>   | <b>15,191</b>   | <b>23,190</b>  | <b>19,695</b>    | <b>16,680</b>  | <b>31,727</b>  | <b>25,544</b>  | <b>37,650</b>  | <b>24,483</b>    | <b>34,141</b>  | <b>78,066</b>  | <b>15,140</b>           | <b>0</b>         | <b>328,230</b>   | <b>75,579</b>    |
| <b>Prior Year Adjustments</b>                            |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| <b>TOTAL INCOME</b>                                      | <b>125,629</b> | <b>343,585</b>  | <b>767,108</b> | <b>1,471,207</b> | <b>552,979</b> | <b>524,957</b> | <b>606,730</b> | <b>561,467</b> | <b>1,009,824</b> | <b>529,981</b> | <b>533,244</b> | <b>504,171</b>          | <b>(380,734)</b> | <b>7,150,149</b> | 134,705          |
| <b>Expense</b>   |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| <b>Total 2000 - Certificated Salaries</b>                | <b>29,779</b>  | <b>192,368</b>  | <b>213,021</b> | <b>213,248</b>   | <b>207,005</b> | <b>209,417</b> | <b>215,985</b> | <b>210,014</b> | <b>219,367</b>   | <b>216,014</b> | <b>218,091</b> | <b>224,708</b>          | <b>-</b>         | <b>2,369,017</b> | 156,916          |
| <b>Total 2000 - Classified Salaries</b>                  | <b>36,057</b>  | <b>35,702</b>   | <b>116,987</b> | <b>130,613</b>   | <b>106,425</b> | <b>115,003</b> | <b>93,201</b>  | <b>118,895</b> | <b>129,613</b>   | <b>114,872</b> | <b>152,380</b> | <b>129,843</b>          | <b>-</b>         | <b>1,279,589</b> | (135,204)        |
| <b>3000 - Employee Benefits</b>                          |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 3111 STRS - State Teachers Retirement System             | 5,688          | 35,501          | 46,955         | 45,880           | 43,690         | 44,873         | 43,376         | 45,366         | 47,537           | 47,138         | 48,481         | 46,619                  | -                | 501,103          | 26,202           |
| 3212 PERS - Public Employee Retirement System            | 9,115          | 10,853          | 19,065         | 21,541           | 18,979         | 19,852         | 17,643         | 20,426         | 22,061           | 20,237         | 26,754         | 32,642                  | -                | 239,168          | 66,154           |
| 3311 OASDI - Social Security                             | 2,205          | 2,590           | 5,100          | 5,873            | 5,117          | 5,391          | 4,539          | 5,473          | 5,967            | 4,974          | 6,765          | 6,849                   | -                | 60,842           | (4,449)          |
| 3331 MED - Medicare                                      | 947            | 3,301           | 4,691          | 4,882            | 4,431          | 4,589          | 4,356          | 4,629          | 4,919            | 4,649          | 5,214          | 5,141                   | -                | 51,751           | 1,469            |
| 3401 H&W - Health & Welfare                              | 87,029         | 36,592          | 38,538         | 33,322           | 28,513         | 33,360         | 31,622         | 35,229         | 32,736           | 34,727         | 11,127         | (6,000)                 | -                | 396,796          | 19,734           |
| 3501 SUI - State Unemployment Insurance                  | 33             | 114             | 162            | 168              | 153            | 158            | 150            | 160            | 170              | 160            | 180            | 177                     | -                | 1,785            | 51               |
| 3601 Workers' Compensation Insurance                     | -              | 10,772          | 1,543          | 6,300            | 3,150          | 2,590          | 3,150          | 3,150          | -                | 3,150          | -              | -                       | -                | 33,805           | (5,757)          |
| 3902 Other Benefits                                      | -              | 255             | -              | -                | 90             | -              | -              | -              | -                | -              | -              | -                       | 30,000           | 30,345           | (27,345)         |
| <b>Total 3000 - Employee Benefits</b>                    | <b>105,016</b> | <b>99,977</b>   | <b>116,054</b> | <b>117,966</b>   | <b>104,124</b> | <b>110,813</b> | <b>104,836</b> | <b>114,433</b> | <b>113,389</b>   | <b>115,036</b> | <b>98,521</b>  | <b>115,429</b>          | <b>-</b>         | <b>1,315,594</b> | 76,059           |
| <b>4000 - Supplies</b>                                   |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 4111 Core Curricula Materials                            | 2,800          | 7,646           | 6,002          | 150              | 205            | 140            | 106            | 209            | 86               | 233            | 73             | 531                     | -                | 18,180           | (500)            |
| 4211 Books & Other Reference Materials                   | -              | 1,651           | 796            | 421              | 15             | 57             | 26             | 172            | 687              | -              | 12             | 165                     | -                | 4,000            | 2,500            |
| 4311 Student Materials                                   | 1,054          | 5,800           | 5,249          | 6,741            | 2,879          | 936            | 2,202          | 1,343          | 2,664            | 1,982          | 1,067          | 45,675                  | -                | 77,591           | (15,000)         |
| 4351 Office Supplies                                     | 327            | 786             | 1,277          | 810              | 469            | 955            | 1,484          | 899            | 648              | 1,926          | 1,590          | 3,781                   | -                | 14,952           | -                |
| 4371 Custodial Supplies                                  | 174            | 951             | 1,760          | 2,027            | 1,772          | 2,708          | 1,952          | 1,390          | 1,424            | 1,971          | 2,177          | 2,294                   | -                | 20,600           | -                |
| 4390 Other Supplies                                      | 82             | 640             | 1,589          | 77               | 1,619          | 465            | 6,610          | 1,364          | 3,479            | 4,194          | 4,089          | 19,444                  | -                | 43,649           | 29,962           |
| 4411 Non Capitalized Equipment                           | 1,760          | 9,929           | 4,415          | 1,634            | 2,050          | 15,630         | 273            | 1,695          | 250              | 2,814          | 4,688          | 19,551                  | -                | 64,691           | 22,668           |
| 4711 Nutrition Program Food & Supplies                   | -              | -               | -              | -                | -              | -              | -              | -              | -                | -              | -              | -                       | -                | -                | -                |
| 4713 CACFP Supper Food & Supplies                        | -              | -               | -              | -                | -              | -              | -              | -              | -                | -              | -              | -                       | -                | -                | -                |
| <b>Total 4000 - Supplies</b>                             | <b>6,197</b>   | <b>27,402</b>   | <b>21,089</b>  | <b>11,860</b>    | <b>9,008</b>   | <b>20,890</b>  | <b>12,652</b>  | <b>7,072</b>   | <b>9,238</b>     | <b>13,120</b>  | <b>13,695</b>  | <b>91,441</b>           | <b>-</b>         | <b>243,664</b>   | <b>39,631</b>    |
| <b>5000 - Operating Services</b>                         |                |                 |                |                  |                |                |                |                |                  |                |                |                         |                  |                  |                  |
| 5211 Travel & Conferences                                | 675            | 7,664           | 1,329          | 350              | 610            | 2,289          | 1,334          | 843            | 1,089            | 484            | 1,837          | 11,630                  | -                | 30,135           | -                |

**JOURNEY SCHOOL**  
2023-24 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. ©

|  | ACTUAL           | Actuals as of    | FORECAST         | Budget Variance  |                 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|
|  | Jul-23           | Aug-23           | Sep-23           | Oct-23           | Nov-23           | Dec-23           | Jan-24           | Feb-24           | Mar-24           | Apr-24           | May-24           | 5/31/2024        | Jul-23 - Jun-24  | Better / (Worse) |                 |
| 5311 Dues & Memberships                    | 8,730            | 322              | -                | -                | 5,100            | -                | 150              | 53               | -                | -                | 60               | 5,142            | 19,557           | -                |                 |
| 5451 General Insurance                     | 33,118           | 16,214           | 3,616            | 2,004            | 11               | 4,008            | 2,010            | 2,010            | 2,010            | 11               | 9,513            | 4,060            | 78,585           | 33               |                 |
| 5511 Utilities                             | 1,407            | 9,294            | 1,391            | 12,729           | 1,143            | 11,669           | 6,738            | 1,078            | 7,469            | 12,164           | 1,866            | 15,496           | 82,444           | (3,044)          |                 |
| 5521 Security Services                     | -                | -                | -                | -                | -                | -                | -                | 141              | -                | -                | -                | -                | 141              | (141)            |                 |
| 5531 Housekeeping Services                 | 7,425            | 7,725            | 10,458           | 9,220            | 7,844            | 6,707            | 8,723            | 8,591            | 8,602            | 7,495            | 8,641            | 9,672            | 101,101          | (14,777)         |                 |
| 5599 Other Facility Operations & Utilities | 298              | 1,256            | 538              | 1,416            | 298              | 298              | 918              | 318              | 318              | 318              | 563              | 1,374            | 7,913            | (2,493)          |                 |
| 5611 School Rent - Private Facility        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |                 |
| 5613 School Rent - Prop 39                 | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |                 |
| 5619 Other Facility Rentals                | 15,130           | 15,130           | 15,130           | 15,130           | 15,130           | 15,206           | 15,130           | 15,130           | 16,026           | 15,494           | 15,369           | 16,556           | 184,562          | -                |                 |
| 5621 Equipment Lease                       | 1,610            | 565              | 1,168            | 2,057            | 5,747            | 1,168            | 1,168            | 4,784            | 1,114            | 1,452            | 7,333            | 5,285            | 33,450           | (16,000)         |                 |
| 5631 Vendor Repairs                        | 3,735            | 3,138            | 4,152            | 495              | 3,101            | -                | 641              | (719)            | -                | 520              | 633              | 25,506           | 41,200           | -                |                 |
| 5812 Field Trips & Pupil Transportation    | 9,108            | 3,176            | 16,911           | 26,689           | 2,233            | 12,224           | 8,560            | 24,582           | 12,378           | 3,969            | 12,130           | 7,465            | 139,425          | -                |                 |
| 5821 Legal                                 | 876              | 6,531            | 2,336            | 6,899            | 256              | 1,387            | -                | 1,573            | 3,864            | 5,734            | 1,495            | 5,646            | 36,595           | (6,595)          |                 |
| 5823 Audit                                 | -                | -                | 7,980            | -                | -                | -                | -                | 7,439            | -                | 3,150            | 7,140            | -                | 25,709           | (6,809)          |                 |
| 5831 Advertisement & Recruitment           | -                | -                | 112              | -                | -                | -                | 1,200            | -                | 330              | 81               | -                | 277              | 2,000            | -                |                 |
| 5841 Contracted Substitute Teachers        | -                | -                | -                | 2,445            | 6,370            | 1,225            | 1,470            | 980              | 1,960            | 3,430            | 1,715            | 6,653            | 26,248           | (3,500)          |                 |
| 5849 Other Student Instructional Services  | 4,620            | 82,634           | 4,556            | 21,437           | 25,359           | 27,194           | 17,583           | 22,789           | 26,039           | 30,024           | 21,111           | 62,070           | 345,414          | (67,054)         |                 |
| 5852 PD Consultants & Tuition              | 8,265            | 1,525            | 945              | -                | 400              | (400)            | -                | -                | 450              | -                | -                | 9,054            | 20,238           | -                |                 |
| 5854 Nursing & Medical (Non-IEP)           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |                 |
| 5859 All Other Consultants & Services      | 56,823           | -                | 11,667           | 11,667           | 11,667           | 11,667           | 11,667           | 12,336           | 12,991           | 12,427           | 11,867           | 25,824           | 190,601          | (45,156)         |                 |
| 5861 Non Instructional Software            | 10,923           | 1,020            | 1,123            | 193              | 389              | 1,473            | 193              | 1,007            | 305              | 291              | 361              | 10,193           | 27,470           | -                |                 |
| 5865 Fundraising Cost                      | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |                 |
| 5871 District Oversight Fees               | -                | -                | -                | -                | -                | 25,557           | 9,736            | -                | 17,037           | 4,259            | 4,259            | 1,150            | 61,998           | (1,096)          |                 |
| 5872 Special Education Fees (SELPA)        | -                | -                | -                | -                | -                | 121,800          | 46,400           | -                | 81,200           | 20,300           | 20,300           | -                | 290,000          | (19,945)         |                 |
| 5899 All Other Expenses                    | 422              | 2,841            | 1,421            | 1,530            | 852              | 1,099            | 1,789            | 5,658            | 1,268            | 2,221            | 3,378            | 2,990            | 25,469           | (11,682)         |                 |
| 5911 Office Phone                          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 6,386            | 6,386            | -                |                 |
| 5913 Mobile Phone                          | 122              | 51               | -                | 102              | 51               | 51               | 52               | 51               | 51               | 51               | 79               | 1,656            | 2,318            | -                |                 |
| 5921 Internet                              | 354              | 304              | 222              | 265              | 243              | 244              | 243              | 243              | 243              | 243              | 375              | 1,139            | 4,120            | -                |                 |
| 5923 Website Hosting                       | 132              | -                | -                | -                | -                | -                | -                | 227              | -                | 15               | -                | 344              | 718              | (484)            |                 |
| 5931 Postage & Shipping                    | -                | 123              | -                | 95               | 330              | -                | -                | -                | 101              | -                | 147              | 973              | 1,768            | -                |                 |
| 5999 Other Communications                  | 50               | -                | -                | -                | -                | 50               | -                | -                | -                | -                | -                | 150              | 250              | -                |                 |
| <b>Total 5000 - Operating Services</b>     | <b>163,823</b>   | <b>159,512</b>   | <b>85,055</b>    | <b>114,722</b>   | <b>87,135</b>    | <b>244,915</b>   | <b>135,704</b>   | <b>108,972</b>   | <b>194,984</b>   | <b>124,133</b>   | <b>130,170</b>   | <b>236,689</b>   | <b>1,785,815</b> | <b>(198,742)</b> |                 |
| <b>6000 - Capital Outlay</b>               |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                 |
| 6901 Depreciation Expense                  | 2,943            | 6,356            | 6,356            | 9,719            | 9,719            | 9,719            | 10,322           | 10,322           | 10,322           | 10,322           | 10,322           | 10,980           | 107,402          | (54,630)         |                 |
| <b>Total 6000 - Capital Outlay</b>         | <b>2,943</b>     | <b>6,356</b>     | <b>6,356</b>     | <b>9,719</b>     | <b>9,719</b>     | <b>9,719</b>     | <b>10,322</b>    | <b>10,322</b>    | <b>10,322</b>    | <b>10,322</b>    | <b>10,322</b>    | <b>10,980</b>    | <b>107,402</b>   | <b>(54,630)</b>  |                 |
| <b>7000 - Other Outgo</b>                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                 |
| 7438 Interest Expense                      | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                |                 |
| <b>Total 7000 - Other Outgo</b>            | <b>-</b>         |                 |
| <b>TOTAL EXPENSE</b>                       | <b>343,816</b>   | <b>521,317</b>   | <b>558,562</b>   | <b>598,129</b>   | <b>523,416</b>   | <b>710,756</b>   | <b>572,700</b>   | <b>569,706</b>   | <b>676,913</b>   | <b>593,496</b>   | <b>623,180</b>   | <b>809,091</b>   | <b>7,101,081</b> | <b>(115,971)</b> |                 |
| <b>NET INCOME</b>                          | <b>(218,186)</b> | <b>(177,732)</b> | <b>208,546</b>   | <b>873,079</b>   | <b>29,563</b>    | <b>(185,799)</b> | <b>34,030</b>    | <b>(8,240)</b>   | <b>332,912</b>   | <b>(63,515)</b>  | <b>(89,935)</b>  | <b>(304,920)</b> | <b>(380,734)</b> | <b>49,068</b>    | <b>18,734</b>   |
| <b>Operating Income</b>                    |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | <b>156,470</b>   |                 |
| <b>EBITDA</b>                              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | <b>156,470</b>   |                 |
| <b>Beginning Cash Balance</b>              | <b>2,349,524</b> | <b>2,454,553</b> | <b>2,588,487</b> | <b>2,826,934</b> | <b>2,910,377</b> | <b>2,954,391</b> | <b>2,762,557</b> | <b>2,840,734</b> | <b>2,821,732</b> | <b>3,156,148</b> | <b>3,047,644</b> | <b>3,000,496</b> | <b>2,584,155</b> | <b>2,349,524</b> | <b>(67,192)</b> |
| <b>Cash Flow from Operating Activities</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                 |
| Net Income                                 | (218,186)        | (177,732)        | 208,546          | 873,079          | 29,563           | (185,799)        | 34,030           | (8,240)          | 332,912          | (63,515)         | (89,935)         | (304,920)        | (380,734)        | 49,068           | 18,734          |
| Change in Accounts Receivable              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                 |
| Prior Year Accounts Receivable             | 513,333          | 302,790          | 38,162           | -                | 6,877            | 59,196           | 9,001            | 11,757           | 7,039            | 7,039            | 7,039            | -                | 962,233          | 904,674          |                 |
| Current Year Accounts Receivable           | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | (418,108)        | (279,687)        |                 |
| 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            | 60,746           | (75,837)         | 37,693           | (57,571)         | 41,781           | 31,588           | (194,629)        | (178,223)        |                 |
| Change in Due to                           | (478)            | (753)            | (29,784)         | (35,144)         | (685)            | (66,872)         | (33,748)         | (668)            | (50,340)         | (17,178)         | (17,407)         | (111,982)        | 798,842          | 433,802          |                 |
| Change in Payroll Liabilities              | (69,662)         | 43,245           | 33,138           | 3,683            | 19,560           | (24,795)         | (7,372)          | 29,084           | (16,823)         | (3,220)          | 10,574           | -                | 17,411           | 17,411           |                 |
| Change in Prepaid Expenditures             | 44,295           | (1,709)          | (48)             | -                | (50)             | -                | -                | (1,029)          | (2,000)          | -                | (21,672)         | (27,320)         | (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           | 15,602           | 15,608           | 15,613           | 15,619           | 15,624           | -                | 171,569          | 171,569          |                 |
| Depreciation Expense                       | 2,943            | 6,356            | 6,356            | 9,719            | 9,719            | 9,719            | 10,322           | 10,322           | 10,322           | 10,322           | 10,322           | 10,980           | 107,402          | 54,630           |                 |
| <b>Cash Flow from Investing Activities</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                 |
| Capital Expenditures                       | -                | (22,804)         | -                | (54,053)         | -                | (2,550)          | (10,405)         | -                | -                | -                | (3,472)          | (14,688)         | (107,972)        | (26,972)         |                 |

**JOURNEY SCHOOL**  
 2023-24 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. ©

|                     | ACTUAL    | Actuals as of | 5/31/2024 | FORECAST        | Budget Varian    |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------------|------------------|
|                     | Jul-23    | Aug-23    | Sep-23    | Oct-23    | Nov-23    | Dec-23    | Jan-24    | Feb-24    | Mar-24    | Apr-24    | May-24    | Jun-24        | Accrual   | Jul-23 - Jun-24 | Better / (Worse) |
| Ending Cash Balance | 2,454,553 | 2,588,487 | 2,826,934 | 2,910,377 | 2,954,391 | 2,762,557 | 2,840,734 | 2,821,732 | 3,156,148 | 3,047,644 | 3,000,496 | 2,584,155     | 2,584,155 | 2,584,154       | 991,564          |

## **Journey School Financial Analysis May 2024**

### **Net Income**

Journey School is projected to achieve a net income of \$49,068 in FY23-24 compared to \$30,334 in the board-approved budget. This is \$18,734 more than the board-approved budget.

### **Balance Sheet**

As of May 31, the school's cash balance was \$3,000,496. By June 30, 2024, the school's cash balance is projected to be \$2,584,155.

As of May 31, 2024, the Accounts Receivable balance was \$407,293.

As of May 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$531,729.

### **Income Statement**

#### *Revenue*

Total revenue for FY23-24 is projected to be \$7,150,149, which is \$134,705 more than the budgeted amount.

- State Mental Health is projected to be \$43,817 over budget as the state funding model has changed. These funds will be sent directly to the school starting this year.
- Expanded Learning Opportunities Program is projected to be \$61,940 over budget based on corresponding expenditures.
- Prop 28 Arts and Music is projected to be \$56,655 under budget as the school will defer most of the funds to the following year.
- State Revenue Other is projected to be \$81,152 under budget as the school will defer some one time funds to the following year.
- Interest and Increase in Investments are projected to be \$75,000 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 \$7,101,081, which is \$115,971 more than the budgeted amount.

- Certificated Salaries are projected to be \$156,916 under budget primarily due to the counselors being moved to classified salaries. As a result, Classified Salaries are projected to be \$135,204 over budget.
- STRS and PERS combined are projected to be \$92,356 under budget due to less staff being eligible.
- Other Student Instructional Services are projected to be \$67,054 over budget due to additional expenses for Strategic Kids. This amount will be offset with the ELOP funds.

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

- 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 \$54,630 over budget due to the installation of Shade Sails and Fence.

