

Journey School - A California Public Charter School

Thursday, May 1, 2025

REGULAR MEETING AGENDA

6:00 p.m.

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

This meeting will be live-streamed via Zoom. Join Zoom Meeting.
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Meeting ID: 860 2502 9240 Passcode: 92629
One tap mobile +16694449171,,86025029240#,,, *92629# US

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:

*Parent Cabinet Advisor - Renalani Moodley
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).*

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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, without delay and at the same time, they are distributed to the Council.*

	AGENDA ITEM	SPONSOR	EST. TIME
1	<i>Call to Order and Roll Call</i>	<i>Amy Capelle</i>	6:00
2	<i>Inspirational Passage</i>	<i>Shelley Kelley</i>	6:05
3	<i>Approval of Agenda*</i> <i>NOTE: The order of the agenda may be changed without prior notice to the public.</i>	<i>Amy Capelle</i>	6:10
4	<i>PUBLIC COMMENT: Members of the public may contribute public comment. Reminder: See policy above for time guidelines.</i>		
5	<i>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</i> <div style="margin-left: 20px;"> <i>A. Executive Director Performance Feedback Survey*</i> <i>B. Alliance for Public Waldorf Education: School review completed. Update regarding a site license to use “Public Waldorf.”</i> <i>C. Strategic Plan: Discussion regarding development of the school’s strategic plan</i> </div>	<i>Amy Capelle</i> <i>Shelley Kelley</i> <i>Amy Capelle</i>	6:15
6	<i>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.</i> <div style="margin-left: 20px;"> <i>A. Approval of Minutes*:</i> <i>Minutes from regular meeting March 27, 2025.</i> <i>B. Uniform Complaint Procedure (UCP) Update*:</i> <i>Annual approval of UCP</i> </div>	<i>Gavin Keller</i>	6:30

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	C. Suicide Prevention Policy* : Annual approval of policy		
7	INFORMATION ITEMS: Reports A. Financial Update* : Report on March financials and P2 ADA B. Faculty Update : Update on Faculty activities. C. Parent Cabinet Update : Update on Parent Cabinet activities D. Administrative Update : Report from School Director, including update on LCAP and 2025-2026 budget development, School Food Authority application, camping trips, and school events	Larry Tamayo TBD Renalani Moodley Gavin Keller	6:45
8	SCHOOL OPERATIONS: Discussion/Action A. Parent Advisory Committee (PAC)* : Review PAC input regarding LCAP development B. 2025-2026 Staffing Plan* : Review and approval of staffing plan and related personnel contracts	Gavin Keller	7:45
9	CLOSED SESSION A. Potential Litigation § 54956.9(d) : Facts and circumstances to be discussed in closed session.		8:30
10	Adjournment	Amy Capelle	9:00

***Agenda publicly posted at Journey School on April 28, 2025.
And on the school website at www.journeyschool.net *Items that are expected to have back up materials provided prior to or at the meeting are indicate with an asterisk. Other items may also have back up materials provided.***

2024-25 Executive Director Evaluation

Rank answers from 1 to 4:

GENERAL

Matrix

Score	Description
1	Performance is noticeably less than expected. Infrequently performs to and meets job requirements. Fails to meet a critical job requirement. Dismissal should be contemplated. Retention in this job would negatively affect the school.
2	Performance is acceptable and clearly and fully meets all critical requirements of the position in terms of quality and quality of work. It is described as good, solid performance. Minor deviations may occur; the overall level of performance meets or slightly exceeds all position requirements. Retention in this position is acceptable.
3	Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance is sustained and uniformly high with thorough and on-time results. Retention in this position is highly desired.
4	Performance levels and accomplishments far exceed normal expectations. This category is reserved for the employee who truly stands out and clearly and consistently demonstrates exceptional accomplishments in terms of quality and quantity of work that is easily recognized as truly exceptional by others. Retention in this position should be encouraged through monetary recognition.
N/A	I don't have knowledge of this area.