**ADA**

The budgeted P2 ADA is 549.70 based on an enrollment of 587 and a 93.8% attendance rate.

|                     |                     |                      |
|---------------------|---------------------|----------------------|
| Month 1 ADA: 562.11 | Month 5 ADA: 543.32 | Month 9 ADA: 553.53  |
| Month 2 ADA: 560.30 | Month 6 ADA: 545.11 | Month 10 ADA: 539.60 |
| Month 3 ADA: 546.50 | Month 7 ADA: 552.35 |                      |
| Month 4 ADA: 533.50 | Month 8 ADA: 555.84 |                      |
| P1 ADA: 551.32      | P2 ADA: 549.71      |                      |

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

**Journey School  
Check Register  
For the Month Ending May 31, 2024**

| Check # | Vendor Name                   | Date      | Description                                | Amount    |
|---------|-------------------------------|-----------|--|-----------|
|         |                               |           | 05/24 - 8TH GRADE FIELD TRIP               |           |
| 2534M   | METROLINK                     | 5/2/2024  | TRANSPORTATION                             | 18.00     |
| 2535M   | REI SHADE SYSTEMS             | 5/2/2024  | 04/24 - SHADE SAIL INSTALLATION - DEPOSIT  | 3,472.00  |
| 2536M   | GREAT AMERICAN INSURANCE CO   | 5/2/2024  | 04/24 - INSURANCE PREMIUM                  | 2,018.28  |
| 1006533 | GAVIN KELLER                  | 5/6/2024  | UBER - SELPA MEETING TRANSPORTATION        | 45.49     |
| A016710 | KAISER PERMANENTE (3383)      | 5/6/2024  | 06/24 - HEALTH PREMIUM & RETRO ADJ         | 21,815.01 |
| A016711 | OC DAVOC ENTERPRISES, INC.    | 5/6/2024  | 04/24 - JANITORIAL SERVICE                 | 9,045.03  |
| E014985 | WESTERN EXTERMINATOR COMPAN'  | 5/6/2024  | 04/24 - PEST CONTROL MAINTENANCE           | 317.50    |
| E014986 | SOUTHERN CALIFORNIA EDISON    | 5/6/2024  | 04/01/24-04/29/24 - ELECTRIC               | 4,655.31  |
| 2537M   | FIRST NATIONAL BANK OF OMAHA  | 5/9/2024  | 04/24 - CREDIT CARD PURCHASES              | 4,435.66  |
| 2538M   | OCDE                          | 5/9/2024  | 07/24 - MTSS CONFERENCE REGISTRATION       | 499.00    |
|         | PACIFIC COACHWAYS CHARTER     |           | 06/24 - 8TH GRADE FIELD TRIP               |           |
| 2539M   | SERVICES, INC                 | 5/10/2024 | TRANSPORTATION                             | 9,714.15  |
|         |                               |           | 04/24 - INSTRUCTIONAL AIDES & SUBSTITUTE   |           |
| 1006534 | STRATEGIC KIDS, LLC           | 5/13/2024 | TEACHERS                                   | 18,905.68 |
|         |                               |           | 03/26/24-04/25/24 - PHONE & HOTSPOT FOR    |           |
| A016847 | VERIZON WIRELESS              | 5/13/2024 | FACULTY USE                                | 72.33     |
| A016848 | YOUNG, MINNEY & CORR, LLP     | 5/13/2024 | 04/24 - LEGAL SERVICES                     | 1,175.00  |
|         | MOBILE RELAY ASSOCIATES, LLC, |           |  |           |
| E015075 | DBA. RAYCOM                   | 5/13/2024 | (2) TWO-WAY RADIOS                         | 889.85    |
| P053625 | MORGAN HALVERSON              | 5/13/2024 | 04/24 - TRACK MEET ASSISTANT               | 200.00    |
|         |                               |           | MULTIPLE VENDORS - PENTATHLON T-SHIRTS     |           |
| P053626 | JOY HALVERSON                 | 5/13/2024 | ,DOWELS, ETC                               | 2,732.87  |
|         |                               |           | RALPHS - FOOD FOR WALDORF LESSON           |           |
| P053627 | KELLY LARSON                  | 5/13/2024 | MEETINGS                                   | 71.24     |
| P053628 | DARREN UTTERBACK              | 5/13/2024 | LOWES - VOLLEYBALL NET HARDWARE            | 26.68     |
| P053629 | STRATEGIC KIDS, LLC           | 5/13/2024 | 04/24 - ELOP LEAD & INSTRUCTORS            | 3,720.00  |
| 2540M   | CR&R INCORPORATED             | 5/17/2024 | 05/24 - WASTE & RECYCLING SERVICES         | 600.36    |
|         | DEPARTMENT OF PARKS AND       |           |  |           |
| 2541M   | RECREATION                    | 5/17/2024 | 05/24 - FIELD TRIP                         | 52.50     |
|         | EXCELLENT EDUCATION           |           | 04/24 - MANAGEMENT CONTRACT FEE &          |           |
| 1006535 | DEVELOPMENT                   | 5/20/2024 | PAYCHEX FEES                               | 12,106.14 |
|         | PROCOPIO, CORY, HARGREAVES &  |           |  |           |
| E015197 | SAVITCH, LLP.                 | 5/20/2024 | 04/24 - LEGAL SERVICES                     | 320.00    |
|         |                               |           | 05/08/24-06/07/24 - INTERNET & TELECONNECT |           |
| E015198 | COX COMMUNICATIONS            | 5/20/2024 | FUND                                       | 303.52    |
| P054022 | RITA KANDEL                   | 5/20/2024 | WALMART - MINTS, GUM, SNACKS               | 41.01     |
| 2542M   | WELLS FARGO                   | 5/21/2024 | 04/24 - CREDIT CARD PURCHASES              | 1,324.72  |
| 2543M   | SCHOOLS IN                    | 5/23/2024 | (12) MIDDLE SCHOOLS CHAIRS & DESKS         | 3,161.84  |
| 2544M   | GOTO COMMUNICATIONS, INC      | 5/23/2024 | 05/24 - PHONES                             | 830.83    |
| 2545M   | GUARDIAN                      | 5/24/2024 | 06/24 - HEALTH PREMIUM                     | 2,285.99  |
| 1006536 | CLIFTON LARSON ALLEN LLP      | 5/28/2024 | FY23-24 - AUDIT SERVICES                   | 6,615.00  |
| 1006537 | ADVANCED OFFICE               | 5/28/2024 | 05/23/24-06/22/24 - COPIER LEASE &         | 6,897.51  |
|         |                               |           | 2000-2018 - AB 218 REVIVED LIABILITY       |           |
| 1006538 | SCHOOLS EXCESS LIABILITY FUND | 5/28/2024 | FUNDING PLAN                               | 7,483.30  |
| E015326 | WESTERN EXTERMINATOR          | 5/28/2024 | 05/24 - PEST CONTROL MAINTENANCE           | 317.50    |
| E015327 | QUADIENT LEASING USA, INC.    | 5/28/2024 | 06/22/24-09/21/24 - POSTAGE METER LEASE    | 129.27    |
| E015328 | CLIFTON LARSON ALLEN LLP      | 5/28/2024 | 05/24 - EXEMPT TAX FILINGS PREPARATION     | 525.00    |
| E015329 | ALPINE FRESH USA              | 5/28/2024 | 04/24 - BOTTLED WATER SERVICE              | 654.00    |
| P054429 | THE BEE MAN                   | 5/28/2024 | 05/24 - BEEHIVE REMOVAL                    | 245.00    |
| P054430 | MORGAN HALVERSON              | 5/28/2024 | 05/24 - PENTATHLON ASSISTANT               | 200.00    |
| P054431 | REVOLUTION OFFICE             | 5/28/2024 | 05/24 - COPIER SERVICE & TONER             | 410.59    |
| P054432 | LILIPOH PUBLISHING INC        | 5/28/2024 | REFERENCE PUBLICATION                      | 12.00     |
| P054433 | DARREN UTTERBACK              | 5/28/2024 | HOME DEPOT - VOLLEYBALL NET HARDWARE       | 20.66     |
|         | CAPISTRANO UNIFIED SCHOOL     |           |  |           |
| P054434 | DISTRICT                      | 5/28/2024 | 03/24 - FIELD TRIP TRANSPORTATION          | 1,271.25  |
| P054435 | PAUL BREAZEALE                | 5/28/2024 | ALBERTSON - GUM, SNACKS                    | 36.47     |
|         |                               |           | TRADER JOES & RALPHS - FOOD FOR TK         |           |
| P054436 | KRISTINE L REYNOLDS           | 5/28/2024 | MEETING                                    | 47.03     |

**Journey School  
Check Register  
For the Month Ending May 31, 2024**

| <b>Check #</b> | <b>Vendor Name</b>  | <b>Date Description</b>                 | <b>Amount</b>     |
|----------------|---------------------|---|-------------------|
|                |                     | 04/24 - REPLACE MODEMS, TROUBLESHOOT    |                   |
| P054437        | BLACK TIGER         | 5/28/2024 WIFI & REPAIRS                | 577.50            |
| P054438        | UNITED HEALTHCARE   | 5/28/2024 06/24 - HEALTH PREMIUM        | 19,850.10         |
| 2546M          | [REDACTED]          | 5/30/2024 05/24 - PAYROLL               | 388.00            |
| 2547M          | CITY OF ALISO VIEJO | 5/31/2024 05/24 - MS DANCE VENUE RENTAL | 238.50            |
| <b>Total</b>   |                     |   | <b>150,774.67</b> |

# JOURNEY School



## SCHOOL HANDBOOK\*

\*NOTE: Please refer to COVID-19 Safety Plan for detailed information regarding COVID-19 Safety mitigation measures.

27102 Foxborough  
Aliso Viejo, CA 92656  
(949) 448-7232-Phone  
(949) 448-7256-Fax  
[www.journeyschool.net](http://www.journeyschool.net)

## CONTENTS

|   |           |
|---|-----------|
| <b>Administrative Welcome .....</b>                                   | <b>4</b>  |
| <b>School Purpose, Mission and Core Values.....</b>                   | <b>5</b>  |
| <b>Parent Partnership Agreements.....</b>                             | <b>6</b>  |
| <b>PRACTICAL INFORMATION.....</b>                                     | <b>7</b>  |
| <b>School Hours .....</b>   | <b>7</b>  |
| <b>Parking and Drop-off.....</b>                                      | <b>7</b>  |
| <b>Late Arrival.....</b>  | <b>7</b>  |
| <b>Dismissal/Pick-Up .....</b>  | <b>7</b>  |
| <b>Minimum Days .....</b>   | <b>7</b>  |
| <b>After School Care .....</b>  | <b>8</b>  |
| <b>School Calendar .....</b>  | <b>8</b>  |
| <br>  |           |
| <b>HISTORY OF JOURNEY SCHOOL .....</b>                                | <b>9</b>  |
| <b>PHILOSOPHY .....</b>   | <b>9</b>  |
| <b>JOURNEY SCHOOL EDUCATIONAL PROGRAM .....</b>                       | <b>10</b> |
| <b>SCHOOL INFORMATION.....</b>  | <b>11</b> |
| <i>Aesthetics and School Environment.....</i>                         | <i>11</i> |
| <i>Festivals and Celebrations .....</i>                               | <i>12</i> |
| <i>Enrollment Guidelines .....</i>                                    | <i>12</i> |
| <i>Articulation.....</i>  | <i>13</i> |
| <i>English Language Learners .....</i>                                | <i>13</i> |
| <i>Special Education Students with Disabilities.....</i>              | <i>14</i> |
| <b>STUDENT ASSESSMENT .....</b>                                       | <b>14</b> |
| <i>Measurable Student Outcomes.....</i>                               | <i>14</i> |
| <i>Standardized Testing .....</i>                                     | <i>14</i> |
| <b>PARENT INVOLVEMENT .....</b>                                       | <b>15</b> |
| <i>Support through Volunteering .....</i>                             | <i>15</i> |
| <i>Commitment to Educational Program and to Parent Education.....</i> | <i>15</i> |
| <i>Support the School's Media Expectation.....</i>                    | <i>15</i> |
| <i>Support the Snack and Lunch Guidelines.....</i>                    | <i>15</i> |
| <i>Support Ecological Awareness.....</i>                              | <i>16</i> |
| <b>VOLUNTEER STRUCTURE .....</b>                                      | <b>16</b> |
| <i>Volunteer Guidelines .....</i>                                     | <i>16</i> |
| <b>ORGANIZATIONAL STRUCTURE.....</b>                                  | <b>18</b> |
| <i>Governance.....</i>  | <i>18</i> |
| <i>Council Meetings.....</i>  | <i>19</i> |
| <b>HEALTH RELATED ISSUES.....</b>                                     | <b>19</b> |
| <i>Medication .....</i>   | <i>19</i> |
| <i>Allergies.....</i>   | <i>19</i> |
| <i>Contagious Illnesses .....</i>                                     | <i>20</i> |
| <i>Accidents/Emergencies.....</i>                                     | <i>20</i> |
| <i>Emergency Release Form.....</i>                                    | <i>20</i> |
| <b>FIELD TRIPS.....</b>   | <b>20</b> |
| <b>CAMPUS SAFETY .....</b>  | <b>21</b> |
| <i>Classroom Observation Policy .....</i>                             | <i>21</i> |
| <b>POLICIES, PROCEDURES, and Guidelines .....</b>                     | <b>22</b> |
| <i>Media and Technology .....</i>                                     | <i>22</i> |

|  |           |
|--|-----------|
| Cell Phones/Electronic Devices.....                                | 24        |
| Dress Code.....  | 24        |
| Attendance .....   | 24        |
| <b>EMERGENCY SITUATIONS.....</b>                                   | <b>27</b> |
| Emergency School Closure.....                                      | 28        |
| <b>DISCIPLINE and BEHAVIOR.....</b>                                | <b>28</b> |
| Discipline Guidelines FOR GRADES 1-8 .....                         | 28        |
| Bullying and Harassment Policy .....                               | 29        |
| Sending a Child Home (Suspension/Expulsion).....                   | 32        |
| <b>OTHER POLICIES.....</b>   | <b>38</b> |
| Policy on Collection of Student INformation from Social Media..... | 38        |
| Journey School Free Speech .....                                   | 39        |
| Journey School Pupil Fee Policy .....                              | 40        |
| Uniform Complaint Policy .....                                     | 43        |
| <b>COMMUNICATION.....</b>  | <b>49</b> |
| Communication Model.....   | 49        |
| Email Policy and Procedures.....                                   | 50        |
| <b>FUNDING/FUNDRAISING.....</b>                                    | <b>51</b> |

## **ADMINISTRATIVE WELCOME!**

The first and most important educators of children are their parents. Journey School honors this and intends to create powerful school-family partnerships each school year. After all, many years ago, a team of committed parents and educators launched Journey School on Valentine's Day—a true act of love and dedication on behalf of the children and families of southern California. We are dedicated to the realization of this initial impulse to create a thriving Waldorf-inspired public charter school for all children and look forward to striving towards success, together.

Sincerely

Gavin Keller  
Journey School Executive Director

## **SCHOOL PURPOSE, MISSION AND CORE VALUES**

**Purpose:** The purpose of Journey School is to provide the families of southern California the option of a Waldorf-inspired public-school education for their children.

**Mission:** Journey 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.

**Core-Values:** Journey School embraces *public Waldorf-inspired education* because of the following values:

| Why Waldorf-inspired Education?   | Why the Public Sphere?  |
|---|---|
| Developmentally appropriate and child-centered<br>Rigorous<br>Holistic and performance-based<br>Imaginative and art-based<br>Celebratory, soul-nourishing, and joyful<br>Community enhancing<br>Supportive of self-reliance, hard work, and responsibility<br>Encouraging of healthy and environmentally sound nutritional habits and living<br>Conducive to ethical decision-making, sharing, & generosity | Accountable<br>Diverse<br>Accessible<br>Transparent<br>Transformative |

## **PARENT PARTNERSHIP**

Over thirty years of educational research shows that meaningful school-family partnerships improve student achievement and enhance the overall development of children in profound ways (Marzano, *What Works in Schools*, 2003). Simply put, students need their families to take an active role in their education if they are to reach their highest potential. This truth rings especially loud at Journey, a charter school of *choice* that is governed at the local level. We depend upon strong family involvement and partnerships in many ways—ranging from volunteerism to school governance to fundraising. Also, our unique Waldorf-inspired educational philosophy requires significant support and alignment from the home front.

In the interests of fulfilling our mission and actuating the potential of each child, the following Parent Partnership statements have been developed. As partners:

### **The School Will:**

- Provide a safe, positive, nurturing learning environment and program with an excellent team of educators committed to teaching Waldorf education.
- Respect all community members.
- Keep parents informed of their children's learning progress.
- Provide continuing parent development opportunities.
- Solicit needed and appropriate parent involvement in school and classroom activities.
- Follow the school's guidelines for open, direct, and effective communication.
- Work together with each other, parents, and students to solve concerns.
- Strive for excellence and continued improvement.
- Hold ourselves accountable to the highest ethical, professional, and teaching standards.

### **Parents Will:**

- Assure their child regularly attends the full day, only missing due to emergency or illness. Drop off and pick up on time—repeated tardies and chronic absenteeism are not acceptable.
- Follow the school's guidelines for open, direct communication.
- Work together with teachers, administration, and other parents to solve concerns.

### **The School Encourages Parents To:**

- Read the School Handbook and follow the school's policies, procedures, and practices, including the policies concerning snack and lunch expectations, media, homework, and dress code.
- Attend parent events or festivals, conferences, class and community meetings.
- Provide a home life for their child that supports the school's philosophy, including a rhythmic daily and weekly schedule, adequate sleep, a nutritious diet, minimal or no electronic media exposure as per the media guidelines, and positive discipline.
- Volunteer at the school, with the goal being a minimum of 5 hours per month on average.
- Participate in the school's "Annual Giving" program to the degree they are financially able so that the school can provide a full Waldorf program for all students.

# **PRACTICAL INFORMATION**

For additional explanation see section concerning Policies and Procedures.

## **SCHOOL HOURS**

### **Kindergarten**

Regular Days are 9:00 am – 1:00 pm  
Minimum Days are 9:00 am – 12:30 pm  
First and Last Day of School 9:00 am – 11:00 am

### **Grades 1-8**

Regular Days are 8:40 am – 3:05 pm  
Minimum Days are 8:40 am – 1:00 pm

## **PARKING AND DROP-OFF**

Parking is in the Journey School parking lot and student drop off is encouraged and available for all students. Detailed parking and drop-off policies can be found on the school website.

Supervision on the front playground will begin at 8:00 for students who arrive on campus early.

## **LATE ARRIVAL**

Please do everything in your power to help your child arrive at school on time. The beginning part of the instructional day is vital time and helps to set a calm rhythm and positive frame of mind. We want all students to participate in the important activities that occur at the beginning of the day and must minimize disruptions to important instructional time by latecomers. If your student arrives after the designated start time, please report to the office and our tardy protocol (see policies and procedures) will be followed. Thank you for fully embracing this responsibility.

## **DISMISSAL/PICK-UP**

Kindergarten students may be picked up at the designated pick-up areas at the front of the school. Grades students may be picked up at the designated pick-up location at the front and the back gate of the school. Students in grades 4-8 and siblings may also exit the back gate towards Woodfield Drive. Detailed parking lot locations and procedures can be found on the school website.

Please be timely in picking up your child after school. If you anticipate being late, it is important that you call the office so that we may notify your child's teacher prior to dismissal and the student may wait for you in the office. Please note, students who remain at pick up locations for more than 15 minutes after posted dismissal time will be escorted to the office and or placed in an aftercare program, child care will charged to parents at the drop-in rate of the aftercare program. -may be picked up there.

## **MINIMUM DAYS**

All Wednesdays are minimum days for Kindergarten through Grade 8 to promote effective staff collaboration in the afternoon hours. There will also be minimum days scheduled in the fall and in the spring to facilitate parent-teacher conferences. Please reference the school's master calendar for a listing of all minimum days.

## **AFTER SCHOOL CARE**

Grades 1-8: A variety of after school programs are currently offered on ~~campus-by~~ campus by outside providers. Journey School facilitates the opportunity for these programs but does not oversee them. Information regarding these programs is listed on the [School website](#). Child care is available until 5pm daily.

Transitional Kindergarten and Kindergarten (TK/K): Journey School operates *Little Acorns*, which is an extension of the TK/K day with programming until grades dismissal OR 5:00pm daily. This is a fee-based program and further information regarding *Little Acorns* is listed on the [School website](#).

## **SCHOOL CALENDAR**

Please visit [www.journeyschool.net](http://www.journeyschool.net) to access a current version of Journey School's coordinated master calendar, including first and last days of school, official school holidays, and parent-teacher conferences.

## **HISTORY OF JOURNEY SCHOOL:**

*"Childhood is a journey, not a race. Learning should be the same"*

– Karen Ray

The idea for Journey School was conceived in 1998 by a group of committed parents in South Orange County, who believed they could offer a distinct educational public alternative in Orange County by using teaching methods inspired by Rudolf Steiner. The school system known as Waldorf education (the fastest growing independent school movement in the world) has been guided by a philosophy stating that the development of a child's critical thinking requires an active and creative imagination. Similarly, in the Journey School classroom, teachers masterfully blend academic and artistic disciplines so that the whole child is involved in every aspect of learning. This integration of the mind, body and heart allows each child to reach his full potential while preserving the natural joy of learning and developing a life-long love for it.

On February 14, 2000, Capistrano Unified School District (CUSD) approved Journey School's Charter, making it the first public charter school in the district. It is Orange County's fifth charter school and its first community-initiated charter. Journey School opened in September 2000 with two kindergarten classes and one class each of grades one through three. Journey School's Charter must be renewed by CUSD every 5 years, and was renewed in 2005, 2010, 2015 and 2020.

Since its inception in 2000, Journey has leased its site from CUSD, having made its home on four different campuses in San Juan Capistrano, San Clemente and Aliso Viejo. Journey currently leases space from Capistrano Unified School District at the former Foxborough Elementary site. Journey School currently serves kindergarten through grade eight in a seat-based program and also offers home-based and hybrid independent study programs, with a total student enrollment of approximately 575 students. Please see the charter document on our website for more information about charter schools.

## **IMPORTANT ASPECTS OF JOURNEY SCHOOL**

### **PHILOSOPHY**

*"We shouldn't ask: what does a person need to know or be able to do in order to fit into the existing social order? Instead, we should ask: what lives in each human being and what can be developed in him or her? Only then, will it be possible to direct the new qualities of each emerging generation... The society will become what young people, as whole human beings, make out of the existing social conditions. The new generation should not just be made to be what the present society wants it to become."*

– Rudolf Steiner

Journey School teachers are committed to educating the whole child and endeavor to foster the unfolding of each child's full potential. The primary objective of Journey School is to enable students to become self-motivated, competent, life-long learners. Our graduates will move forward on their lifelong journey equipped with an enthusiasm for learning and the courage to meet life's challenges.

Journey School is based upon:

- A developmental approach
- A hands-on, creative, Steiner-inspired educational program
- A classical and innovative curriculum
- A strong sense of community
- A high degree of parent participation

- A close, long-term relationship with teachers
- A cooperative learning experience
- A strong focus on respect, responsibility and compassion

Please be sure to investigate our curriculum and instructional methods thoroughly so you know exactly what Journey School stands for and believes. The last thing we want is for you or your family to be disappointed as a result of unclear expectations. For this reason, Journey School strives to offer parent development and other learning opportunities for families throughout the school year.

## **JOURNEY SCHOOL EDUCATIONAL PROGRAM**

*“The need for imagination, a sense of truth and a feeling of responsibility – these are the three forces which are the very nerve of education.”*

– Rudolf Steiner

Journey School’s core curriculum includes Common Core State Standards (CCSS); however, there are differences in the scope and sequence in which they are presented. For example, under CCSS, explicit reading instruction begins in kindergarten. Journey School’s kindergarten language arts curriculum focuses on listening and memory skills of pre-reading with the teacher using oral storytelling. In first grade the students copy letters, words and sentences into their main lesson books. The teacher creates samples from stories that s/he tells as part of the curriculum. The reading experience then begins with the students reading their own writing. The curriculum introduces literature books as well and raises phonetic awareness while also building important vocabulary and background knowledge. Journey School’s educational methods are designed to provide a meaningful context within which learning can occur.

The academic curriculum is integrated with poetry recitation, drama, painting, music, sculpting, and drawing. This model of education through the arts awakens imagination and creativity bringing vitality and wholeness to learning, as well as building a strong foundation for the abstract thinking and intellectual challenges that are gradually and appropriately introduced throughout the grades.

The class teacher has the opportunity to teach the same children through multiple grade levels. This provides the child with a feeling of camaraderie and commitment and affords the teacher the opportunity to work closely with the children and their families. This model offers accelerated learning, stability, and continuing guidance to each child.

Textbooks are not typically used in the elementary grades. The teacher presents creative lessons from his or her own research, and the children make their individual main lesson books for each subject, recording and illustrating the substance of the lessons. These student-generated main lesson books are an important record of learning and allow the arts to be integrated into every subject. Multicultural content is woven throughout the curriculum by means of biography, storytelling, history, crafts, art, music, the practice of seasonal celebrations, and through foreign language.

Reading and writing are learned in the same way as they originated in the course of human history. First graders hear stories, draw pictures about a detail of the stories, and discover letters in the gesture of these pictures. Phonics, whole language and spelling instruction are accompanied by the use of songs, poetry, eurhythmy and games that help to establish a joyful experience of language. Through the grades, reading texts are taken from the classical humanities curriculum.

The Humanities curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today’s world. Children learn about several religions and cultures from a historical perspective. In grade one, fairy tales are taught, in grade two fables and stories of extraordinary individuals, in grade three stories from the ancient Hebrew people, in grade four Norse Mythology, and in grade five the ancient cultures of India, Egypt, Persia, Mesopotamia and Greece. In the sixth through eighth grades, the students journey from Greece and Rome to medieval history, from the Renaissance to the Reformation, and from the Age of

Exploration to the present day. With this exposure through cultures' legends and literature, the children gain flexibility and an appreciation for the diversity of humankind.

Each school day begins with the "Main Lesson", a two-hour period in which the core curriculum is presented. Presenting core academic subjects in the "Main Lesson" block allows the students to have adequate time to follow through with all work projects, thus promoting in-depth, long term learning. The main lesson subject is taught in three-to-four-week blocks. A number of blocks are continued later in the term.

After Main Lesson, the children are engaged in Mathematics and English-Language Arts practice periods as well as special subject classes. Handwork (knitting, crocheting, sewing, and woodworking), music, foreign language, games, farming, digital media literacy, civics, watercolor painting, performing arts, modeling and/ or form drawing are courses traditionally offered.

Music is an integral part of the curriculum. Beginning in first grade, children are taught to play a musical instrument, usually the pentatonic flute. Violin is introduced in fourth grade and other instruments, including the ukulele, recorder and guitar, are electives in later grades. Daily singing begins in Kindergarten and continues through the grades.

A foreign language is taught, giving the children an experience of another culture. The students learn songs, games, and poems in the early grades and then the program expands into conversing, reading, writing and grammar.

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, calls upon the children to observe, ponder, discuss, and write up their observations. The students are then drawn to their own conclusions. Through this process, rigorous independent thinking and sound judgment are trained. Zoology, botany, chemistry, physics, astronomy and physiology are examples of science blocks presented in the upper grades.

Practical work such as crafts and handwork are integral parts of the required curriculum from Kindergarten through the eighth grade. Research confirms that optimal brain development is founded on refined motor development. Learning to knit and crochet in the early grades develops the motor skills that enhance intellectual development, coordination, patience, perseverance, and imagination. Activities like woodworking, house building, and gardening are included in the curriculum to give the children an understanding of and respect for how things work in the world. In addition, these subjects support practical applications of Math.

Digital Media Literacy is taught in grades 6-8. This is a pro-active program that provides students with the skills and guidance necessary to make ethical choices in an era marked by powerful technology and ever-changing forms of media.

A reverence and sense of guardianship for the earth and all her inhabitants are nurtured through seasonal festivals, classroom activities, gardening, recycling, field trips, and specifically through our eco-literacy program. Journey School offers a sound eco-education where critical and ethical thinking are inherent in the curriculum, where nature and the environment are the larger classroom, where service is a natural extension of educational activities. Journey's public Waldorf-based education is known to foster cross-disciplinary learning, high levels of social and emotional intelligence, and creative problem solving, along with global awareness and environmental stewardship in students. Journey School prepares children to become innovative and inspired leaders needed to sustain the world.

### ***Aesthetics***

Children live in rhythm and beauty and so thrive in aesthetically pleasing environments, both in the classroom and out of doors. We strive to create and maintain a unique and creative environment that expresses appreciation for ethnic and cultural diversity. Classroom motifs change throughout the school year to reflect seasonal and curricular themes.

## **Festivals and Celebrations**

Celebrating seasonal festivals at Journey School is a way of observing the recurring rhythms and cycles in nature; as the earth makes its way around the sun, the solstices and equinoxes become the four cornerstones of the year's rhythm. Sharing in the school's festival life is deeply nourishing to our individual inner lives and contributes to the integration and stability of the entire community.

## **Field Trips**

Field trips are taken throughout the year by all classes. These trips are conducted in conjunction with the curriculum and offer the students an opportunity to experience a deepening of their studies in a different environment. The class teacher will arrange for field trip permission slips (including liability release forms) to be sent to the parents at least one week prior to the field trip. These need to be signed and returned one week before the event.

Field trip transportation/carpools will depart from Journey School at a specified time designated by the teacher. Timing will be clearly communicated to parents and displayed on permission slips. Please arrive at school prior to the departure time; transportation will not wait to accommodate latecomers. If you are delayed, field trip transportation becomes your responsibility.

Chaperones and drivers are required to complete a "School Volunteer Application Form," and must have a criminal background check and fingerprinting completed prior to volunteering. A tuberculosis screening may also be required.

## **ENROLLMENT**

As a public charter school, Journey School is open to any child residing in Orange County or adjacent counties. We provide enrollment preference to continuing students, siblings of currently enrolled students, children of full-time staff, and students residing in Capistrano Unified School District (CUSD). No student will be denied admission to Journey School based on race, ethnicity, national origin, gender or disability. If the number of eligible candidates exceeds the school's capacity, a public random drawing/lottery will be held.

The application process requires parents to submit their child's application during an open enrollment window for one of our three programs (Independent study, in-person, and a hybrid of these two options). Additionally, we expect that a family will attend an enrollment tour and read this handbook and acknowledge they have read the information and have made an informed choice when choosing Journey School.

## **No Shows (For New Students)**

The Administration uses the following guidelines to determine when a student is a "No Show":

- a. Student does not attend school for three (3) consecutive days including and immediately after the first day the student is expected to be in attendance at Journey School and such absences are unexcused
- b. Student is not ill and did not experience a death in the immediate family.
- c. Parents/guardians did not give the school prior notice of the student's absence and receive approval from the school.

The School will attempt to reach the Parent/Guardian on a daily basis for each of the first three days to determine whether the student has an excused absence. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation.

If a student is designated as a "No Show", then his/her space will be forfeited and offered to the next student on the waiting list if the class is not closed. A notice of non-attending student will be sent to the district of residence.

## **Age Requirements**

Age requirements as per the school's charter, for children entering Journey School are:

| <b>Grade</b>                                | <b>Age Requirements</b>   |
|---|---|
| Transitional Kindergarten (TK)/Kindergarten | Must turn 5 years old prior to September 1 <sup>st</sup> or for TK turn 5 years old between September 1 <sup>st</sup> and <del>April</del> June 1 <sup>st</sup> . 2 <sup>nd</sup> . |
| 1 <sup>st</sup>                             | Must turn 6 years old prior to June 1 <sup>st</sup>   |
| 2 <sup>nd</sup>                             | Must turn 7 years old prior to June 1 <sup>st</sup>   |
| 3 <sup>rd</sup>                             | Must turn 8 years old prior to June 1 <sup>st</sup>   |
| 4 <sup>th</sup>                             | Must turn 9 years old prior to June 1 <sup>st</sup>   |
| 5 <sup>th</sup>                             | Must turn 10 years old prior to June 1 <sup>st</sup>  |
| 6 <sup>th</sup>                             | Must turn 11 years old prior to June 1 <sup>st</sup>  |
| 7 <sup>th</sup>                             | Must turn 12 years old prior to June 1 <sup>st</sup>  |
| 8 <sup>th</sup>                             | Must turn 13 years old prior to June 1 <sup>st</sup>  |

Exceptions may be made to these age cutoffs only with the consent of the class teacher, administration, and after an enrollment placement meeting occurs.

### **Articulation**

As a charter school, Journey is a school of choice for families. Journey School bases its curriculum on Steiner methods of instruction. For this reason, it may not be easy for a student to readily transfer between Journey School and other schools, including CUSD schools.

In particular, because of the developmental approach at Journey School, students in the primary grades will have been presented academic material in different ways than in schools using only the traditional public-school curriculum. Especially prior to fourth grade, students may find it challenging to articulate from Journey to a traditional school. In the later years, students transferring into Journey School from other schools may need assistance to successfully integrate into the classroom environment and be able to participate in a variety of lessons (e.g., music, art, foreign language, crafts, etc.) offered at Journey School. Journey School's intention is to clearly communicate these issues to all families prior to enrollment. Parents are informed of the importance of staying in the Journey School program to completion. If at any time you have questions regarding articulation or transferring, please contact your child's teacher or administration.

### **English Language Learners (ELs)**

The Home Language Survey is completed upon entry into Journey School. Those students whose primary language at home is other than English will be given the English Language Proficiency Assessment of California (ELPAC) to determine their English fluency. If a student is identified as an English Language Learner, s/he will be provided English Language Development (ELD) support within the general education classroom and will annually take the ELPAC test until they are reclassified as fluent in English.

### **Special Education Students with Disabilities**

Journey School complies with all applicable State and Federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act (IDEA).

Journey School operates as its own local educational agency (“LEA”) and has attained membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). As such, Journey School develops and implements Individualized Education Programs (IEPs) for Journey School students with special needs and ensures that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations. At times, Journey School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) and may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

~~Journey School functions as a public school of CUSD for purposes of providing special education and related services to students identified with special needs. As such, CUSD and Journey School will collaboratively develop and implement Individualized Education Programs (IEP) for Journey School students with special needs and ensure that special education students receive services in a manner that is consistent with their IEP and applicable laws and regulations. This may include placement in specialized programs available at other school sites in CUSD.~~

## **STUDENT ASSESSMENT**

### ***Measurable Student Outcomes***

The exit outcomes for Journey School graduates are designed to reflect the school’s emphasis on educating the whole child. Exit outcomes are also developed for a successful transition into a ninth-grade program. Outcomes related to the intellectual, physical and social/emotional capacity of the student are detailed thoroughly in the Charter document. Multiple assessment methods are used to accurately determine if students are meeting the school’s stated performance standards and their own individual potential.

Regular comprehensive assessments will be completed for children of all grades and uniformly sent home to parents on designated dates. Each student’s academic performance, social and emotional development, and progress in the artistic realm will be addressed in these specific and timely progress reports. In addition, these complementary assessments are in place as well:

- Parent Conferences for all students take place at least once a year, or more if requested by the parents, teachers or students.
- Comprehensive student main lesson books and portfolios include student work samples, practice papers, written work, reports, artwork, etc.
- Oral recitations, presentations, reports, performances or demonstrations occur regularly beginning in first grade, by both individuals and groups.
- Letter grades for academic content (based on tests, written or oral reports, etc.) will be reserved for students at the middle school level when deemed appropriate by the Faculty.
- Illuminate Education benchmark testing for all students in grades 3-8 to monitor ongoing progress on Common Core State Standards.

### ***Standardized Testing***

Journey School students participate in annual California Assessment of Student Performance and Progress (CAASPP) assessments in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and Science in grades 5 and 8. These tests are taken on computers as the test delivery system utilizes computer adaptive testing technologies.

It is expected that Journey School students will perform at a level that meets the state’s standards. However, Journey School recognizes that differences in the educational program and curriculum sequence may be reflected in variations in scores in specific areas of the state standardized test in the early grades. As students progress towards the exit outcomes, these variations will diminish.

Journey School needs all parents and guardians to support their children participation in the state testing to maintain Journey’s charter status. If you have questions regarding this, please speak with administration.

## ***PARENT INVOLVEMENT***

To sustain the high-quality educational experience provided at Journey, each family is encouraged to contribute to our school community. There are a number of ways to be involved in the life of the school.

### ***Support through Volunteering***

Both in-school and out-of-school volunteerism is encouraged. Volunteer activities include making/prepping crafts, special classroom cleaning, doing laundry, bringing flowers or food, sewing and making costumes, prepping classroom materials, chaperoning outdoor education trips, and assisting in specialty classes such as foreign language or art and others. Playground, garden and site beautification are also important tasks affecting the quality of classroom life and in need of parent support. Participation in class projects, phone tree communication, and parent education events also offer opportunities to work with and interact with other Journey School families.

Parent participation is also needed on the Journey School Council and Parent Cabinet and on various committees as diverse as festivals, gardening, fundraising, marketing, grant writing, budgeting and facilities planning. These committees are important for carrying out day-to-day operations of the school outside the classroom and for conducting the long-range planning and work that will secure the success of our school.

Please see volunteer guidelines below for more information and requirements to be a volunteer.

### ***Commitment to Educational Program and to Parent Education***

Parents are encouraged to provide a home life for their child that supports the school's philosophy, including a rhythmic daily and weekly schedule, adequate sleep, a nutritious diet, minimal or no electronic media exposure as per the media guidelines, and positive discipline.

Parent education seminars, which allow parents to learn more about Journey School and parenting, are held throughout the year. These may occur as part of community meetings, class meetings or other special functions. Parents are strongly encouraged to attend as many seminars as possible. Local Waldorf conferences are another opportunity for parents to learn more about Journey School's educational philosophy. Please refer to the Journey School website for specific events and dates.

### ***Support the School's Media Expectation***

Our philosophy includes a commitment to understanding and nurturing each child's unique inner development. For reasons thoroughly defined in the Media section of this handbook, we believe that significantly reducing or eliminating children's screen-time will further enhance their ability to fully develop. We request that our families significantly reduce or eliminate the use of media (television, videos, video games, computer games, tablets, recorded music, movies, etc.) for their children. We encourage the complete elimination of electronic media during the school week, from Sunday late afternoon to Friday after school, for grades K-2. We support the use of media and/or technologies for educational purposes for students enrolled in grades 3-8 and for all students who rely on technologies as an accommodation determined appropriate by a team including the student's teachers, administration and parents.

### ***Support the Snack and Lunch Guidelines***

Journey School partners with Capistrano Unified School District Food and Nutrition services to provide students access to a daily breakfast and daily lunch.

If you send lunch from home, please send healthy foods and as little sugar as possible. Gum, candy, soda, juices, other drinks, as well as other unhealthy foods are not permitted for consumption at school. Please pack only water for your child to drink at school. Drinking fountains and purified water are also available at school.

Lastly, Journey School is considered an “Allergy Aware” campus. Nut-free snacks and nut-free lunches are encouraged in order to decrease the likelihood of allergen exposure on campus for students with life-threatening allergies. More detail can be found within the Health-Related Issues section below.

### ***Support Ecological Awareness***

The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked in our children will serve to promote a desire for wholesome living, and the development of ecological awareness.

### ***VOLUNTEER STRUCTURE***

**(Please review the Journey Volunteer Handbook and application process, which is available in the office and on the school website.)**

Volunteering at Journey School is not required; however, each Journey School family is encouraged to become involved in the school and volunteer if they are able to support the school. Possible volunteer activities include, but are not limited to:

- Assisting in the classroom or the school office
- Site maintenance and beautification
- Hospitality (welcoming new families, organizing food or hosting a visiting teacher)
- Service as a “class parent” or a “class representative”
- Serving on a school Committee or Council
- Serve as a parent member of the Social Inclusion Coordinating Committee
- Support the class teachers with preparation tasks
- Clerical or research tasks that can be done from home

We recognize that volunteerism can be time consuming and challenging, however, without the past parent volunteers, Journey School would not exist today. Our charter school emphasizes service and children benefit from experiencing their parents’ community service. The intention is to focus on the joy of service while recognizing that Journey School truly needs and appreciates the active support and gifts of its volunteers.

### ***VOLUNTEER GUIDELINES***

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more Journey students, who are compensated by parents or another organization, must also comply with this policy. Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, or outside the school setting as part of an extracurricular activity. A person who comes to the school for a **one-time special event**, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

### **Screening Requirements for all Volunteers**

- Complete and submit for approval a Journey School Volunteer Application
- Present some form of current government-issued photo identification (driver’s license, passport, military ID, other government identification). If you are unable to present government-issued identification, the school will accept other methods and documents (e.g., baptismal certificate). After the school verifies a volunteer’s identity, volunteers will generally be able to sign in with just

their names for future visits understanding the school may need to request some form of identification in some circumstances to protect student safety.

- Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (<http://www.meganslaw.ca.gov>).
- The school reserves the right to also ask for TB clearance. Upon request, a volunteer would then need to present a Tuberculosis clearance card. (Valid for 4 years.)
- Sign in/out on the "Volunteer Sign-in Sheet" located at the main office.
- Display a volunteer identification badge when volunteering.

Further Screening Requirements for volunteers supervising students (without direct oversight/supervision of teachers). This may include leading small group activities, field trip chaperones, carpool drivers, etc.

- Be fingerprinted by taking a completed Request for Livescan form to any DOJ- approved Livescan company with photo I.D. and payment. (In cases of financial hardship, Journey may subsidize the "rolling fee" cost of Livescan fingerprinting. Inquire at the school office.)
- Wait one to two weeks; call Journey to ensure your fingerprints have been processed and you have received clearance.
- Proof of current automobile insurance is required for field trip carpool drivers

**Non-professional volunteers must report suspected cases of child abuse or neglect to the school administrator or professional staff, who are mandated reporters. (Penal Code Section 11165.7).**

**Acceptance as a volunteer is based on factors including, but not limited to the following:**

- Complete all screening requirements
- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- When requested, Tuberculosis (TB) Clearance (for volunteers with any student contact)
- Positive attitude and ability to work cooperatively with school personnel

Good communication skills, moral character, dependability, and health. The school reserves the right to restrict or disallow any person from volunteering or visiting the school campus. If the Executive Director finds reasonable cause to believe that any person has disrupted or intends to interfere with the orderly and peaceful operation of the school campus, or if a person's presence disrupts the school or its pupils, s/he may direct the disruptive person to leave the campus and notify such person that consent to remain on campus has been withdrawn. (California Penal Code Sections 626.4, 626.7, and 626.8)

The complete Volunteer Handbook and required forms are available on the website and at the school office.

## **ORGANIZATIONAL STRUCTURE**

### **Governance**

Journey School is organized and operated as a California non-profit public benefit corporation and is legally and operationally independent from its sponsor, Capistrano Unified School District. Journey School is a 501(c) (3) organization. The governance structure is composed of the Journey School Council, Journey staff, and the Parent Cabinet. These three interactive groups are all responsible for upholding the mission and vision of Journey School.

The School Council is responsible for the legal and financial stability of the school. It specifically oversees charter compliance, the school budget and policies, and the school site. Ideally, the composition of the Council reflects a balance of parents, educators and community members who reflect a diversity of expertise and experience. The school is always interested in finding experienced members from the community at large to serve on the Council. The Council includes at least one

representative from the parent body at large chosen by the Parent Cabinet and at least one representative from the Faculty as chosen by the Faculty. Capistrano Unified School District may appoint a representative to the Journey School Council.

Journey Staff includes an Executive Director, the Education Director, Administrative Consultants, Administrative Support Staff, teaching staff and other designated roles. The Executive Director is responsible for oversight of the program, implements a long-term strategic plan, serves as the liaison between Journey School and CUSD, oversees day-to-day operations of the school, implements educational policies and procedures, and provides oversight and leadership to the school staff as a whole.

The Parent Cabinet (PC) promotes and supports the school's educational programs, conducts fundraising efforts and coordinates volunteers for festivals and events. All parents are considered part of Parent Cabinet and are encouraged to participate at all PC meetings. [The parent advisory committee \(PAC\) assists in developing Journey's School Plan for Student Achievement and/or Local Control and Accountability plan.](#)

### **Council Meetings**

Council Meetings are held at least once each month. Regular meetings are announced in advance, and written agendas are posted outside of the office 72 hours prior to the meeting. Special meetings may be called when needed and will have at least 24 hours public notice. Legal and financial matters are discussed and voted on when needed. Important issues are brought up and there are opportunities for members of the community to voice concerns, questions, make statements, etc. For dates and information please ask the office or check the school's master calendar. You are invited to any council meeting.

## **HEALTH RELATED ISSUES**

### **Medication**

Parent permission is needed for children requiring medication during the school day. This process and permission are completed through the school nurse. The A form (available in the front office and through the school nurse) must be filled out in order for medications to be taken on campus. Please supply clearly written instructions for administering the medications consistent with the label, including the time and amount of medication needed. Please include how the medication is to be stored. Parents are responsible for keeping the medication current. The school is prohibited from administering over the counter medications (e.g., Tylenol, aspirin, cough medicines, etc.) to any student. Unused medications will be returned to you at the end of the school year.

### **Allergies**

Please provide the school with pertinent allergy information on the student's Emergency Forms and school records, also please communicate with the class teacher regarding any allergies.

At the current time, we have not declared Journey School a "Nut Free" campus. "Allergy Aware Campus", "Nut Free Classroom(s)" and allergy management procedures are the phrases and controls that best describe Journey School's efforts to keep allergic students safe. However, Journey School shall be considered a "Nut Free" campus for the purposes of all school/whole school events and festivals.

### **Contagious Illnesses**

In the event of a contagious illness other than routine colds and flu, parents will be notified of the concern if the school determines that their child has been exposed. Children may be asked to stay home until they are determined to no longer be contagious. Children who are not vaccinated due to an exemption may be excluded from school in the event of an outbreak of one of the contagious illnesses that vaccines are required for. The school will follow health guidelines issued by the

California Department of Education for potential outbreaks of flu virus. The following guidelines are recommended to parents to assist the school in minimizing outbreaks of flu:

- All individuals with an influenza-like illness or symptoms should remain home until at least 24 hours after they are free of fever without the use of fever-reducing medications (like acetaminophen or ibuprofen) and should avoid contact with others.
- Flu-like symptoms include fever (over 100 degrees F), feverishness, cough, sore throat, runny nose, or stuffy nose. Additional symptoms may be experienced with swine flu, including body aches, feeling very tired, and sometimes vomiting or diarrhea.
- Avoid close contact with people who are sick.
- Wash hands often, with soap and hot water for at least 20 seconds (that is about as long as it takes to sing the “Happy Birthday” song twice). Alcohol-based hand sanitizers are also effective in reducing the spread of the flu.
- Cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Wash hands after blowing nose or coughing into a tissue and dispose of tissues after use.
- Avoid touching eyes, nose, and mouth to prevent the spread of germs.

### ***Accidents/Emergencies***

In case of an accident or emergency requiring immediate medical care, we will immediately call 911 and then contact a parent. If we are unable to reach you, we will contact the person listed on the child’s emergency card.

### ***Emergency Release Form***

Your child will only be released to those people indicated on the Emergency Card. Proof of identification will be required. Those NOT identified on the emergency card can only pick-up the child with a written and signed note from the child’s parent. Journey School may call the parent of the child for confirmation. The Emergency Card is kept on file in the office and must be updated at the beginning of each school year and whenever a change occurs such as address or phone number changes during the school year.

### ***CAMPUS SAFETY***

The safety of our students is of the highest priority. Therefore, any visitor to the campus, including parents, must sign in and out in the office and wear a visitor badge whether they are visiting or performing volunteer services on campus.

Students may only be released to adults listed on the emergency information card, unless a signed note from the parent(s)/guardian is present and identification is verified (See Emergency Release Form). In the case of early student departure, a parent/guardian must check in at the office and officially sign the student out.

The school reserves the right to restrict or disallow any person from volunteering or visiting the school campus. If the Executive Director finds reasonable cause to believe that any person has disrupted or intends to interfere with the orderly and peaceful operation of the school campus, or if a person’s presence disrupts the school or its pupils, s/he may direct the disruptive person to leave the campus and notify such person that consent to remain on campus has been withdrawn. (California Penal Code Sections 626.4, 626.7, and 626.8)

### ***ADMINISTRATIVE PROCEDURES FOR CLASSROOM OBSERVATION***

1. Please arrange a mutually agreed upon date and time with the Executive Director in advance of the requested classroom observation.
2. All observation sessions must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, arrangements must be made at least 48 hours prior to the time of the classroom visit or observation.

3. Observations will be limited to one time per month for no more than sixty (20) minutes per visit in order to avoid distraction or disruption to the teacher's schedule and classroom atmosphere. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent or provider may request additional days or time for observation. Under these circumstances, the Executive Director will use his or her discretion to either approve or decline such requests.
4. Formal observation does not include times when parents are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to enjoy lunch with their student.
5. The Executive Director reserves the right to decline any request for or terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
6. For security reasons, all visitors are required to sign in at the school office, to receive a visitor's badge, and indicate the name of the teacher and destination before proceeding to the class. All visitors are asked to sign out when leaving the building.
7. To protect the learning environment, the parent/guardian or outside provider will be the only visitor in the classroom during the observation. Any observer, other than the parent/guardian, must be approved by the Executive Director and have written consent from the parent/guardian describing the reason for the visit/observation.
8. Out of respect for the teaching environment, parents/guardians may not bring younger siblings or children while observing in the classroom or to utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.
- 9.. During the observation, the Executive Director or his/her designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
10. No electronic listening or recording device (including video) may be used in a classroom (Education Code 51512)

## **POLICIES, PROCEDURES, AND GUIDELINES**

### ***MEDIA AND TECHNOLOGY***

*"Joy and happiness in living, a love of all existence, a power and energy for work – such are among the lifelong results of a right cultivation of the feeling for beauty and art."*

– Rudolf Steiner

#### **Background**

The philosophy of Journey School is based upon an understanding of the developing child. While television and other media can serve as a source of information and entertainment for adults, children do not think and process images at the same developmental ability level as adults. Children need hands-on, real, multi-sensory experiences to build their thinking capacities and these activities are the seeds of imagination and creativity.

Extensive research has shown that exposure to entertainment media for children has a detrimental effect upon their self- image, their ability to concentrate and develop attention span, their relationship skills, values, reading skills, physical skills, energy levels, psychological health, creativity and social behavior. It is important to limit this exposure so that your children be able to absorb the rich artistic Journey School curriculum each day

#### **Agreements**

As a school community, we agree that the impact of the electronic media has detrimental effects on a child's healthy growth and development, and thus we expect that our families significantly reduce or eliminate the use of media (television, movies, video games, computer games, recorded music, radio, etc.) for their children. We ask for **complete elimination of non-school related electronic media during the school week, from Sunday evening to Friday after school, for grades K-5**. We realize that limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, families find that more free time means more creative and quality time together. We encourage you to speak with staff or other parents in the school for suggestions, support and resources that you might find helpful on this subject.

### **Technology Guidelines**

During the school day and for homework, we support the use of appropriate technologies for study aids, word processing, and online research for grades 3 to 8 as determined appropriate by their teachers. We also support the use of technologies for all students who need such accommodations as determined by the student's teachers, in conjunction with parents. Additionally, in grades 3-8, mandatory standardized testing is driven by computer adaptive testing technologies. Students will access the test through computers, using a secure online browser that disables all other websites and computer functionality. Screen time will be limited to a few hours and occur under the close guidance and support of teaching staff.

### **Some Helpful Media and Technology Tips:**

**Teach kids the skills they need to use technology wisely and well.** It's hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the digital world.

**Keep an open mind.** We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

**Don't be afraid.** Parents can't afford to be technophobic. Our kids adopt technologies faster than we do. That means they're often way out in front of us. This fact can upset the parent-child relationship. So, get in the game. Have your kids show you how to do something online if you don't already know.

**Share wisdom.** Kids often don't understand the implications of their actions. But we do. So, we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

**Pass along your values.** One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren't face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

**Seek balance.** It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.

—Adapted from Common Sense Media (Common Sense Media's website is an exceptional resource for parents)

## **CELL PHONES/ELECTRONIC DEVICES**

Middle School students (Grades 6-8) may bring cell phones onto campus. With teacher approval, cell phones may be used for emergency purposes or for arranging transportation after school. Otherwise, cell phones must remain turned off and remain in backpacks or within designated baskets during the school day.

Parents – please use personal cell phones sparingly while on campus. Please note: several areas on campus are cell-phone free zones, including classrooms, kindergarten yard and all garden areas – cell phone use is not permitted in these areas at any time.

## **DRESS CODE**

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. Please hold these thoughts in your consciousness and review these guidelines as you and your child are making wardrobe selections.

### 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.

## **ATTENDANCE POLICY**

At Journey School, students are taught in carefully designed, complete units known as Main Lesson blocks which last 3-4 weeks each. Missing a portion of a block will affect full comprehension of that block as well as future lessons. When school is missed, rhythm is disrupted, lessons cannot be

replicated and missed work becomes a burden to complete while staying caught up on current assignments. Regular attendance is extremely important for many additional reasons, including:

- Attendance at school is mandatory by law. Note that the school is required to keep accurate attendance records. The school office must “verify” all absences with the parent, regardless of the reason. Regular attendance shows a commitment by the family to the school and to the student’s education.
- Regular attendance helps to ensure each student can reach his/her full educational potential.
- As a charter school, Journey School is accountable for overall student performance. A low attendance rate generally has a negative effect on student performance and can therefore impact the school as a whole.
- Journey School depends on student attendance for funding. When a student is absent, school funding is reduced, regardless of the reason for the absence. This can harm our education program as a whole and the educational experience for other students.
- Temporary Independent study may be available for students experiencing long periods of consecutive absences (more than 5 days, but no more than 14 days) pursuant to EC sections 51745-51749.3. For travel related independent study, placement must be requested by parents/guardians at least 5 business days in advance of the 1<sup>st</sup> missed school day. All placements in temporary independent study, regardless of reasoning, are subject to the administration team’s approval of a placement and finalization of a master agreement per the Independent Study board policy. Various factors may be considered by administration, including but not limited to availability in the independent study program, academic performance of the student prior to the absence, number of previous absences, Special Education status, English learner status, nature of travel/absence and other factors that may be relevant to supporting a student effectively in an independent study placement.

#### *Excused Absence*

Absences for the following reasons will be considered excused:

- Illness or situations when a physician recommends a student miss school
- Medical, dental, optometric, or chiropractic appointments which cannot be scheduled outside the school day
- Religious Holidays
- Court ordered absences
- Death in the student’s immediate family
- To spend time with a member of the student’s immediate family, who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position
- Other unusual circumstances when approved by the Executive Director or his/her designee and requested in advance

At the school’s discretion, a physician’s statement of diagnosis may be required at any point to excuse an absence or extended absence related to illness. Generally, a physician’s statement will be requested on the 3<sup>rd</sup> consecutive day of a student’s medical absence or when a student’s total days of medical related absence reach seven (7).

#### *Unexcused Absence*

Absences for the following reasons will be considered unexcused:

- “Long weekends” and vacations
- Moving days (change of residence)
- Transportation problems
- Appointments for non-essential activities such as haircuts

### *Tardy to School*

Students who arrive at school after the start of the school day are considered tardy. Tardy students must come to the office where they will be marked tardy and receive a pass that will permit them into the classroom. If a pattern of late arrival develops, administration will schedule a parent conference at which additional measures for compliance will be discussed and during which placement at the school and/or other additional actions may be considered.

Excused tardies are those that are verified in writing by the director and or his/her designee.

### *Leaving Early/Early Departure*

Students leaving school before the end of the school day must be picked up in the office and officially signed out. Please avoid picking up students before the dismissal time if at all possible. It is important to honor every class and all instructional time at Journey School. If a pattern of early departure develops, administration will schedule a parent conference at which additional measures for compliance will be discussed and during which placement at the school and/ or other additional actions may be considered.

Please note, Journey School will send students home early from school for certain illnesses/injuries, including, but not limited to student's temperature is 100 degrees or higher, vomiting, pain in the chest or stomach, fainting, live nits or lice found in hair, injury other than minor cuts or bruises, etc. Please have current emergency contacts listed on your child's Emergency Forms. Please contact the school immediately if these numbers change during the year.

### **Procedure for Excessive Unexcused Absences**

The following procedure will be followed to manage Unexcused Absences:

- 3<sup>rd</sup> Unexcused Absence – A staff or faculty member will call home to verify the student's attendance record, review this policy and discuss how the school can help to resolve the problem.
- 5<sup>th</sup> Unexcused Absence – A staff or faculty member will call the family to verify the student's absence and a notice of excessive unexcused absences will be sent home and placed within the student's cumulative record.
- 7<sup>th</sup> Unexcused Absence - Upon reaching eight (7) unexcused absences, the parent/guardian will receive a notification letter and will be required to meet with the Executive Director. It is Journey School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family. The Executive Director will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
- 10<sup>th</sup> Unexcused Absence – The Executive Director will connect with pertinent staff to determine appropriate next steps to address the chronic nature of unexcused absences. The Executive Director may issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to excessive absenteeism. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of a non-attending student. After disenrollment, the student can apply to Journey School the following school year.

### **Procedure for Excessive Consecutive Unexcused Absences**

Journey School will use the contact information provided by the parent/guardian in the registration packet to reach out to families if students are absent for consecutive days without a valid excuse. If student is absent ten (10) or more consecutive school days without a valid excuse, it may not be possible to schedule meetings and phone calls detailed in the process above, given the condensed time frame. In this scenario, the school reserves the right to disenroll a student in accordance with Education Code and shall provide a "Five Day Letter" as described above for a disenrollment with ten or more unexcused absences.

### **Chronic Absenteeism**

Students who miss more than 10% of the school year for a combination of unexcused and/or excused reasons are considered chronic absentees according to the California Department of Education. Steps to support chronic absentees may include:

- Student Study Team
- School Attendance Review Team
- Possible Qualification under section 504
- Requirements to excuse further absences
- Home/hospital instruction
- Transitioning student into Independent Study

### **Procedure for Excessive Tardies and/or Early Departures**

The following procedure will be followed:

- Teachers will conference with the parent if a pattern develops.
- 10<sup>th</sup> unexcused tardy and/or unexcused early departure – Teachers will call home to discuss the violations in an effort to develop solutions.
- 20<sup>th</sup> unexcused tardy and/or early departure – The parent/guardian will receive a notification letter and will be required to meet with the Executive Director to discuss the tardiness with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue. It is the School's intent to identify and remove all barriers to the student's success and will explore every possible option to address student attendance issues with the family.
- 30<sup>th</sup> unexcused tardy and/or early departure – A 2<sup>nd</sup> conference will be scheduled with the parent to discuss the attendance trend.
- 35<sup>th</sup> unexcused tardy and/or early departure - The Executive Director may issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to excessive tardiness/early departures. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of a non-attending student. After disenrollment, the student can apply to Journey School the following school year.

All attendance policies will be enforced fairly, uniformly, and consistently without regard to any protected classification, including but not limited to race, ethnicity, national origin, gender, disability, or sexual orientation.

### **Reporting Absences and Tardies to School**

Parents are to notify the school office of a student's absence (regardless of the reason – excused or unexcused) as soon as possible, ideally before 9:30 am when attendance is entered. Physician, dental, counseling and other appointments should be scheduled after school hours whenever possible. If unavoidable, please notify the office and have the child attend classes both before and

after the scheduled appointments. Absences will remain unexcused and accumulate as such unless they are excused for a valid reason (see above). A child's absence may be verified/excused up to five (5) days after your child has been absent. Absences that are not verified within the time allowed will be considered unexcused.

## **EMERGENCY SITUATIONS**

Emergency cards/forms must be updated and/or filled out at the beginning of each new school year – they will be filed in a confidential nature within each student's cumulative file.

Journey School has a comprehensive safety plan in place, which coordinates emergency response with Capistrano Unified School District. All staff and teachers are aware of their specific duties, responsibilities, and procedures. As a routine part of our plan, students participate in periodic and random safety drills (lockdown/earthquake/fire etc.).

Should there be an emergency event requiring parents to pick-up their children, we request that you:

- Please enter the school at the designated entrance only.
- Please remain calm and follow staff directions, a systematic process for student release is currently in place

### **Emergency School Closure**

In the event of a natural disaster or other emergency requiring school closure, the school will contact families via email and will post a notice at the school site. Journey School will typically conform to CUSD guidance on school closure.

## **BEHAVIOR POLICY**

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** (Respect, Empathy, Service, Participation, Effort, Courage, Trustworthiness) and the following behavior guidelines:

### **Behavior Expectations**

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, and discipline for such behavior shall be administered in accordance with Education Code section 48901.1.~~
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 follow 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 disciplinary interventions will be employed by school staff as a primary measure to correct behavior. 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~~, mandating a short break, 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. 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. Administration will inform the parent/guardian of the incident.
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:** May be 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/contract will be drafted at a parent conference with our Behavior and Guidance team. 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. Potential 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. 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. Potential Removal from Enrollment:** A significant incident or pattern of misbehavior may result in an administrative recommendation to disenroll the student from Journey School. In this scenario, the Executive Director will issue a letter informing the parent/guardian of Journey School's decision and intent to disenroll the student due to a pattern of misbehavior and/or a significant incident. Known as a "Five Day Letter", this notice will explain the parent's/student's due process rights to request a neutral hearing on the Executive Director's decision to disenroll the student for failure to comply with this policy. If the parent/student does not respond to the "Five Day Letter" or otherwise does not elect to request a hearing, the student shall be disenrolled and notification will be sent to the district of residence of the student.
  
- 6. Potential Expulsion:** If a student commits a suspendable or 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.*

## ***BULLYING AND 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.

## ***SENDING A CHILD HOME AND/OR REMOVAL FROM ENROLLMENT***

In the interest of maintaining a safe and courteous environment for all members of Journey School, there are certain behaviors that will not be tolerated and may result in immediate removal (suspension) of the child from the school setting.

### ***EXPULSION/SUSPENSION/EXCLUSION AND DUE PROCESS POLICY\****

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and wellbeing 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 policy and procedures detailed herein are in alignment with California Education Code and 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. 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. Students will be provided access to school work for any suspension greater than 2 days.

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) Knowingly received stolen school property or private property.
- l) 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.

- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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.
- q) 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.
- r) 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.
- s) 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.
- t) 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.
- u) 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 pupil or school personnel.
- v) 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 school administration if 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). A mandatory recommendation for expulsion is required from the Executive 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 Executive 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 Executive Director. The Administrative Panel should consist of at least three neutral members who are certificated and neither a teacher of the pupil, Executive Director, or a Council member of the School's governing board.

## **F. Expulsion Procedures**

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing before a neutral 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 Executive Director or designee determines that the Pupil has committed an expellable offense.

The expulsion procedures/process, as detailed herein, will also be followed where appropriate for a student who receives a "5 day" disenrollment notice for attendance, immunization noncompliance, etc.

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.

The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

## **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/11<sup>th</sup> 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 11<sup>th</sup> 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) daytime 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. The student's IEP team must be involved in any determination regarding change in placement for a student with a disability in accordance with applicable state and federal law.

#### 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 authorizing district.

#### **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 the Executive 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 Executive 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 Executive 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.

#### **O. Involuntary Removal**

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to timely, written notice and a hearing before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described herein.

### ***POLICY ON COLLECTION OF STUDENT INFORMATION FROM SOCIAL MEDIA***

In accordance with Ed Code 47903.6, Journey School may collect information on students from social media in order to gather and maintain information that pertains directly to school safety or to pupil safety, and for no other purpose. In addition, the school will:

1. Provide a pupil with access to any information about the pupil gathered or maintained by the charter school that was obtained from social media, and an opportunity to correct or delete such information.
2. Destroy information gathered from social media and maintained in pupil records within one year after a pupil turns 18 years of age or within one year after the pupil is no longer enrolled in the charter school, whichever occurs first.
3. Notify each parent or guardian of a pupil subject to this policy that the pupil's information is being gathered from social media and that any information subject to this section maintained in the charter school's records with regard to the pupil shall be destroyed in accordance with the process described in Number 2 above. The notification shall include, but is not limited to, all of the following:
  - (i) An explanation of the process by which a pupil or a pupil's parent or guardian may access the pupil's records for examination of the information gathered or maintained pursuant to this section.
  - (ii) An explanation of the process by which a pupil or a pupil's parent or guardian may request the removal of information or make corrections to information gathered or maintained pursuant to this section.

If Journey School contracts with a third party to gather information from social media on an enrolled pupil, the school will require the contract to do all of the following:

- (i) Prohibit the third party from using the information for purposes other than to satisfy the terms of the contract.
- (ii) Prohibit the third party from selling or sharing the information with any person or entity other than the school, or the pupil or his or her parent or guardian.
- (iii) Require the third party to destroy the information immediately upon satisfying the terms of the contract.
- (iv) Require the third party, upon notice and a reasonable opportunity to act, to destroy information pertaining to a pupil when the pupil turns 18 years of age or is no longer enrolled in Journey School, whichever occurs first. Journey School shall provide notice to the third party when a pupil turns 18 years of age or is no longer enrolled with Journey School.

Social media, for purpose of this policy, is defined to mean an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations. Social media, for purposes of this policy, shall not include an electronic service or account used exclusively for educational purposes. (Ed Code 49073.6(a)(2)(A).)

## ***JOURNEY SCHOOL FREE SPEECH POLICY***

**BACKGROUND:** This policy has been developed to ensure Journey School is compliant with California Ed Code sections 48907 (B) and 48950 regarding freedom of speech.

Journey School respects students' rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The school will limit students' freedom of expression as allowed by law, in order to maintain an orderly school environment and to protect the rights, health

and safety of all members of the school community. In addition to the school site itself, any venue where a school event is held, including but not limited to such places as school athletic events venues, field trip locations, school social event venues, school dance venues or graduation venues, will also be considered “school premises” while that school activity is taking place and while school personnel and students are there.

### **LIMITATIONS ON STUDENT EXPRESSION:**

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the school.
- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

### **Written Publications Code**

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

- Before or after any school sponsored activity;
- In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
- Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as yearbooks, newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. Pupil editors of official school publications may be responsible for assigning and editing the news, but journalism advisers (school employees) remain ultimately responsible to supervise and maintain professional standards of English and journalism. There shall be no undue delay on publishing student materials unless there are valid concerns that the material violates these guidelines.

### **Clothing/Buttons and Badges**

Buttons, badges, armbands or clothing bearing slogans or sayings may be worn in accordance with the above, and in accordance with the Journey School Dress Code, unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

## **Discipline and Appeals**

Students or employees may be disciplined for speech, which constitutes harassment, threats, bullying, or intimidation.

Students and employees will not be disciplined solely for activities, which are considered to be constitutionally protected speech or communication, which is nevertheless subject to the restrictions in this policy.

Should disputes arise regarding student freedom of expression, the Executive Director or designee will ensure that due process, as outlined in this handbook, is followed in order to resolve the issue. The school has also adopted a Uniform Complaint Policy, which may be used for formal complaints that are not resolved through initial efforts by the school.

## ***JOURNEY SCHOOL PUPIL FEE POLICY***

**BACKGROUND:** EC Section 47605(d) specifically prohibits a charter school from charging tuition but does not mention fees or other charges. Charter schools are exempt from many laws governing school districts (EC Section 47610). However, the California Constitution, which is the highest law of the state, cannot be rendered inapplicable by the Legislature. Therefore, the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. The EC, as amended by AB 1575 in 2012, makes clear that the prohibition on pupil fees applies to charter schools. Pupil fee laws are contained in Education Code 49010 to 49013.

**OVERVIEW:** Journey School shall not charge student or pupil fees for any educational activities or programs except as permissible by state law.

### **DEFINITIONS:**

“Educational activity” is defined as an activity offered by the charter school that constitutes an integral fundamental part of the educational program, including, but not limited to, curricular and extracurricular activities.

“Pupil fee” is defined as a fee, deposit or charge imposed on pupils, or a pupil’s parents or guardians, including but not limited to:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity

### **PROHIBITION ON PUPIL FEES**

All of the following apply to the prohibition on pupil fees described above:

1. All supplies, materials and equipment needed to participate in educational activities shall be provided to pupils free of charge.
2. A fee waiver or “scholarship” policy shall not make a pupil fee permissible.
3. The school shall not create a program that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
4. The school shall not offer credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians, and the school shall not remove credit or privileges related to educational activities, or

otherwise discriminate against a pupil, because the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

## **FUNDRAISING AND DONATIONS**

The school may still solicit voluntary donations of funds or property and may solicit voluntary participation in fundraising activities. This includes voluntary participation in "scholarship funds" to assist the school in raising money to support educational activities. The school may also award student prizes for participation in fundraising activities.

## **ALLOWABLE FEES**

Some fees are permissible by law. It is noted that much of the Education Code ("EC" or "Ed Code") does not apply to charter schools; however, Ed Code references are included herein to provide more detail about permissible fees. Some of the allowable fees, which may apply to Journey School, include:

### **Materials and equipment:**

1. Reimbursement for the direct cost of materials provided to a pupil for property the pupil has fabricated from such materials to take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the pupil. (EC Section 17551.)
2. Charges for safety glasses, for a pupil to keep, so long as the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes. (EC Sections 32030-32033.)

### **Transportation:**

Fees for transportation to and from school, with some limited exceptions. (EC Section 39807.5(b), (d), and (f).)

### **Food:**

Charges for food served to pupils, subject to free and reduced-price meal program eligibility and other restrictions specified in law. (EC Sections 38082 and 38084.) Currently all school meals are served free to student regardless of socioeconomic designation.

### **Lost or Damaged Property:**

Payment for the replacement cost for the school's books, supplies, musical equipment or property loaned to a pupil that the pupil fails to return, or that are willfully cut, defaced or otherwise damaged, up to an amount not to exceed \$10,000, adjusted annually for inflation. (EC Sections 19911 and 48904.)

### **Field Trips:**

1. Fees for field trips and excursions in connection with school-related social, educational, cultural, or athletic activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (EC Section 35330(b).)
2. The school will not require that (but may solicit a donation for) a student pay an admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the school's educational program. (Ops. Cal. Atty. Gen. No. NS 2469 (1940).)

Fees for outdoor science school camp programs, so long as no pupil is denied the opportunity to participate because of non-payment of the fee. (EC Section 35335.)

**Child Care and Development:**

1. Fees for childcare and development services, with some exceptions (EC Sections 8487 and 8488.)
2. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee. (EC Section 8482.6)

**Duplication of Records:**

Fees for the actual cost of duplicating public records, pupil records, or a prospectus of the school curriculum. (Government Code Section 6253; EC Sections 49063(h) and 49091.14.) There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (EC Section 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost. (EC Section 56504.)

**School Sponsored Events:**

Charges for optional attendance as a spectator at a school sponsored activity.

**Physical Education Apparel:**

Charge for standardized physical education attire of a certain color and/or style as long as the school does not require purchase from the school and as long as the grade of a pupil participating in a physical education class is not adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (EC Section 49066(c))

**NON-ALLOWABLE FEES:**

Based on the opinion of the Attorney General, the following are examples of fees that are specifically not allowable:

- A. A deposit in the nature of a guarantee that the school would be reimbursed for loss to the district on account of breakage, damage to, or loss of school property.
- B. An admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes when a visit to such places is part of the district's educational program.
- C. A tuition fee or charge as a condition of enrollment in any class or course of instruction, including a fee for attendance in a summer or vacation school, a registration fee, a late registration or program change fee, or a fee for the issuance of a diploma or certificate, among others.
- D. Membership fees in a student body or any student organization as a condition for enrollment or participation in athletic or other curricular or extracurricular activities sponsored by the school.
- E. Charges for textbooks and workbooks. (EC Sections 60070 and 60410.)
- F. Reimbursement for lost Average Daily Attendance revenue for absences from school.

**COMPLAINTS:**

Complaints regarding this policy or its implementation should be filed in accordance with the school's Uniform Complaint Policy, following inquiry with Administration regarding an alleged violation. Complaints must be filed within one year after the date the alleged violation occurred.

## **UNIFORM COMPLAINT POLICY AND PROCEDURE**

The Journey School Council, in its capacity as the Governing Board (hereafter referred to as "Board") of Journey School (hereafter referred to as the "Charter") is committed to compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the Board encourages the early resolution of complaints with direct communication whenever possible. Additional information about the school's communication protocols is found on the school website ([www.journeyschool.net](http://www.journeyschool.net)) and School Handbook (also found on the school website). If you have a concern, you can always come and talk to a staff member or the designated Board member liaison (the Board liaison can be found on the school website). If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

The Charter will investigate any complaints alleging failure to comply with applicable laws and will seek to resolve those complaints in accordance with the Charter's Uniform Complaint Policy. This is a formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in the Charter's programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(2) Any complaints regarding the Charter's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school plan under state funding models, the requirements for the development and adoption of a school safety plan, child nutrition programs and special education programs, or other legal requirements for charter schools.

Any form of retaliation against any complainant in the complaint process is prohibited. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the confidentiality of the parties involved, and the integrity of the process shall be protected. As appropriate, the Executive Director or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

### **PROCEDURAL REQUIREMENTS**

#### **Compliance Officer(s)**

The following Compliance Officer(s) shall receive and investigate complaints and shall ensure the Charter's compliance with law:

Gavin Keller, Executive Director  
Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656  
949-448-7232

The Compliance Officer or designee shall ensure that individuals designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such individuals may have access to legal counsel as determined by the Compliance Officer or designee.

### **Notifications**

The Compliance Officer or designee shall annually provide written notification of the Charter's uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If fifteen (15) percent or more of the students enrolled at the Charter speak a single primary language other than English, this policy and the notice shall be translated into that language.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5 of Title 2 of the Education Code.
3. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
4. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and
5. Include statements that:
  - a. The Charter is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs.
  - b. The complaint review and resolution shall be completed within sixty (60) calendar days from the date of receipt of the complaint by the Compliance Officer, unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six (6) months from the date it occurred or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
  - d. The complainant has a right to appeal the Charter's decision to the CDE by filing a written appeal within fifteen (15) calendar days of receiving the Charter's decision.
  - e. The appeal to the CDE must include a copy of the complaint filed with the Charter and a copy of the Charter's decision; and
  - f. Copies of the Charter's uniform complaint procedures are available free of charge.

### **Procedures**

All complaints shall be investigated and resolved within sixty (60) calendar days of the Charter's receipt of the complaint, as measured by the date of receipt of the complaint by the Compliance Officer.

The Compliance Officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the Compliance Officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Executive Director, if that person is not the Compliance Officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq. (Pupil Fees).

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, Charter staff shall assist him/her to file the complaint.

If a complaint is filed that describes alleged conduct of the Compliance Officer, the Executive Director will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint. If a complaint is filed that describes alleged conduct of the Executive Director, the Council President will be notified immediately and will designate an alternative Compliance Officer for processing and investigating the complaint.

## **Step 2: Mediation**

Within fourteen (14) days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint in order to reach resolution within the required timelines.

The use of mediation does not extend the Charter's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## **Step 3: Investigation of Complaint**

Within fourteen days of receiving the complaint, the Compliance Officer shall provide the complainant (if not anonymous) and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the Charter's Compliance Officer or other designated investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the Charter to the extent possible without participation by the complainant.

In accordance with law, the Charter shall provide the Compliance Officer or other designated investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Response**

Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the Charter's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within sixty (60) calendar days of the Charter initially receiving the complaint, as measured by the date of receipt of the complaint by the Compliance Officer, or within the time period that has been specified in a written agreement with the complainant.

#### **Step 5: Final Written Decision**

The Charter's decision shall be in writing and sent to the complainant. The Compliance Officer is responsible for preparing or delegating the preparation of the written decision.

The Charter's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

- The findings of fact based on the evidence gathered.
- The conclusion(s) of law.
- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted; and
- Notice of the complainant's right to appeal the Charter's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken, and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges are found to have merit, the Charter shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

## **Appeals to the California Department of Education**

If dissatisfied with the Charter's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within fifteen (15) calendar days of receiving the Charter's decision and the appeal shall specify the basis for the appeal of the Charter's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and the Charter's decision.

Upon notification by the CDE that the complainant has appealed the Charter's decision, the Compliance Officer or designee shall forward the following documents to the CDE:

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the Charter, if not covered by the decision.
- A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the Compliance Officer or another designated investigator(s).
- A report of any action taken to resolve the complaint.
- A copy of the Charter's complaint procedures; and
- Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter when one of the conditions listed in 5 CCR 4650 exists, including when the Charter has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside the Charter's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the Charter has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

## **COMMUNICATION MODEL**

**Direct communication lines** are the vehicles that Journey School uses to foster understanding and to resolve conflicts as they arise. These pathways form a structure and process that encourage parties who have concerns or who are involved in a conflict to reach either resolution or agree to disagree.

### ***To Whom Do I Speak?***

Please review the following to know whom to speak to concerning a specific question or concern:

**General Questions** concerning daily operations, policy or procedural issues, events, committee work, enrollment, childcare, carpooling, school newsletter, etc. should be addressed to an Administrative Assistant or designated office staff.

**Questions Concerning Your Child** should be addressed to your child's teacher. We feel that healthy, open communication between parent and teacher is essential for your child's educational experience. If you need to relay a message to the teacher, sending a simple note with your child is best or utilizing the messaging function in ParentSquare. In the event that the message requires in person dialogue, communicate directly with the teacher after school or schedule an appointment directly with the teacher. Although a teacher may provide a cell/home phone number, we respectfully request that courtesy be given to the teacher's home life. Ask yourself if the matter can wait until the next school day. If yes, please do so.

**Questions Related to Educational Issues** such as curriculum, teaching methods, classroom management, and teacher-student relationships should be addressed to the Education Director and/or teacher when appropriate.

**Questions Regarding Capistrano Unified School District** should be addressed to the Executive Director.

**Questions Pertaining to Legal or Financial Issues** should be addressed to the Executive Director, School Business Manager, or the Journey School Council. Public comment is also available at every council meeting and the public is encouraged to attend.

### **Conflict Resolution and Grievances**

Journey School encourages conflict resolution in our community that starts with direct communication with the involved parties.

1. **Direct Resolution** If you have a question or concern, go directly to the person(s) listed under the "To whom do I speak?" categories.
2. **Administrative Resolution** the Administrative Resolution process consists of a meeting between the parties involved mediated by school administration. This attempt is to be done prior to requesting formal resolution.
3. **Arbitrated Resolution** In extreme and rare cases, an Arbitrated Resolution can be used, consisting of a meeting or meetings between the involved parties with an impartial third party. After hearing both parties, the arbitrator will then render his or her decision, which will be binding on both parties. This is the final step in the Conflict Resolution/Grievance process.

Note: complaints alleging failure to comply with applicable laws are subject to the Uniform Complaint Procedures, rather than Conflict Resolution.

### **ONLINE COMMUNICATION, EMAIL POLICY AND PROCEDURES**

Online communication (including email, social media, WhatsApp, Parent Square and other platforms) can be an efficient, useful method of communication that can be tremendously helpful in transmitting large amounts of information, and in expediting process. The following policies and procedures will aid us in healthy working together as online communication presents unique challenges.

### **Confidentiality**

Any request for confidentiality is to be honored. In discussion groups, online communication within the specified discussion groups should remain within those groups and confidential unless the group agrees to approve the sharing of such communication to external bodies or individuals. In this spirit of confidentiality, it is best to carefully consider the intentions of the sender as well as the possible implications prior to forwarding email to any other recipients.

### **Prohibited content**

Online communication is not to be used for the creation or distribution of any offensive, or disruptive messages, including messages containing offensive comments about race, gender, age, sexual orientation, pornography, religious or political beliefs, national origin, or disability. Employees who receive any emails with this content should report the matter to school administration.

### **Tone of communication**

As people sometimes write that which they might not feel comfortable saying in person, it is important that people take time to reflect on the content and tone of online communications. This is particularly important when emotions are high, as it is easy to hit 'Reply' and send an immediate response to something another person has written. Sometimes an immediate response doesn't *really* reflect the complexities of the emotions involved.

If a particular piece of writing evokes a powerful, passionate response, it can be helpful to pause and reflect on where that reaction comes from -- is the response particularly influenced by your own thoughts, assumptions, previous experiences, feelings or beliefs, over and above what the other person has actually written?

### **Group Emails and REPLY ALL**

Ask your teacher or administration for approval PRIOR to sending a group message to all parents in the school or class. Class email lists are not available for parent's personal communications and use. This is important to ensure that appropriate, accurate and productive information is being disseminated to a broad audience.

### **WhatsApp or Similar Communication Threads**

These threads can be helpful in staying abreast of events, asking clarifying questions, scheduling playdates and activities that are not school sponsored, etc. This is not an appropriate platform to discuss school operations, concerns regarding the school and or students who attend, and or grievances with staff members or school operations. These topics are best directed to your teacher or administration in accordance with the guidelines detailed in the "To whom do I speak?" section of this handbook.

### **Journey School Council E-mail Correspondence**

The members of the Journey School Council may not engage in e-mail correspondence that may be regarded as constituting a "board meeting" under the Brown Act. In particular, one-way correspondence from staff members or parents to the council members is typically appropriate, but e-mail interaction between council members or "Reply All" interactions are typically not appropriate. This section is not intended to limit e-mail correspondence that is not about school business or operational issues or decisions.

## ***FUNDING/FUNDRAISING***

### ***STATE AND FEDERAL FUNDING***

As a public charter school, Journey School receives money from local taxes as well as the State, and occasionally from the Federal government. The majority of the school's revenue is based on our school's average daily attendance (ADA); therefore, it is extremely important that students attend school regularly and maintain high attendance rates.

As you may know, government-funding sources are typically not sufficient to cover all school costs.

### ***FUNDRAISERS***

It is our belief that children should not be involved in the selling of commercial goods for large fundraising purposes. Instead of students soliciting sales of magazines, candy, or gift wrap, Journey School (via Parent Cabinet) coordinates Auctions, Fairy Market, Festivals, etc., as well as other fundraising methods discussed below.

### ***PARENT DONATIONS***

The money that charter schools receive from state and federal sources is inadequate to maintain the educational offerings of Journey School. Parents should be aware that our school pays for staff compensation, operational costs, instructional supplies, liability insurance, as well as utilities and rent for our school space. These are only a few of our many expenses.

In order to support a curriculum that is taught through the arts, all families of Journey School are encouraged to make an annual per-student pledge through our “Annual Giving” campaign. Donations through “Annual Giving” are purely voluntary and are not required.

“Annual Giving” donations help to support with costs associated with offering a broad course of study and provision of high-quality classroom materials (e.g., main lesson books, colored pencils, watercolor paper and paints, wool yarn, etc.) among other things. The monies from this fund are not allocated to a particular expense, grade, class, or child, but are distributed to best benefit all students. Journey School is a 501c3 corporation. Donations are tax-deductible, greatly needed and appreciated. Contact the school office for the corporate tax identification number.

### ***MATCHING FUNDS***

Journey School accepts matching funds from your employer, so please inquire with your employer whenever you want to donate or pledge money to Journey School. Your employer may match whatever you are giving, thus doubling the donation! Please inform the office if you have, or someone you know has a potential donation in another form (stocks, notes etc.).

### ***POTENTIAL INVESTORS***

Journey School is seeking a permanent campus solution. We currently lease the facility from CUSD but remain hopeful to own our own site. If you know of potential investors, or donors of larger capacity, please speak to the Executive Director or any Journey School Council member.

# **JOURNEY SCHOOL**

## **Workplace Violence Prevention Plan**

This document shall outline Journey School's ("Journey") Workplace Violence Prevention Plan ("Plan") as required by Labor Code § 6401.9. It shall be the policy of Journey to provide its employees with a safe and healthy work environment. To that end, Journey shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees' job duties.

### **I. DEFINITIONS**

For purposes of this Plan, the following definitions apply:

**"Emergency"** means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**"Engineering controls"** mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

**"Log"** means the violent incident log, required in Part III of this Plan.

**"Plan"** means this Workplace Violence Prevention Plan.

**"Threat of violence"** means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**"Workplace Violence"** includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- **Type 1:** violence committed by a person with no legitimate business at the worksite;
- **Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3:** violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

**"Work practice controls"** means procedures and rules which are used to effectively reduce workplace violence hazards.

### **II. WORKPLACE VIOLENCE PLAN PROCEDURES**

#### **a. Responsible Parties**

The Office Manager/HR Specialist, in coordination with the Executive Director, are responsible for implementing this plan.

#### **b. Employee Involvement in Plan Creation and Updates**

Before this Plan was initially approved by the Journey Board of Directors, the Office Manager/HR Specialist circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the Office Manager/HR Specialist will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to the Office Manager/HR Specialist. No retaliation to any such input or suggestion shall be permitted. Journey commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

#### **c. Coordinated Implementation**

If there are workers who regularly perform job duties at Journey's campus or other workplace but are not employed by Journey, the Office Manager/HR Specialist will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any Journey location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

#### **d. Reporting of Workplace Violence**

Employees must report any incident of workplace violence that they witness. Journey will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of workplace violence that has already occurred can be made by filling out the "Workplace Violence Report" form that is attached at the end of this Plan and sending it to the Office Manager/HR Specialist by email. The Office Manager/HR Specialist and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees in the administrative office.

If an incident of workplace violence is occurring or imminent, any employee witness should ensure that the Office Manager/HR Specialist is informed as soon as possible by calling the Office Manager/HR Specialist at 949-448-7232 or by using whatever alternative means of communication would be fastest. The Office Manager/HR Specialist will respond to the ongoing or imminent workplace violence as set forth in section II.G., below.

#### **e. Employee Compliance**

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the implementation of this Plan and carrying out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

#### **f. Communication to Employees Regarding Workplace Violence**

As part of the annual workplace violence training session required by this Plan, the Office Manager/HR Specialist shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by Journey or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The Office Manager/HR Specialist shall also ensure that each employee understands how their concerns will be investigated by Journey and how Journey will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan (“Recordkeeping”).

Depending on the frequency and severity of workplace violence incidents in the workplace, the Office Manager/HR Specialist may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

#### **g. Response to Actual or Potential Workplace Violence Emergencies**

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School’s safety plan, such as when firearms are involved or a when an intruder has entered the campus with violent or criminal intent, Journey will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to the Office Manager/HR Specialist and/or School Administration by calling them on the phone or by whichever alternative means would reach them fastest.

#### **h. Training Procedures**

Journey will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the Office Manager/HR Specialist.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Office Manager/HR Specialist will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

#### **i. Identification and Evaluation of Workplace Violence Hazards**

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require campus visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The Office Manager/HR Specialist shall ensure that a review of potential workplace violence hazards is conducted at least annually. The Office Manager/HR Specialist shall also conduct a review of any workplace violence hazards reported by any employee. In addition, the Office Manager/HR Specialist shall also conduct a workplace violence hazard review (1) when this Plan is first established, (2) after each

workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the Office Manager/HR Specialist shall prepare a report describing the review process, stating date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

#### **j. Correction of Workplace Violence Hazards**

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the Office Manager/HR Specialist shall prepare a recommendation for corrective action and present it to the Executive Director who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and the Executive Director response shall be kept as a record pursuant to Part V of this Plan.

Following the Executive Director taking action on a recommendation for corrective action, the Executive Director or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

#### **k. Post-Incident Response and Investigation**

After every reported or otherwise known incident of workplace violence, the Office Manager/HR Specialist shall conduct a workplace violence evaluation of any and all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the Office Manager/HR Specialist and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from Journey as a consequence of their participation in any post-incident response.

#### **l. Review of Plan Effectiveness**

The Office Manager/HR Specialist shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

### **III. VIOLENT INCIDENT LOG**

Journey will maintain a Violent Incident Log. The Office Manager/HR Specialist shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.
8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.
9. **Information on the person entering the log entry**, including their name, job title, and date entered.

#### IV. RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.
6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

**JOURNEY SCHOOL  
WORKPLACE VIOLENCE REPORTING FORM**

This form should be used to report any incidence of workplace violence that any employee of Journey witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

*“Workplace Violence” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:*

- *Type 1: violence committed by a person with no legitimate business at the worksite;*
- *Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;*
- *Type 3: violence against an employee by a present or former employee, supervisor, or manager;*
- *Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.*

*“Workplace Violence” does not include lawful acts of self-defense or defense of others.*

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

**Date of Report:** \_\_\_\_\_ **Date(s) of Incident:** \_\_\_\_\_

**Reporter’s Name:** \_\_\_\_\_

**Reporter’s Job Title:** \_\_\_\_\_

**Reporter’s email address or telephone number:** \_\_\_\_\_

**Victim Name(s) (if other than Reporter):** \_\_\_\_\_

**Victim’s Job Title (If other than Reporter):** \_\_\_\_\_

**Victim’s email address or telephone number:** \_\_\_\_\_

**Approximate Place of Incident:** \_\_\_\_\_

**Approximate Time of Incident:** \_\_\_\_\_

**Narrative Description of Workplace Violence Incident:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Type of Workplace Violence (see definitions above):** \_\_\_\_\_

**Name, Description, or other information about Perpetrator(s):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

\_\_\_\_\_  
**Reporter’s Signature**

## Memo

Date: June 25, 2024

To: Journey School Council

From: Gavin Keller

Re: CUSD Food and Nutrition Services

Journey School has contracted with CUSD Food and Nutrition Services since 2019-2020 school year and has incurred \$0 in expenses. They operate as our school food authority, provide all students access to a free breakfast and lunch and claim student meals for reimbursement through the National School Lunch Program

Next year, Journey will be exiting the CUSD SELPA for special education purposes. Related to this endeavor is an exit from the CUSD Student Information System (SIS), also known as AERIES, for CALPADS and Special Education reporting purposes.

Exiting AERIES has caused an unforeseen challenge as it relates to CUSD operating our food and nutrition services on our campus. In short, CUSD uses a system called PrimeroEdge as their point of sale technology at all of their school sites. Students enter their student IDs into the PrimeroEdge interface when picking up a meal. The PrimeroEdge system communicates with AERIES (and vice versa) to collect, manage and store this data. This data is then pulled from AERIES by CUSD staff for the purposes of claiming student meal reimbursement through the National School Lunch Program. For the 2024-2025 school year, Journey students will no longer be in the CUSD's AERIES database and this will cause challenges with PrimeroEdge's ability to interface with AERIES and CUSD's ability to collect and pull pertinent data.

Journey School could become our own school food authority and claim meal reimbursement directly from the National School Lunch Program, but this is not a viable short term solution, as the process is a long and arduous one and would not be possible for the upcoming school year.

Proposed solution: Journey School will purchase our own license of PrimeroEdge (cost is roughly \$2500 annually) and this will communicate with Journey School's AERIES system. Additionally, Journey School will pay CUSD and administrative cost of \$1500 per month for

pulling data from our AERIES for the purposes of claiming student meal reimbursement through the National School Lunch Program.

CUSD and Journey School are working on an MOU that will be largely identical to the 23-24 arrangement (attached) along with additional language to solve the challenge above given the proposed solution. This MOU is not finalized currently and will require legal review.

With the Council's approval, Journey administration will review the MOU with legal counsel and enter into an agreement with CUSD for food and nutrition services for the 24-25 school year.

**CAPISTRANO UNIFIED SCHOOL DISTRICT**  
**School Meals Agreement**  
**BETWEEN**  
**CUSD FOOD & NUTRITION SERVICES**  
**AND**  
**THE JOURNEY SCHOOL**  
**School Year 2023-2024**

This School Meals Agreement (“Agreement”), entered into as of September 6, 2023, between The Journey School (“SCHOOL”) and the Capistrano Unified School District (“District”) is made for the purpose of preparing breakfasts and lunches (collectively, “Meals”) that meet the National School Lunch Program (“NSLP”) and School Breakfast Program (“SBP”) meal requirements. SCHOOL and District are collectively referred to as the “Parties.”

WHEREAS, in accordance with the California Universal Meals Program, SCHOOL is required to provide two free meals (breakfast and lunch) during each school day to students requesting a meal, regardless of students’ free or reduced-price meal (“FRPM”) eligibility, and regardless of whether or not the school is participating in the NSLP or SBP;

WHEREAS, SCHOOL has chosen to partner with District to provide Meals to the students attending SCHOOL; and

WHEREAS, SCHOOL has certain obligations it must adhere to as a recipient of services from District.

**AGREEMENT**

NOW, THEREFORE, in consideration of the promises and mutual covenants and agreements herein contained, the Parties agree as follows:

**1. TERM AND TERMINATION**

This Agreement is effective as of September 6, 2023 and shall remain in effect through June 30, 2024, when the California Department of Education (“CDE”) Interagency Agreement SNP-09 (“Interagency Agreement”) entered into by the same Parties, which is referenced in Section 2.2 below, expires. Should the Interagency Agreement terminate prior to June 30, 2024, this Agreement shall also terminate at that time.

Except as otherwise indicated, this Agreement may only be amended by mutual written consent of the Parties.

**2. DISTRICT’S DUTIES**

2.1 District will be the sole food services provider for SCHOOL during the term of this Agreement. District will begin providing Meals to SCHOOL pursuant to this

Agreement on the first day of SCHOOL's school year.

- 2.2 District will serve as the School Food Authority ("SFA") administering NSLP and SBP along with all other associated programs, pursuant to the Interagency Agreement executed between the Parties on September 6, 2023. Except as otherwise provided in this Agreement, District will be responsible for establishing student meal eligibility, serving meals to students in a manner that is conforming to state and local health department codes and that meet the requirements established by the United States Department of Agriculture ("USDA") and the CDE. All accounting for meals in the proper eligibility categories and filing of meal reimbursement claims directly with the CDE will be the responsibility of the District.
- 2.3 District shall prepare and serve Meals that meet NSLP and SBP meal requirements. Meals will comply with the nutritional standards as established by the USDA.
- 2.4 District shall determine the participation in the meal programs it will, by this Agreement, administer with respect to the SCHOOL. District's participation/determination duties include determining participation by school meal, student FRPM eligibility, enrollment and otherwise for purposes of complying with CDE regulations.
- 2.5 District shall maintain all necessary records as required by the regulatory guidelines for an SFA. Data and records will be kept on the nutritional analysis and quantities of the Meals delivered to SCHOOL. District shall make said records available for inspection by state and federal authorities upon request.
- 2.6 District will provide reports to the SCHOOL as reasonably requested, or as otherwise necessary, to enable SCHOOL to prepare reports and provide information to comply with the law. No eligibility codes will be released or shared unless required by law. SCHOOL shall have access to such supporting documentation regarding students at the SCHOOL compiled and maintained by District as SCHOOL may reasonably request, at all reasonable times (during District's normal operating hours), to the extent allowed by law.
- 2.7 District shall provide the necessary paper goods, service ware and service equipment for the delivery of the Meals to, and consumption of the Meals by, students, faculty and administrators purchasing food provided by District.
- 2.8 Meals will be prepared at District's Central Kitchen ("District Preparation Site") and transported to the SCHOOL the day before they are to be served. The Meals will be stored in the SCHOOL's refrigerator or freezer and heated as appropriate at SCHOOL before they are served. The SCHOOL shall be responsible for maintaining its refrigerator and freezer at appropriate temperatures to properly store the Meals. The District Preparation Site shall maintain the appropriate State and local health certifications for the facility and staff. District reserves the right to change the location of the District Preparation Site to another appropriate food facility, provided,

however, that in such event District shall be responsible, at its sole expense, for ensuring that the prepared food is timely delivered to the SCHOOL. District will notify SCHOOL of the new location at or before the time meals are delivered to SCHOOL in cases of emergency, during renovations or when a change of location is necessary for any other reason.

- 2.9 District shall serve Meals at such times as SCHOOL shall reasonably determine, provided SCHOOL shall notify District of the service times at least five business days prior to the first day on which District is to serve Meals at SCHOOL at those times. District will provide one employee to serve the Meals.
- 2.10 District shall provide to SCHOOL no later than one week prior to the end of each month a monthly menu of Meals being offered in the upcoming month. This information will also be available on the District's website: <http://capistrano.healtheliving.net>.
- 2.11 When requested by SCHOOL, the District shall provide SCHOOL with sack lunches and/or breakfasts for field trips and other special outings which meet NSLP and SBP meal requirements. SCHOOL must provide a request for these services to the District's Food Services Chef at least five school days in advance.
- 2.12 District shall be responsible for all equipment, supplies, food and paper goods delivered by District to the SCHOOL food service area. District will be responsible for the replacement of all service equipment as needed at District's own cost and expense.
- 2.13 At the conclusion of the term of this Agreement, or upon earlier termination, District shall assume possession of all goods and supplies provided to the SCHOOL by District. This includes but is not limited to serving equipment, computers, small ware, foods, produce, paper supplies, etc.
- 2.14 SCHOOL will be responsible for cleaning up after each Meal service, including cleaning the kitchen and food service area and taking out the trash.
- 2.15 District also provides faculty meals and catering and will offer these services to SCHOOL if requested. District will charge, and SCHOOL will pay, \$5.50 for each faculty or administration lunch meal and \$4.50 for each faculty or administration breakfast meal. Charges for snacks and catering will be discussed if and when SCHOOL determines that it wishes the District to provide those services, and this Agreement will be amended as necessary.
- 2.16 In the event of emergencies, the District will make every effort to continue providing meal service during the normal school periods where it is safe for staff and students, utilizing District supplies.
- 2.17 SCHOOL may request extra service or service outside of the norm to students, staff,

and site personnel in emergency circumstances. A fee equal to District's reasonable, actual, out-of-pocket costs for these services will apply, and District shall notify SCHOOL verbally or in writing of the fee amount for providing such service(s) as soon as practicable before or after the provision of the same. When it can readily do so, the District agrees to attempt to determine the extent to which Meal recipients in emergency circumstances are eligible to receive FRPM under the NSLP and SBP so as to minimize SCHOOL's cost for the extra service.

### **3. SCHOOL'S DUTIES**

- 3.1 In accordance with the California Universal Meals Program, SCHOOL understands that it must provide two free meals (breakfast and lunch) during each school day to students requesting a meal; provided, however, that District, through this Agreement, shall assume responsibility for providing SCHOOL's students with such meals during the term of this Agreement. District recognizes that it is in the interest of both District and SCHOOL that those of SCHOOL's students who are eligible to receive FRPM be identified. Accordingly, the District will work closely with SCHOOL to help ensure that all eligible students receive and are able to complete the Education Benefit Form, formerly known as the FRPM application.
- 3.2 SCHOOL agrees to provide the District with all the student data required for District to determine student eligibility and to support District Point of Service activities. Therefore, SCHOOL is required to utilize the District Student Information System ("SIS"). This ensures timely delivery of student eligibility and improves meal service processes. Throughout the term of this Agreement, SCHOOL commits to upload daily the appropriate student data for its students to the District's SIS. District's failure to timely deliver Meals to SCHOOL will be excused with respect to any period during which District's performance is adversely affected by SCHOOL's failure to comply with this section.
- 3.3 SCHOOL shall be responsible for maintaining the appropriate temperature for lunches and/or breakfasts provided by the District at SCHOOL's requests for field trips.
- 3.4 SCHOOL shall arrange for access to a reliable network connection for its cafeteria point of service workstations. This is to ensure the District's Food & Nutrition Services Division's Cafeteria Management System is able to synchronize data with District Central Office information on a daily basis.-

### **4.0 PAYMENT**

- 4.1 The cost to SCHOOL for the District's provision of the Meals and services detailed in this Agreement is \$5,000 per month. District will deduct the reimbursement total for each Meal it provides to a SCHOOL student from that amount. The District will provide SCHOOL with an itemized invoice for the remaining balance owed by SCHOOL, if any, by the 15th day of a month for the services provided by District during the previous month. In the event of a SCHOOL closure due to COVID-19

during the term of the Agreement, the cost to SCHOOL for the District's provision of the Meals and services detailed in this Agreement will be reduced to \$2,500 per month for the duration of the closure. The cost will immediately revert back to \$5,000 per month once the SCHOOL re-opens.

- 4.2 Adult or non-student meals may be provided upon request for a charge of \$5.50 for each lunch meal and \$4.50 for each breakfast meal. District may also provide catering services at SCHOOL's request. Charges for catering services will be invoiced separately, with payment to be due within 30 days of the invoice issuance date.
- 4.3 Unless otherwise directed in writing by SCHOOL, District shall submit to SCHOOL at the addresses shown for "notices" to SCHOOL below the itemized invoices for the Meals and other services provided.
- 4.4 SCHOOL shall remit to District payment in full for all Meals and other services for which payment is appropriate, within 30 days after the date of District's issuance of an invoice for those Meals and services, except as otherwise provided in this Agreement.

## **5. GIFTS OR EXCHANGES OF FOODS/MEALS**

Gifts or exchanges of foods/Meals are not permitted. Until it is served to the student, the food prepared remains the property of the State and federal governments and District; SCHOOL agrees not to sell, donate or exchange any food or related supplies and equipment provided by District.

## **6. COMPLIANCE WITH LAWS AND REGULATIONS**

Both Parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of NSLP and SBP Meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of Meals, and nondiscrimination. All records maintained by both Parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations. SCHOOL will indemnify and hold District and its officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of District.

## **7. AUDIT**

District and SCHOOL each agree that the other shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Agreement to the extent allowed by law. All such records shall be kept and maintained and made available to the other party during the entire term of this Agreement and for a period not less than three years after final payment hereunder by SCHOOL in accordance with applicable statutes and regulations.

**8. NOTICES**

All notices provided for by this Agreement shall be provided both by electronic mail and United States mail. Questions, concerns or issues regarding daily operations or menu/compliance may be addressed to the District Food Services Operations Manager or District Lead Food Service Professional assigned to the SCHOOL or to the District Food Service Professional assigned to SCHOOL. If needs are not met, SCHOOL may contact District's Director II of Food & Nutrition Services at 949-234-9501.

Notices provided to District shall be transmitted electronically to KLHILLEMAN@capousd.org and sent by United States mail to:

Notices provided to SCHOOL shall be transmitted electronically to gavin@journeyschool.net and sent by United States mail to:

Capistrano Unified School District  
Food & Nutrition Services

Journey School

Attn: Kristin Hilleman

Attn: Gavin Keller

32972 Calle Perfecto

27102 Foxborough

Address

Address

San Juan Capistrano CA 92675

Aliso Viejo CA 92656

City State Zip

City State Zip

949-234-9501

949-448-7232

Phone

Phone

The Parties have caused this Agreement to be executed by their respective representatives, duly authorized, as of the date first written above.

**CAPISTRANO UNIFIED SCHOOL DISTRICT**

**JOURNEY SCHOOL**

By:

  
\_\_\_\_\_  
Kristin Hilleman  
Director, Food and Nutrition Services

By:

\_\_\_\_\_  
Gavin Keller  
Director

July 21, 2023

Date

\_\_\_\_\_  
Date

**MEMORANDUM OF UNDERSTANDING**  
by and between  
**CAPISTRANO UNIFIED SCHOOL DISTRICT AND JOURNEY SCHOOL**  
**REGARDING STUDENT RECORDS**

This Memorandum of Understanding (“MOU”) is executed between the Capistrano Unified School District (“District”) and Journey School (sometimes “Charter School”), a California nonprofit public benefit corporation operating Journey School, a public charter school.

**I. RECITALS:**

- A. Since its establishment, Journey School has been a school of the District for purposes of special education under the Individuals with Disabilities Education Act (“IDEA”). This means that the District has been responsible for the free appropriate public education (“FAPE”) of eligible Journey School students. However, Journey School will become an “independent charter,” and will no longer be a school of the District for purposes of special education, as of July 1, 2024. Journey School will then be responsible to provide its eligible students a FAPE.
- B. Local educational agencies are required to maintain, and protect the confidentiality of, student information and records. Some records must be maintained in perpetuity; others may be disposed under certain circumstances, after they are no longer useful.
- C. This MOU is intended to outline the agreement of Journey School and the District governing responsibilities for maintaining Records of Eligible Students who were and/or are eligible for an individualized education program.

**II. AGREEMENT**

A. Definitions

- 1. “Records” means “pupil record,” as defined by Education Code section 49061(b).
- 2. “Special Education Records” means Eligible Students’ pupil records, which include individualized education programs, assessments, test protocols, implementation files (e.g., teacher notes, data sheets, progress data, etc.), progress reports, releases of information, prior written notices, and written communications by students and parents to the District and/or Journey School, irrespective of which format the records exist (physical or electronic format).
- 3. “Eligible Student” means a student eligible for a FAPE under the IDEA who has attended Journey School at any time through and including June 30, 2024.
- 4. “Destruction” or “destroying” Special Education Records means the deletion, shredding, or other means of rendering the records unavailable for

intended use, or otherwise unintelligible.

5. “Parent” means “Parent” as defined by Education Code section 56028, and an adult student in accordance with Education Code section 56041.5.
- B. Journey School will maintain all Eligible Students’ Records -- including all Special Education Records, whether currently in Journey School’s possession, or delivered to Journey School by September 1, 2024 -- at least until July 1, 2027 (“Time Period”).
1. The District will deliver to Journey School any Records for Eligible Students for maintenance on or after June 3, 2024 and by or before close of business on September 3, 2024.
  2. In the event the District requests access to Eligible Students’ Records before the Agreement End Date, Journey shall provide the District access to such Records within five (5) business days. A Parent’s written authorization shall not be required before the District is provided access.
  3. In maintaining Student Records, Journey School will comply with federal and California laws that govern confidentiality and maintenance requirements for pupil and education records, including the Family Educational Rights and Privacy Act (20 U.S.C. section 1232g) and its implementing regulations (34 C.F.R. sections 99.1 et seq.), the Pupil Records Act (Education Code sections 49060 et seq.) and its implementing regulations (as well as 5 C.C.R. sections 430 et seq.), the IDEA (20 U.S.C. sections 1400 et seq.) and its implementing regulations (including 34 C.F.R. section 300.623 et seq.).
- C. Prior to destroying Eligible Students’ Records, Journey School will provide written notice to the District’s Executive Director of Alternative Dispute Resolution and Compliance, and to the parents of each Eligible Student whose Records will be destroyed, at least 60 (SIXTY) days prior to such destruction. In the event a Parent or Student requests that Journey School not destroy Records, Journey School will provide the requester at least 30 (THIRTY) days to retrieve the Records, else the Records will be destroyed after that time. Journey School may offer to mail or deliver the records to the requester at the requester’s expense.
- D. In the event Journey School destroys, or is otherwise unable to make available, Special Education Records requested by Parents, Student, or the District during the Time Period, Journey School assumes all responsibility for any claims, causes of action, obligations created thereby, and shall indemnify the District in the event of any claim or action, including administrative actions filed with the Office of Administrative Hearings, compliance complaints filed with California Department of Education, state or federal litigation, etc. whether or not such claims, etc. are related to the unauthorized destruction of Records. [The Parties agree that Journey School shall not be required to indemnify the District in the event that the records](#)

requested by Parent or Student are not delivered to Journey, and are instead maintained by the District during the Time Period. The District and Journey shall also work together to prepare and defend any case filed against Journey and/or District regarding a special education eligibility, placement, or services provided to a student enrolled in Journey, including but not limited to federal appeals of Due Process Hearings, for violations of the Individuals with Disabilities Education Act alleged to have occurred on or prior to June 30, 2024. In such event, and if the District determines that representation from legal counsel is needed, the District and Journey shall be jointly represented by District’s legal counsel, unless there is a conflict of interest, in which case Journey may select such counsel. In the case Journey retains legal counsel, it shall be solely responsible for the costs of its legal counsel. Journey staff and administrators shall cooperate in the defense as needed, even if represented by separate legal counsel.

- E. In the event an Eligible Student disenrolls from Journey School, and reenrolls in the District, Journey School will provide the District a copy of the Eligible Student’s Records within five (5) business days, on the District request or other written notice that Eligible Student has enrolled in the District.

This MOU between Journey School and the District and shall only be modified in writing by the mutual agreement of the parties.

**FOR JOURNEY SCHOOL:**

Dated: \_\_\_\_\_ By: \_\_\_\_\_  
GAVIN KELLER  
School Director

**FOR CAPISTRANO UNIFIED SCHOOL DISTRICT:**

Dated \_\_\_\_\_ By: \_\_\_\_\_  
KATHY PURCELL, ED.D.  
Executive Director, Alternative Dispute  
Resolution and Compliance



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 651 Bannon Street, Suite 601  
 Sacramento, CA 95811

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-2025

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Journey District CDS Code: 30-66464-61177!

Name of County: Orange County CDS Code: 30-10306-00000!

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/25/24 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

|                   |                         |                    |
|-------------------|-------------------------|--------------------|
| Gavin Keller      |                         | Executive Director |
| <i>Name</i>       | <i>Signature</i>        | <i>Title</i>       |
| 949-448-7256      | 949-448-7232            | 6/25/24            |
| <i>Fax Number</i> | <i>Telephone Number</i> | <i>Date</i>        |

27102 Foxborough, Aliso Viejo, CA 92656

*Mailing Address*

gavin@journeyschool.net

*EMail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

|                 |                  |       |
|-----------------|------------------|-------|
| Name            | Signature        | Title |
| Fax Number      | Telephone Number | Date  |
| Mailing Address |                  |       |
| EMail Address   |                  |       |

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| Type of Emergency Permit   | Estimated Number Needed |
|--|-------------------------|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 1                       |
| Bilingual Authorization (applicant already holds teaching credential)            | _____                   |
| List target language(s) for bilingual authorization:<br>_____                    | _____                   |
| Resource Specialist  | _____                   |
| Teacher Librarian Services   | _____                   |
| Emergency Transitional Kindergarten (ETK)  | _____                   |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|
| Multiple Subject                  | 2                       |
| Single Subject                    | 0                       |
| Special Education                 | 0                       |
| TOTAL                             | 4                       |

**Authorizations for Single Subject Limited Assignment Permits**

| SUBJECT                           | ESTIMATED NUMBER NEEDED | SUBJECT                      | ESTIMATED NUMBER NEEDED |
|-----------------------------------|-------------------------|------------------------------|-------------------------|
| Agriculture                       |                         | Mathematics                  |                         |
| Art                               |                         | Music                        |                         |
| Business                          |                         | Physical Education           |                         |
| Dance                             |                         | Science: Biological Sciences |                         |
| English                           |                         | Science: Chemistry           |                         |
| Foundational-Level Math           |                         | Science: Geoscience          |                         |
| Foundational-Level Science        |                         | Science: Physics             |                         |
| Health                            |                         | Social Science               |                         |
| Home Economics                    |                         | Theater                      |                         |
| Industrial & Technology Education |                         | World Languages (specify)    |                         |

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?

Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?

Yes  No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

CalState Fullerton  
Alliant University  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_

# **Proposition 28: Arts and Music in Schools Funding**

## **Annual Report**

### **Fiscal Year 2023-24**

Name: Journey

CDS Code: 3066464-6117758

Charter School Number: 294

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded: Journey is creating an outdoor fiber arts (“Handwork”) classroom that includes a storage container converted into storage space and accessible outdoor art center for students – a portion of the cost of this project, in the amount of \$14,687.80, will be covered using Prop 28 Arts and Music in Schools funding.

2. Number of full-time equivalent teachers (certificated) = 0

3. Number of full-time equivalent personnel (classified) = 0

4. Number of full-time equivalent teaching aides = 0

5. Number of students served = 224

6. Number of school sites providing arts education = 1

Date of Approval by Governing Board/Body – 6/25/24

Annual Report URL - <https://www.journeyschool.net/epa-expenditure-plan/>

Completed By: Gavin Keller

Title: Executive Director

Email: [gavin@journeyschool.net](mailto:gavin@journeyschool.net)

Telephone: 949-448-7232

## Journey School Local Indicators – 2023-2024 Board Report

The California Department of Education (CDE) established eight priorities, which must be addressed as part of the state’s new accountability system. Some of the indicators are automatically calculated by state-captured data, while several of the state priorities are measured using data collected only at the local level. These are referred to as the “Local Indicators”. The five local indicators that pertain to Journey are:

- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

After collecting data, Journey used a variety of self-reflection tools created by the State Board of Education to measure and report its performance and progress (either “met”, “not met” or “not met for two or more years”) to the board and finally, to the public via the California School Dashboard each fall.

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP).

### **Journey School local indicators and performance levels are presented below:**

**Priority 1:** Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

MET - Data used: SARC, Facilities Inspection Tool, CA Dashboard Self-Reflection Tool, CalSAAS

**Priority 2:** Implementation of State Academic Standards

MET – Data used: CA Dashboard Self-Reflection Tool

**Priority 3:** Parent Engagement

MET – Data used: CA Dashboard Self-Reflection Tool, Local Surveys, Volunteer Rates/Participation Rates

**Priority 6:** School Climate

MET – Data used: CA Dashboard Self-Reflection Tool, local surveys and related analysis of student perceptions of school safety and connectedness.

**Priority 7:** Access to a Broad Course of Study: MET

MET – Data used: CA Dashboard Self-Reflection Tool



## Memo

Date: June 25, 2024

To: Journey School Council

From: Gavin Keller

Re: Substitute Teacher Contract Recommendation

Journey School experienced substitute teacher shortages during the 23-24 school year, as a result, the school had challenges filling vacancies with highly qualified staff members at various times of the school year.

Journey School will continue to recruit individuals who are interested in being substitute teachers at Journey and employ those individuals directly. Additionally, it is my recommendation that the school enter into a contract with a substitute teacher staffing company, specifically a company named *Swing Education*- <https://swingeducation.com/>.

Journey staff had conversations with several staffing agencies. We found that *Swing Education* was by far the leading candidate for Journey's purposes. They

- Have 25 subs in our area.
- Are used and recommended by several local charters schools.
- Experience a 97% fill rate.
- Have an online portal that is user friendly and easy to request subs.
- Are cost effective (match our sub rates and charge an administrative fee of 44% of our base rates:  $\$165 + \$72.60 = \$237.60$ /full day and  $\$110 + \$48.40 = \$158.40$ /half day). Most staffing agencies interviewed were in the \$380-\$425 price range.
- Charge the school for only those services provided, in other words, there is no cost to the school unless a substitute is placed.

With the Council's approval, Journey administration will request a contract from *Swing Education*, review the contract with legal counsel and enter into an agreement for the 24-25 school year.

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| NAME                                      | TITLE/GRADE  | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS       | OTHER INFO/NOTES              |
|---|--|---|-------------------------------|
| <b>ADMINISTRATION and STUDENT SUPPORT</b> |  |   |                               |
| Gavin Keller                              | Executive Director   | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Shelley Kelley                            | Education Director   | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Mary Luhrs                                | Director of Student Supports   | Salary/Exempt<br><b>BENEFITS</b>                          | Not returning for 24-25 year  |
| Amanda Simmons                            | Independent Study Director   | 0.25 FTE (.5 Teacher)<br>Salary/Exempt<br><b>BENEFITS</b> |                               |
| Grace LaHatt                              | Office Manager and HR Specialist   | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Kris Reynolds                             | Admin Asst: Enrollment, Communication, After School Programs Coordinator | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Shoon O'Neill                             | Admin Asst: Registrar, Attendance, Reception                             | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Janet Gates                               | Information Technology Specialist and Office Support                     | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| Gaylen Corbett                            | Admin Assistant: Business Specialist/Accounts Payable                    | Salary/Exempt<br><b>BENEFITS</b>                          |                               |
| 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<br><b>BENEFITS</b>                          |                               |
| Rachel Hauser                             | Counselor  | .60 FTE Salary/Exempt<br><b>BENEFITS</b>                  | Not returning for 24-25 year  |
| TBD                                       | Counselor  | FTE Salary/Exempt<br><b>BENEFITS</b>                      | Now Seeking/Hiring - Increase |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

|                   |                                    |                                       |                                  |
|-------------------|------------------------------------|---------------------------------------|----------------------------------|
|                   |                                    |                                       | percentage of FTE from .60 – 1.0 |
| Jaime Lloyd       | Receptionist/Communication Support | Hourly /Non-Exempt<br><b>BENEFITS</b> |                                  |
| Vivienne Benjamin | Social Media and Event Support     | Hourly /Non-Exempt/Part time          |                                  |

| 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                                  |   |
| 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                                  |   |
| Kayla Pennington      | Main Class Teacher        | F/T, Salary/Exempt                                  | New position for TK only classroom                                  |
| Kelli Garcia          | Independent Study Teacher | F/T Salary/Exempt                                   |   |
| Lisa O’Neill          | 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                                  |   |
| Stacy Kinney          | Main Class Teacher        | F/T, Salary/Exempt                                  |   |

## DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

|                   |                    |                    |                               |
|-------------------|--------------------|--------------------|-------------------------------|
| 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 | Reassigned as Elementary TOSA |
| Jennifer Tarr     | Main Class Teacher | F/T, Salary/Exempt | New Hire for 24-25            |
| 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 |                               |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| CERTIFICATED INSTRUCTIONAL SUPPORT | TITLE/GRADE                                    | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS                       | OTHER INFO                        |
|------------------------------------|--|---|-----------------------------------|
| Suzanna Bortz                      | Remedial Support<br>Lower Grades               | 16 periods contact<br>5 prep<br><b>HOURS DEPENDENT ON TITLE I FUNDING</b> |                                   |
| Erin O’Neill                       | Middle School<br>Academic<br>Specialist (TOSA) | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           |                                   |
| Lindsey LaFleur                    | Middle School<br>Academic<br>Specialist (TOSA) | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           |                                   |
| Pam Klevit                         | Elementary<br>Academic<br>Specialist (TOSA)    | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           | New Position/New Role for Teacher |
| Miscellaneous                      | Guest<br>Teachers/Subs.                        | As needed<br>EXEMPT   |                                   |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| Special Education | TITLE/GRADE   | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS | OTHER INFO                   |
|-------------------|---|---|------------------------------|
| Caryn Kaufman     | Special Education Program Specialist (Administrator)                        | Salary/Exempt<br>BENEFITS                           | Contracted for 24-25         |
| Alyson Wunderlich | Special Education Teacher   | Salary/Exempt<br>BENEFITS                           | Contracted for 24-25         |
| Grace Stewart     | Special Education Teacher   | Salary/Exempt<br>BENEFITS                           | Contracted for 24-25         |
| Ashley Grey       | Special Education Teacher   | Salary/Exempt<br>BENEFITS                           | Contracted for 24-25         |
| Alyse Eckstrom    | Speech Language Pathologist   | Salary/Exempt<br>BENEFITS                           | Contracted for 24-25         |
| TBD               | Paraprofessional  | NA – Full time (30 hours)                           | Contract with Strategic Kids |
| TBD               | Paraprofessional  | NA – Full time (30 hours)                           | Contract with Strategic Kids |
| TBD               | Paraprofessional  | NA – Full time (30 hours)                           | Contract with Strategic Kids |
| TBD               | Paraprofessional  | NA – Full time (30 hours)                           | Contract with Strategic Kids |
| TBD               | Paraprofessional  | NA – Full time (30 hours)                           | Contract with Strategic Kids |
| TBD               | Occupational Therapist  | NA – Part Time (16-20 hours)                        | Contracted Service           |
| TBD               | School Psychologist   | NA – Part Time                                      | Contracted Service           |
| TBD               | Specialized Services (Vision Therapy, Audiology, Assistive Technology, etc) | NA – Part Time                                      | Contracted Service           |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| SPECIALTY Teachers  | TITLE/GRADE  | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS   | OTHER INFO   |
|---------------------|--|---|--|
| Lindsay Fredrickson | Music Teacher<br>Grades 1-3 and<br>7 <sup>th</sup> /8 <sup>th</sup> music<br>elective: ukulele | 16 classes<br>8 prep<br>4 hours music support in main lesson<br><b>BENEFITS</b>   | Not returning for the 24-25 year in the same capacity  |
| Lindsay Fredrickson | Festival support<br>and music teacher<br>mentor  | 20 hours for 9 weeks of school year   | New Role: Music and dancing support for Mayfaire and other festivals as needed. Mentorship and training of new music teacher |
| TBD                 | Music Teacher<br>Grades 1-3 and<br>7 <sup>th</sup> /8 <sup>th</sup> music<br>elective          | 16 classes<br>8 prep<br>8 hours music support in main lesson<br><b>BENEFITS</b>   | Now Seeking/Hiring   |
| Brandon Wilkes      | Garden Instructor  | 12 classes<br>6 prep<br>12 hours maintaining gardens<br><b>BENEFITS</b>   |  |
| Devan Steele        | Strings  | 14 classes<br>7 prep<br>3 hours music dept. coordination  |  |
| Billy Alexander     | Music Elective:<br>Guitar  | 2 classes<br>1 prep   |  |
| Nicola Wellner      | Handwork<br>Grades 5-8   | 18 classes<br>9 prep<br>3 hours specialty program coordination<br>2 hours assisting Independent Study<br><b>BENEFITS</b><br><br>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. |  |

## DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

|                         |   |  |                              |
|-------------------------|---|--|------------------------------|
| Amanda Hammond          | Handwork<br>Grades 1-4  | 18 classes<br>9 prep<br>2 hours assisting Independent Study<br><b>BENEFITS</b> |                              |
| Tania Marquez           | Lower Grades Art<br>Enrichment and<br>7 <sup>th</sup> /8 <sup>th</sup> Grade<br>Visual Arts | 16 classes<br>8 prep<br><b>BENEFITS</b>  |                              |
| Peter Kelley (DML Team) | Digital Media<br>Literacy (DML)   | 2 classes<br>1 prep  |                              |
| Joy Halverson           | Games/<br>Movement  | 18 classes<br>9 hours prep<br><b>BENEFITS</b>                                  |                              |
| Eric Deutsch            | Games/<br>Movement  | 17 classes<br>8.5 hours prep<br><b>BENEFITS</b>                                | Not returning for 24-25 year |
| TBD                     | Games/<br>Movement  | 17 classes<br>8.5 hours prep<br><b>BENEFITS</b>                                | Now Seeking/Hiring           |
| Joshua Crawford         | Woodwork  | 16 classes<br>8 hours prep<br><b>BENEFITS</b>                                  |                              |
| Janet Caballero         | Spanish<br>(Grades 1-8)   | 20 classes<br>10 hours prep<br><b>BENEFITS</b>                                 |                              |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| CLASSIFIED/INSTRUCTIONAL SUPPORT | TITLE/GRADE  | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS | OTHER INFO  |
|----------------------------------|--|---|---|
| Jahtziry Hernandez               | Kindergarten Assistant   | NON EXEMPT 25 hours per week<br><b>BENEFITS</b>     | Eligible for benefits with additional Little Acorns hours   |
| Karen Dillingham                 | Kindergarten Assistant   | NON EXEMPT 25 hours per week                        |   |
| Erin Warrack                     | Kindergarten Assistant   | NON EXEMPT 25 hours per week                        |   |
| Isabella Ortiz                   | Kindergarten Assistant   | NON EXEMPT 25 hours per week                        |   |
| Summer Jones                     | TK Kindergarten Assistant  | NON EXEMPT 25 hours per week<br><b>BENEFITS</b>     | New Assignment<br><br>Eligible for benefits with additional Little Acorns hours   |
| Summer Jones                     | Kindergarten Assistant<br>Independent Study  | NON EXEMPT 16 hours per week                        |   |
| Laura Valle                      | Kindergarten Assistant<br>Independent Study and<br>1 <sup>st</sup> Grade Assistant | NON EXEMPT 30 hours per week<br><b>BENEFITS</b>     | New Hire for 24-25<br><br>3 days per week – Wildflower kindergarten<br>2 Days per week – Seat based 1 <sup>st</sup> grade |
| 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<br><br>Not Returning  |
| Raz Allen                        | First Grade Assistant  | NON EXEMPT 30 hours per week<br><b>BENEFITS</b>     |   |

## DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

|  |   |   |  |
|--|---|---|--|
| 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<br><b>BENEFITS</b>                           |  |
| Carmen Paez  | Campus Supervision Lead And Campus Support                                | NON EXEMPT 35 hours per week<br><b>BENEFITS</b>                           | New Hire for 24-25                             |
| Tania Marquez                                      | SE and Behavior Support Provider (Hearth Keeper)                          | NON EXEMPT 12 hours per week<br><b>BENEFITS</b>                           |  |
| Jahtziry Hernandez                                 | SE and Behavior Support Provider (Hearth Keeper)                          | 4 hours per week<br><b>BENEFITS</b>                                       | Increase Sarah Kandel's hours                  |
| Joshua Crawford                                    | SE and Behavior Support Provider (Hearth Keeper)                          | NON EXEMPT 8 hours per week<br><b>BENEFITS</b>                            | Didn't occur in 23-24 and not funded for 24-25 |
| Sarah Kandel                                       | SE and Behavior Support Provider (Hearth Keeper)                          | NON EXEMPT 28 hours per week  | Increase support hours                         |
| Darren Utterback                                   | Elementary School Interventionist and on campus Sub.                      | NON EXEMPT 32 hours per week<br><b>BENEFITS</b>                           |  |
| Joshua Crawford                                    | Construction/Maintenance  | NON EXEMPT 5 hours per week<br><b>BENEFITS</b>                            |  |
| Other Misc Campus Supervisor support: Hourly Staff | Campus Supervisor<br>-Before School<br>-After School<br>-Lunch<br>-Recess | NON EXEMPT<br>Approximately 20-25 hours per week of paid support          |  |
| Specialty Teacher Meetings/Performances            | Specialty Teachers  | NON EXEMPT<br>Approximately 8-10 hours per week of collaborative meetings |  |

DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25

| Little Acorns Staffing* | TITLE/GRADE                   | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS | OTHER INFO  |
|-------------------------|-------------------------------|---|---|
| TBD                     | Administrator                 | EXEMPT – Salary<br>BENEFITS                         | Responsibilities and duties added to a current administrative assistant. Conversations are underway |
| Jahzir Hernandez        | Little Acorns Lead Instructor | NON EXEMPT 15 hours per week                        | New Role for employee in addition to assistant hours during kindergarten day                        |
| Lily Shaw               | Little Acorns Assistant       | NON EXEMPT 15 hours per week                        | New Role for employee in addition to assistant hours during independent study school day            |
| Summer Jones            | Little Acorns Assistant       | NON EXEMPT 15 hours per week                        | New Role for employee in addition to assistant hours during kindergarten day                        |
| TBD                     | Little Acorns Assistant       | NON EXEMPT 15 hours per week                        | Now Seeking/Hiring  |
| TBD                     | Little Acorns Assistant       | NON EXEMPT 15 hours per week                        | Now Seeking/Hiring  |

\*Little Acorns is a fee-based aftercare program for kindergarten and transitional kindergarten students. Staffing levels are based on estimated enrollment of 33 students.

**DRAFT JOURNEY SCHOOL STAFFING PLAN 2024-25**

| <b>CONTRACTORS</b>                       | <b>TITLE/GRADE</b>     | <b>Description/Duration</b>   | <b>OTHER INFO</b>           |
|--|------------------------|---|-----------------------------|
| 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   |
| Various                                  | Special Education      | Psychologists, Occupational Therapists, Vision Therapy, related services      | Estimate \$280,000 annually |
| STRATEGIC KIDS                           | Staffing               | General Education Paraeducators/Substitutes                                   | Estimate \$160,000. CUT     |
| STRATEGIC KIDS                           | Staffing               | Special Education Paraeducators/Substitutes                                   | Estimate \$211,055 annually |
| STRATEGIC KIDS                           | Staffing               | ELOP  | Estimate \$180,000 annually |

| <b>ADDITIONAL HOUR AGREEMENTS PER CBA</b>  | <b>TITLE/GRADE</b> | <b>SALARY or CONTRACTED HOURS PER WEEK &amp; EXEMPT STATUS</b> | <b>OTHER INFO</b>     |
|--|--------------------|--|-----------------------|
| 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 |



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

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

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

**27102 FOXBOROUGH  
ALISO VIEJO, CA 92656**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Journey School

CDS Code: 30 66464 6117758

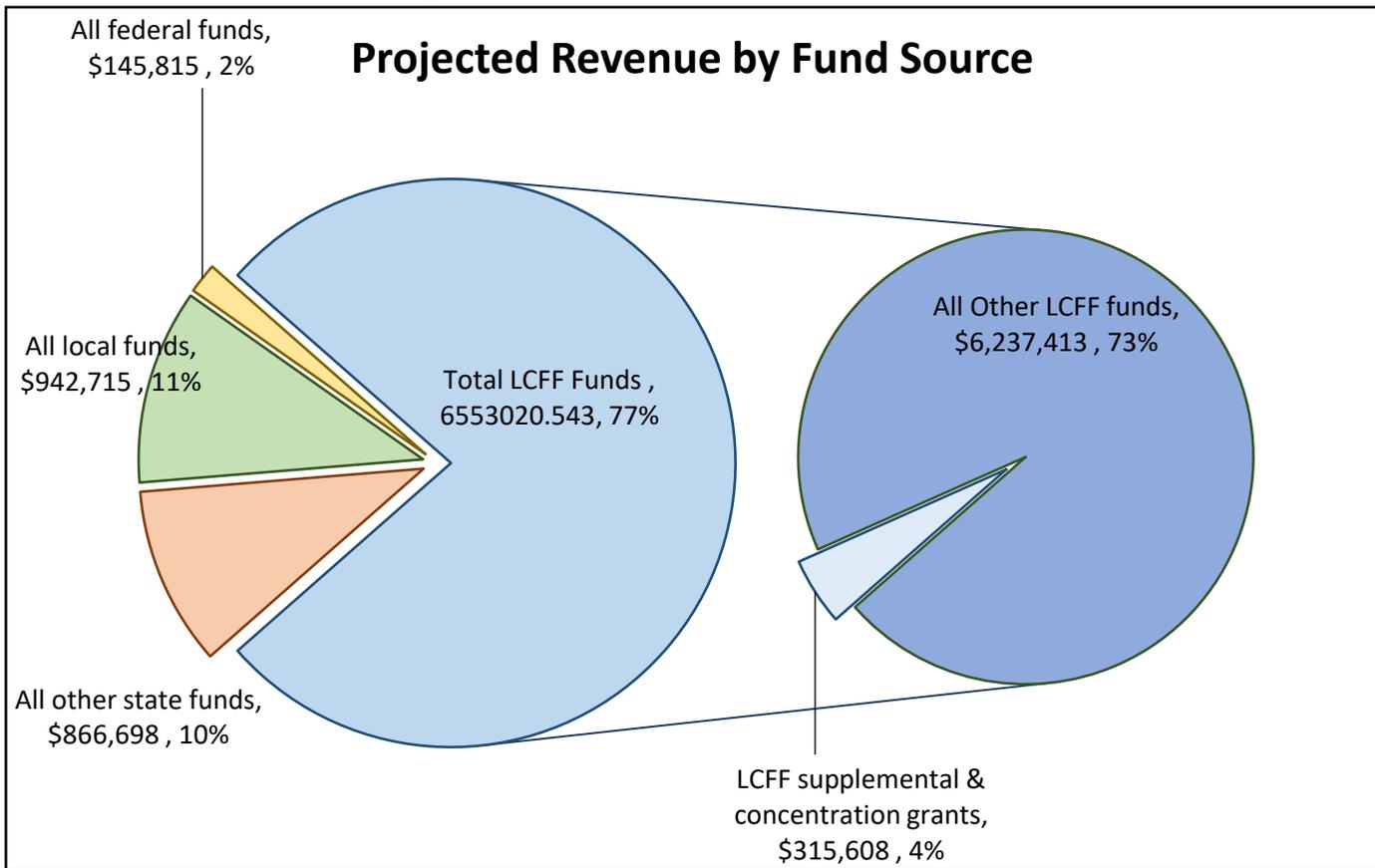
School Year: 24-25

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

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

## Budget Overview for the 24-25 School Year

### Projected Revenue by Fund Source

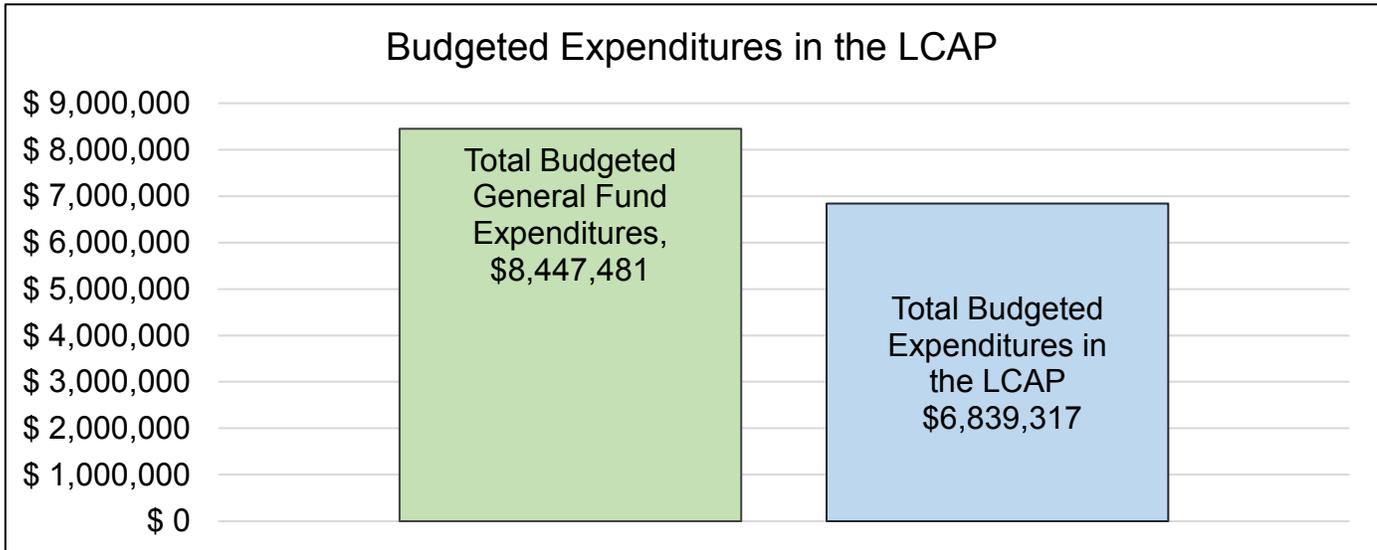


This chart shows the total general purpose revenue Journey School expects to receive in the coming year from all sources.

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

# LCFF Budget Overview for Parents

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



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

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

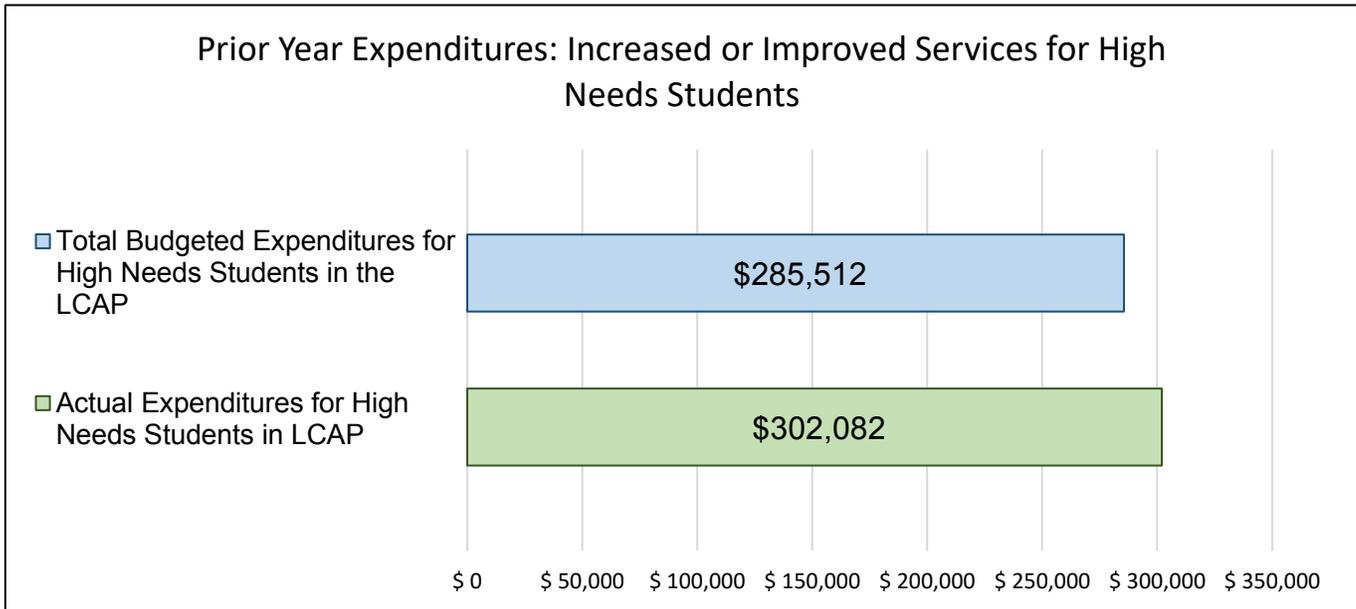
Administrative and operational expenses

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

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

# LCFF Budget Overview for Parents

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



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

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

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title            | Email and Phone  |
|-------------------------------------|-----------------------------------|--|
| JOURNEY                             | Gavin Keller – Executive Director | <a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a><br>(949) 448-7232 |

## Plan Summary [2024-2025]

### General Information

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

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

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

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

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

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

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

# Reflections: Annual Performance

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

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

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

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

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

# Reflections: Technical Assistance

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

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

### *Support for Identified Schools*

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

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

## ***Monitoring and Evaluating Effectiveness***

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

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

# Engaging Educational Partners

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

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

# Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

# Actions

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

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

# Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

# Actions

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

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

# Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

# Actions

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

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

# Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

## Actions

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

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

# Goal Analysis for [2023-2024 LCAP Year]

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

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

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

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

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

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

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

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

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

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

# Actions

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

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

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

## Required Percentage to Increase or Improve Services for the LCAP Year

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

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

**Limited Actions**

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

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

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

Not Applicable

**Additional Concentration Grant Funding**

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

Not Applicable

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

**24-25 Total Planned Expenditures Table**

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

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

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

**24-25 Total Planned Expenditures Table**

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

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

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

## 24-25 Contributing Actions Table

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

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

# 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title            | Email and Phone  |
|-------------------------------------|-----------------------------------|--|
| JOURNEY                             | Gavin Keller – Executive Director | <a href="mailto:gavin@journeyschool.net">gavin@journeyschool.net</a><br>(949) 448-7232 |

## Goals and Actions

### Goal

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

### Actions

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

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

***Measuring and Reporting Results***

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

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

## Goal

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

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

## Measuring and Reporting Results

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

## Actions

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

## **Goal Analysis**

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

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

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

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

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

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

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

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

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

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

## Goal

| Goal #          | Description  |
|-----------------|--|
| <b>[Goal 3]</b> | Improve attendance rates for all students and all subgroups and increase parent engagement across the program. |

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

## Measuring and Reporting Results

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

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

## ***Actions***

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

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

### **Goal Analysis**

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

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

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

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

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

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

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

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

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

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

## 2023-24 Annual Update Table

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

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

## 2023-24 Annual Update Table

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

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

## 2023-24 Contributing Actions Annual Update Table

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

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

# California Economy and School Funding

- Currently a large budget shortfall estimated; \$38 billion (Governor) but could be as high as \$68 billion (LAO)
- Tax revenues significantly lower than originally projected
- The May Revision fully funds the statutory COLA of 1.07% for the LCFF, which is greater than the January estimate of 0.76%, but significantly lower than the estimate of 3.94% from the 2023-24 Enacted Budget.
- May Revision proposes to draw upon the Prop 98 reserve to fully fund 2023-24 and 2024-25; resulting in a \$0 balance by the end of 2024-25
- Final budget may include funding deferrals and/or reduction in funding to various state programs
- No additional “one-time” funds proposed

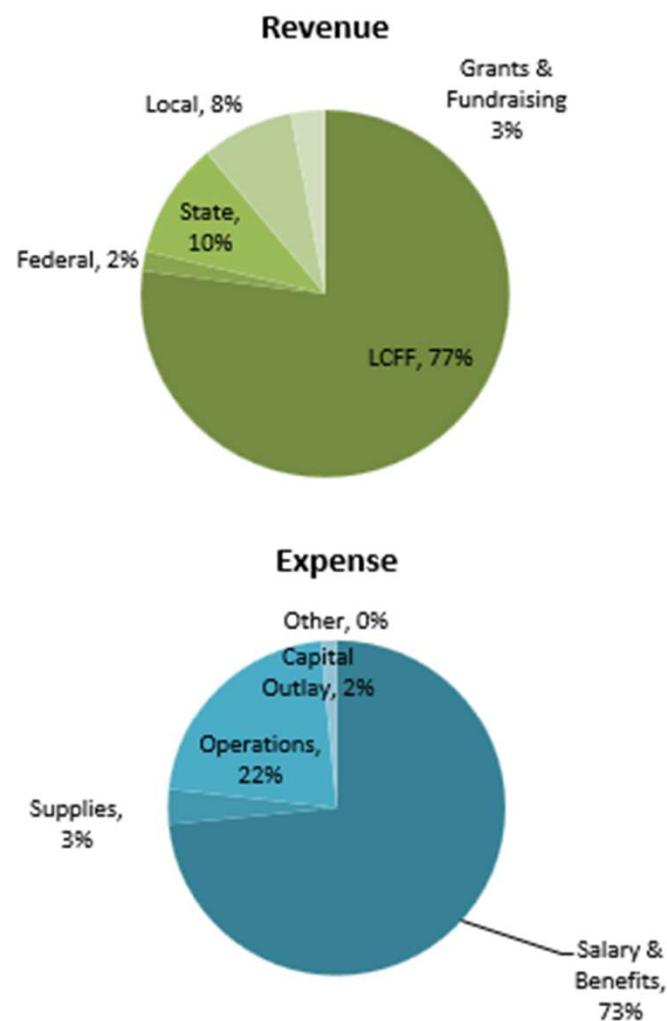
# Journey School Budget Highlights

- Enrollment: 613
- ADA: 570.84; 93.12% ADA Rate
- 1.07% revenue COLA
- Arts Music & Instructional Materials Block Grant: \$197,064
- Learning Recovery Emergency Block Grant: \$113,310
- ELOG, Educator Effectiveness, TK Planning Grants: \$92,963
- Teachers salary table increases; 3% increase for rest of staff
- Addition of Special Education revenue, staff, supplies and services
- PERS rate increase from to 26.68% to 27.05%
- 6 open positions

**JOURNEY SCHOOL**
*Multi-Year Budget Summary*

Prepared by ExED. For use by ExED and ExED clients only. ♦ 2024 ExED

|   | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
|---|------------------|---------------------|------------------|------------------|
| Total Enrollment                          | 583              | 613                 | 613              | 613              |
| ADA                                       | 547.06           | 570.84              | 570.83           | 570.83           |
| % Free and Reduced                        | 22%              | 22%                 | 22%              | 22%              |
| % English Language Learners               | 6%               | 6%                  | 6%               | 6%               |
| % Unduplicated Low Income, EL, Foster You | 26%              | 26%                 | 26%              | 26%              |
| <b>INCOME</b>                             |                  |                     |                  |                  |
| 8011-8098 · Local Control Funding Formu   | 6,141,908        | 6,553,021           | 6,748,305        | 6,956,369        |
| 8100-8299 · Federal Revenue               | 148,564          | 145,815             | 149,352          | 149,352          |
| 8300-8599 · Other State Revenue           | 531,447          | 866,698             | 789,597          | 474,891          |
| 8600-8799 · Other Local Revenue           | 86,630           | 687,715             | 667,707          | 667,707          |
| Grants/Fundraising                        | 241,600          | 255,000             | 243,000          | 243,000          |
| 8999 · Other Prior Year Adjustment        | -                | -                   | -                | -                |
| <b>TOTAL INCOME</b>                       | <b>7,150,149</b> | <b>8,508,248</b>    | <b>8,597,961</b> | <b>8,491,319</b> |
| <b>EXPENSE</b>                            |                  |                     |                  |                  |
| 1000 · Certificated Salaries              | 2,369,017        | 3,131,581           | 3,225,528        | 3,322,294        |
| 2000 · Classified Salaries                | 1,279,589        | 1,354,562           | 1,388,957        | 1,430,626        |
| 3000 · Employee Benefits                  | 1,315,594        | 1,714,319           | 1,796,837        | 1,884,254        |
| 4000 · Supplies                           | 243,664          | 283,950             | 273,386          | 315,985          |
| 5000 · Operating Services                 | 1,785,815        | 1,834,454           | 1,839,653        | 1,903,004        |
| 6000 · Capital Outlay                     | 107,402          | 128,615             | 36,011           | 27,459           |
| 7000 · Other Outgo                        | -                | -                   | -                | -                |
| <b>TOTAL EXPENSE</b>                      | <b>7,101,081</b> | <b>8,447,481</b>    | <b>8,560,372</b> | <b>8,883,622</b> |
| <b>NET INCOME</b>                         | <b>49,068</b>    | <b>60,767</b>       | <b>37,589</b>    | <b>(392,303)</b> |
| Ending Cash Balance                       | 2,584,154        | 1,864,867           | 1,942,151        | 1,575,680        |

**2024-25 Revenue and Expense By Category**


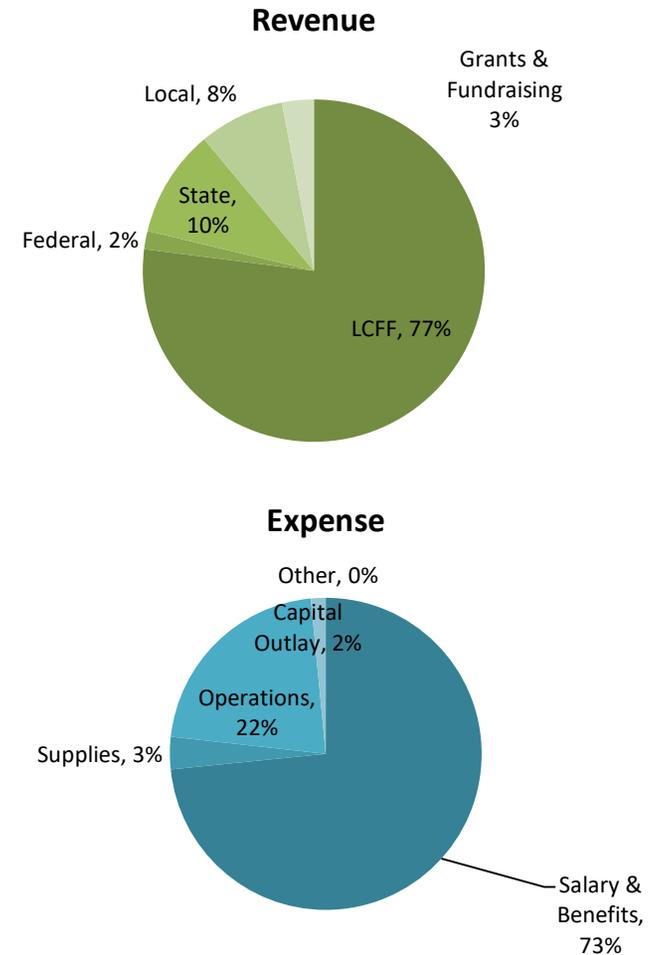
**JOURNEY SCHOOL**

*Multi-Year Budget Summary*

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

|  | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
|--|------------------|---------------------|------------------|------------------|
| Total Enrollment                                 | 583              | 613                 | 613              | 613              |
| ADA  | 547.06           | 570.84              | 570.83           | 570.83           |
| % Free and Reduced                               | 22%              | 22%                 | 22%              | 22%              |
| % English Language Learners                      | 6%               | 6%                  | 6%               | 6%               |
| % Unduplicated Low Income, EL, Foster Youth      | 26%              | 26%                 | 26%              | 26%              |
| <b>INCOME</b>                                    |                  |                     |                  |                  |
| 8011-8098 · Local Control Funding Formula Source | 6,141,908        | 6,553,021           | 6,748,305        | 6,956,369        |
| 8100-8299 · Federal Revenue                      | 148,564          | 145,815             | 149,352          | 149,352          |
| 8300-8599 · Other State Revenue                  | 531,447          | 866,698             | 789,597          | 474,891          |
| 8600-8799 · Other Local Revenue                  | 86,630           | 687,715             | 667,707          | 667,707          |
| Grants/Fundraising                               | 241,600          | 255,000             | 243,000          | 243,000          |
| 8999 · Other Prior Year Adjustment               | -                | -                   | -                | -                |
| <b>TOTAL INCOME</b>                              | <b>7,150,149</b> | <b>8,508,248</b>    | <b>8,597,961</b> | <b>8,491,319</b> |
| <b>EXPENSE</b>                                   |                  |                     |                  |                  |
| 1000 · Certificated Salaries                     | 2,369,017        | 3,131,581           | 3,225,528        | 3,322,294        |
| 2000 · Classified Salaries                       | 1,279,589        | 1,354,562           | 1,388,957        | 1,430,626        |
| 3000 · Employee Benefits                         | 1,315,594        | 1,714,319           | 1,796,837        | 1,884,254        |
| 4000 · Supplies                                  | 243,664          | 283,950             | 273,386          | 315,985          |
| 5000 · Operating Services                        | 1,785,815        | 1,834,454           | 1,839,653        | 1,903,004        |
| 6000 · Capital Outlay                            | 107,402          | 128,615             | 36,011           | 27,459           |
| 7000 · Other Outgo                               | -                | -                   | -                | -                |
| <b>TOTAL EXPENSE</b>                             | <b>7,101,081</b> | <b>8,447,481</b>    | <b>8,560,372</b> | <b>8,883,622</b> |
| <b>NET INCOME</b>                                | <b>49,068</b>    | <b>60,767</b>       | <b>37,589</b>    | <b>(392,303)</b> |
| Ending Cash Balance                              | 2,584,154        | 1,864,867           | 1,942,151        | 1,575,680        |

**2024-25 Revenue and Expense By Category**



**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

|   | -1               | 0                   | 1                | 2                |
|---|------------------|---------------------|------------------|------------------|
|   | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
| Enrollment  | 583              | 613                 | 613              | 613              |
| ADA   | 547.06           | 570.84              | 570.83           | 570.83           |
| ADA %   |                  | 93.12%              | 93.12%           | 93.12%           |
| UPP   |                  | 26%                 | 26%              | 26%              |
| <b>Income</b>   |                  |                     |                  |                  |
| <b>8011-8098 • Local Control Funding Formula Sources</b>  |                  |                     |                  |                  |
| 8011 Local Control Funding Formula                        | 1,172,036        | 1,330,728           | 1,522,683        | 1,727,059        |
| 8012 Education Protection Account                         | 110,798          | 116,340             | 119,747          | 123,435          |
| 8019 Local Control Funding Formula - Prior Year           | (39,621)         | -                   |                  |                  |
| 8096 In Lieu of Property Taxes                            | 4,916,953        | 5,105,953           | 5,105,875        | 5,105,875        |
| 8098 In Lieu of Property Taxes, Prior Year                | (18,258)         | -                   |                  |                  |
| <b>Total 8011-8098 • Local Control Funding Formula</b>    | <b>6,141,908</b> | <b>6,553,021</b>    | <b>6,748,305</b> | <b>6,956,369</b> |
| <b>8100-8299 • Federal Revenue</b>                        |                  |                     |                  |                  |
| 8181 Special Education - Federal (IDEA)                   | -                | 95,009              | 98,546           | 98,546           |
| 8291 Title I  | 32,580           | 32,580              | 32,580           | 32,580           |
| 8292 Title II   | 8,226            | 8,226               | 8,226            | 8,226            |
| 8295 Title IV, SSAE                                       | 10,000           | 10,000              | 10,000           | 10,000           |
| 8299 All Other Federal Revenue                            | 97,758           | -                   | -                | -                |
| <b>Total 8100-8299 • Other Federal Income</b>             | <b>148,564</b>   | <b>145,815</b>      | <b>149,352</b>   | <b>149,352</b>   |
| <b>8300-8599 • Other State Revenue</b>                    |                  |                     |                  |                  |
| 8550 Mandate Block Grant                                  | 10,535           | 10,975              | 11,788           | 12,151           |
| 8561 State Lottery - Non Prop 20                          | 101,715          | 105,531             | 105,529          | 105,529          |
| 8562 State Lottery - Prop 20                              | 41,376           | 42,928              | 42,927           | 42,927           |
| 8560 Lottery Revenue                                      | 143,091          | 148,459             | 148,456          | 148,456          |
| 8592 State Mental Health                                  | 43,817           | 46,192              | 46,192           | 46,192           |
| 8595 Expanded Learning Opportunity Program                | 237,846          | 183,969             | 246,733          | 195,225          |
| 8596 Prop 28 Arts & Music                                 | 14,688           | 73,765              | 70,734           | 72,867           |
| 8599 State Revenue - Other                                | 81,469           | 403,337             | 265,693          | -                |
| <b>Total 8300-8599 • Other State Income</b>               | <b>531,447</b>   | <b>866,698</b>      | <b>789,597</b>   | <b>474,891</b>   |
| <b>8600-8799 • Other Local Revenue</b>                    |                  |                     |                  |                  |
| 8660 Interest & Dividend Income                           | 63,000           | 50,000              | 30,000           | 30,000           |
| 8662 Net Increase (Decrease) in Fair Value of Investments | 20,000           | 20,000              | 20,000           | 20,000           |
| 8682 Childcare & Enrichment Program Fees                  | -                | 108,000             | 108,000          | 108,000          |
| 8689 All Other Fees & Contracts                           | 2,500            | 2,500               | 2,500            | 2,500            |
| 8692 Grants   | 74,600           | 72,000              | 60,000           | 60,000           |
| 8694 In Kind Donations                                    | -                | -                   | -                | -                |
| 8695 Contributions & Events                               | 55,000           | 75,000              | 75,000           | 75,000           |
| 8696 Other Fundraising                                    | 112,000          | 108,000             | 108,000          | 108,000          |
| 8697 E-Rate   | 651              | 651                 | 651              | 651              |
| 8699 All Other Local Revenue                              | 478              | -                   | -                | -                |

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

|   | -1               | 0                   | 1                | 2                |
|---|------------------|---------------------|------------------|------------------|
|   | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
| 8792 Transfers of Apportionments - Special Education      | -                | 506,563             | 506,556          | 506,556          |
| <b>Total 8600-8799 · Other Income-Local</b>               | <b>328,230</b>   | <b>942,715</b>      | <b>910,707</b>   | <b>910,707</b>   |
| <b>TOTAL INCOME</b>                                       | <b>7,150,149</b> | <b>8,508,248</b>    | <b>8,597,961</b> | <b>8,491,319</b> |
| <b>Expense</b>  |                  |                     |                  |                  |
| <b>1000 · Certificated Salaries</b>                       |                  |                     |                  |                  |
| 1110 Teachers' Salaries                                   | 1,766,143        | 2,249,800           | 2,317,293        | 2,386,812        |
| 1170 Teachers' Salaries - Substitute                      | 87,902           | 95,000              | 97,850           | 100,786          |
| 1175 Teachers' Salaries - Stipend/Extra Duty              | 8,297            | 18,960              | 19,528           | 20,114           |
| 1299 Certificated Pupil Support - Other                   | 38,997           | 158,743             | 163,505          | 168,410          |
| 1300 Certificated Supervisors' & Administrators' Salaries | 467,678          | 493,759             | 508,572          | 523,829          |
| 1900 Other Certificated Salaries                          | -                | -                   | -                | -                |
| <b>Total 1000 · Certificated Salaries</b>                 | <b>2,369,017</b> | <b>3,131,581</b>    | <b>3,225,528</b> | <b>3,322,294</b> |
| <b>2000 · Classified Salaries</b>                         |                  |                     |                  |                  |
| 2111 Instructional Aide & Other Salaries                  | 431,954          | 511,390             | 520,490          | 536,105          |
| 2131 Classified Teacher Salaries                          | 256,800          | 170,190             | 175,296          | 180,555          |
| 2200 Classified Support Salaries                          | 125,463          | 102,047             | 105,109          | 108,262          |
| 2400 Classified Office Staff Salaries                     | 415,687          | 443,468             | 456,772          | 470,475          |
| 2900 Other Classified Salaries                            | 49,685           | 54,499              | 56,133           | 57,817           |
| <b>Total 2000 · Classified Salaries</b>                   | <b>1,279,589</b> | <b>1,354,562</b>    | <b>1,388,957</b> | <b>1,430,626</b> |
| <b>Total 1000-2000 · Salaries</b>                         | <b>3,648,607</b> | <b>4,486,143</b>    | <b>4,614,485</b> | <b>4,752,920</b> |
| <b>3000 · Employee Benefits</b>                           |                  |                     |                  |                  |
| 3111 STRS - State Teachers Retirement System              | 501,103          | 640,675             | 659,895          | 679,692          |
| 3212 PERS - Public Employee Retirement System             | 239,168          | 366,409             | 383,352          | 400,575          |
| 3311 OASDI - Social Security                              | 60,842           | 70,173              | 71,891           | 74,048           |
| 3331 MED - Medicare                                       | 51,751           | 65,049              | 66,910           | 68,917           |
| 3401 H&W - Health & Welfare                               | 396,796          | 496,198             | 535,893          | 578,765          |
| 3501 SUI - State Unemployment Insurance                   | 1,785            | 2,243               | 2,307            | 2,376            |
| 3601 Workers' Compensation Insurance                      | 33,805           | 43,228              | 46,243           | 49,535           |
| 3902 Other Benefits                                       | 30,345           | 30,345              | 30,345           | 30,345           |
| <b>Total 3000 · Employee Benefits</b>                     | <b>1,315,594</b> | <b>1,714,319</b>    | <b>1,796,837</b> | <b>1,884,254</b> |
| <b>Total 1000-3000 · Salaries &amp; Benefits</b>          | <b>4,964,201</b> | <b>6,200,462</b>    | <b>6,411,322</b> | <b>6,637,174</b> |
| <b>4000 · Supplies</b>                                    |                  |                     |                  |                  |
| 4111 Core Curricula Materials                             | 18,180           | 45,207              | 46,563           | 47,997           |
| 4211 Books & Other Reference Materials                    | 4,000            | 7,040               | 7,251            | 7,475            |
| 4311 Student Materials                                    | 77,591           | 73,728              | 80,951           | 83,078           |
| 4351 Office Supplies                                      | 14,952           | 21,193              | 21,829           | 22,501           |
| 4371 Custodial Supplies                                   | 20,600           | 21,000              | 21,630           | 22,296           |
| 4391 Food (Non Nutrition Program)                         | 11,135           | 11,500              | 11,845           | 12,210           |
| 4392 Uniforms   | 7,000            | 7,000               | 7,210            | 7,432            |
| 4393 PE & Sports Equipment                                | 1,671            | 1,758               | 1,810            | 1,866            |

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

-1 0 1 2

|  | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
|--|------------------|---------------------|------------------|------------------|
| 4399 All Other Supplies                    | 23,843           | 35,725              | 36,797           | 37,930           |
| 4390 Other Supplies                        | 43,649           | 70,983              | 72,662           | 74,438           |
| 4411 Non Capitalized Equipment             | 64,691           | 44,800              | 22,500           | 58,200           |
| <b>Total 4000 · Supplies</b>               | <b>243,664</b>   | <b>283,950</b>      | <b>273,386</b>   | <b>315,985</b>   |
| <b>5000 · Operating Services</b>           |                  |                     |                  |                  |
| 5211 Travel & Conferences                  | 30,135           | 25,950              | 25,950           | 25,950           |
| 5311 Dues & Memberships                    | 19,557           | 20,875              | 21,501           | 22,163           |
| 5451 General Insurance                     | 78,585           | 73,276              | 75,474           | 77,799           |
| 5511 Utilities                             | 82,444           | 85,300              | 87,859           | 90,565           |
| 5521 Security Services                     | 141              | 153                 | 157              | 162              |
| 5531 Housekeeping Services                 | 101,101          | 106,130             | 109,314          | 112,681          |
| 5599 Other Facility Operations & Utilities | 7,913            | 5,750               | 5,923            | 6,105            |
| 5611 School Rent - Private Facility        | -                | 17                  | -                | -                |
| 5619 Other Facility Rentals                | 184,562          | 184,562             | 184,652          | 184,747          |
| 5621 Equipment Lease                       | 33,450           | 24,136              | 24,848           | 25,601           |
| 5631 Vendor Repairs                        | 41,200           | 11,500              | 11,845           | 12,210           |
| 5812 Field Trips & Pupil Transportation    | 139,425          | 143,607             | 147,916          | 152,472          |
| 5821 Legal                                 | 36,595           | 100,000             | 85,000           | 85,000           |
| 5823 Audit                                 | 25,709           | 19,500              | 20,085           | 20,704           |
| 5831 Advertisement & Recruitment           | 2,000            | 2,166               | 2,231            | 2,300            |
| 5841 Contracted Substitute Teachers        | 26,248           | 23,309              | 24,008           | 24,748           |
| 5842 Special Education Services            | -                | 410,000             | 422,300          | 435,307          |
| 5849 Other Student Instructional Services  | 345,414          | 178,011             | 183,352          | 211,786          |
| 5852 PD Consultants & Tuition              | 20,238           | 20,487              | 20,796           | 21,123           |
| 5859 All Other Consultants & Services      | 190,601          | 209,908             | 198,007          | 204,451          |
| 5861 Non Instructional Software            | 27,470           | 46,725              | 48,127           | 49,609           |
| 5871 District Oversight Fees               | 61,998           | 65,530              | 67,483           | 69,564           |
| 5872 Special Education Fees (SELPA)        | 290,000          | 40,222              | 34,365           | 28,314           |
| 5899 All Other Expenses                    | 25,469           | 20,975              | 21,604           | 22,270           |
| 5911 Office Phone                          | 6,386            | 6,916               | 7,124            | 7,343            |
| 5913 Mobile Phone                          | 2,318            | 2,387               | 2,459            | 2,535            |
| 5921 Internet                              | 4,120            | 4,244               | 4,371            | 4,506            |
| 5923 Website Hosting                       | 718              | 739                 | 761              | 785              |
| 5931 Postage & Shipping                    | 1,768            | 1,821               | 1,876            | 1,934            |
| 5999 Other Communications                  | 250              | 258                 | 265              | 274              |
| <b>Total 5000 · Operating Services</b>     | <b>1,785,815</b> | <b>1,834,454</b>    | <b>1,839,653</b> | <b>1,903,004</b> |
| <b>6000 · Capital Outlay</b>               |                  |                     |                  |                  |
| 6901 Depreciation Expense                  | 107,402          | 128,615             | 36,011           | 27,459           |
| <b>Total 6000 · Capital Outlay</b>         | <b>107,402</b>   | <b>128,615</b>      | <b>36,011</b>    | <b>27,459</b>    |
| <b>7000 · Other Outgo</b>                  |                  |                     |                  |                  |

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED

|  | -1               | 0                   | 1                | 2                |
|--|------------------|---------------------|------------------|------------------|
|  | 2023-24          | 2024-25<br>Forecast | 2025-26          | 2026-27          |
| 7438 Interest Expense                      | -                | -                   | -                | -                |
| <b>Total 7000 · Other Outgo</b>            | -                | -                   | -                | -                |
| <b>TOTAL EXPENSE</b>                       | <b>7,101,081</b> | <b>8,447,481</b>    | <b>8,560,372</b> | <b>8,883,622</b> |
| <b>NET INCOME</b>                          | <b>49,068</b>    | <b>60,767</b>       | <b>37,589</b>    | <b>(392,303)</b> |
| <b>Beginning Cash Balance</b>              | 2,349,524        | 2,584,154           | 1,864,867        | 1,942,151        |
| <b>Cash Flow from Operating Activities</b> |                  |                     |                  |                  |
| Net Income                                 | 49,068           | 60,767              | 37,589           | (392,303)        |
| Change in Accounts Receivable              |                  | -                   |                  |                  |
| Prior Year Accounts Receivable             | 962,233          | 418,108             | 634,417          | 603,614          |
| Current Year Accounts Receivable           | (418,108)        | (634,417)           | (603,614)        | (577,052)        |
| Change in Due from                         | 299              | -                   | -                | -                |
| Change in Accounts Payable                 | (194,629)        | (6,894)             | (6,549)          | (6,222)          |
| Change in Due to                           | 433,802          | (793,905)           | 119              | (424)            |
| Change in Payroll Liabilities              | 17,411           | -                   | -                | -                |
| Change in Prepaid Expenditures             | (9,533)          | (63,838)            | (6,232)          | (6,543)          |
| Change in Deferred Revenue                 | (776,913)        | -                   | -                | -                |
| Change in Other Long Term Assets           | 171,569          | 187,819             | 543              | -                |
| Change in Other Long Term Liabilities      | -                | (543)               | -                | -                |
| Depreciation Expense                       | 107,402          | 128,615             | 36,011           | 27,459           |
| <b>Cash Flow from Investing Activities</b> |                  |                     |                  |                  |
| Capital Expenditures                       | (107,972)        | (15,000)            | (15,000)         | (15,000)         |
| <b>Ending Cash Balance</b>                 | <b>2,584,154</b> | <b>1,864,867</b>    | <b>1,942,151</b> | <b>1,575,680</b> |
| Month with Lowest Ending Cash Balance      | Jul: \$          | Feb: \$1,340,718    | Feb: \$1,839,143 | Feb: \$1,592,900 |
| 5% Reserve Goal                            | 355,054          | 422,374             | 428,019          | 444,181          |
| Operating Income                           | 156,470          | 189,382             | 73,600           | (364,844)        |
| Operating Income, Excluding Non-cash Leas  | 156,459          | 189,382             | 73,600           | (364,844)        |
| EBITDA                                     | 156,470          | 189,382             | 73,600           | (364,844)        |
| Net Income as a Percent of Expenses        | 0.7%             | 0.7%                | 0.4%             | -4.4%            |
| Ending Cash as a Percent of Expenses       | 36.4%            | 22.1%               | 22.7%            | 17.7%            |