* 1. Define your relationship with the Executive Director

 Board Member Admin Staff Direct Report Support Org. Parent Other Teacher

Other (please specify)

* 2. How often do you interact? (Select one)

 Daily Once or twice a quarter Once or twice a week Hardly ever Once or twice a month

LEADERSHIP

Questions 3-35: Please select only one answer for each question.

PROFESSIONALISM

3. Leads the organization in fulfilling its mission and goals in accordance with the policies established in the Charter.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ensures the organization is successful in all areas of its mission. Provides vision and leadership by example.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Participates in personal and staff professional development.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL CULTURE

6. Makes the organization a place where staff and students are all committed to excellence and believe that hard work is the key to achieving it.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Consistently evaluates and proactively improves people, processes, programs, and services for greater effectiveness, efficiency and charter agreed upon values.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GOVERNANCE

8. Implements Council policies and recommends policies for Board consideration.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Works closely with the Board to keep it fully informed on all aspects of the status and development of the organization to ensure transparent and effective oversight of the organization.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. With input from the Board, ensures the development and ongoing refinement of a long-term strategy, establishes objectives and plans that meet the needs of students, staff and all constituents, ensures consistent and timely progress toward strategic objectives.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OPERATIONS

STUDENT OUTCOMES

11. Leads the organization to meet or exceed agreed upon goals for increasing student performance with charter specific approaches.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Demonstrates thorough knowledge of effective curriculum, assessment and instructional practices to close the achievement gap.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Addresses behavioral issues in a timely manner.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Develops programs, services and supports intended to support educational progress of student subgroups (Special Education students, English learners, low-income, race, etc.).

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPLIANCE

15. Ensures that the organization meets--and is in compliance with--all local, state and federal laws and mandates.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Oversees development and proper functioning of admission, enrollment and attendance tracking processes.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Provides for the overall safety and well-being of students and staff.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Ensures organization is administered well with sufficient investment of staff time and other resources.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FISCAL RESPONSIBILITY

19. Understands and provides leadership in the areas of financial planning, budgeting, accounting and management of the organization's financial resources.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Determines the current and future financial resources needed to realize the organization's mission.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Ensures that clear and accurate accounting, payroll, cash management, and insurance systems are maintained.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT RETENTION

22. Ensures organization has frequent, meaningful, and well-attended ways for families to be involved in their child's learning and the school community.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Provides appropriate emphasis on parent satisfaction and its role in maintaining low student attrition rates.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Listens and communicates respectfully to the range of concerns expressed by students and parents.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STAFF RETENTION

25. Recruitment – Attracts and selects high performing staff and leadership.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Staff culture – Creates a staff culture and work environment in which highly effective staff members are actively engaged and feel connected to the organization and its mission.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Professional Development - Develops, maintains, and regularly reviews systems, opportunities and practices that further the staff's ability to support students' educational progress.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Staff Retention – Successfully retains top performers. Creates an environment where staff is committed to a long tenure and would recommend working at the school to others.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FACILITIES

29. Ensures the environment reflects the organization’s mission and values as well as enhances learning.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Ensures that the organization’s physical environment (buildings and grounds) is well-cared for, sanitary, and promotes health and safety.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STRATEGIC

COMMUNITY INVOLVEMENT

31. Listens and knowledgeably responds to the range of concerns expressed by various stakeholders.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Develops and maintains effective external relationships that support the organization’s performance and fundraising success.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Maintains positive communication with CUSD.

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STRATEGIC OBJECTIVES

34. Met Strategic Goal #1: ""Re-establish Journey's culture of school community and parent participation/engagement within the classrooms and across the school."

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Met Strategic Goal #2: "Collect, analyze and report on data that can be leveraged to share Journey's effectiveness and enhance student outcomes."

1	2	3	4	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. What are the School Leader's most significant accomplishments and/ or strengths demonstrated this year that had an significant impact on the organizational development?

* 37. What are the top three things the School Leader could do next year to move the organization forward?

38. If there a topic on which you'd like to comment/address regarding the Executive Director's performance that is not covered by the questions on this survey, please elaborate here.

39. Please add any additional comments.

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Summary of Themes from Strategic Planning Documents

The table below summarizes strengths, weaknesses, opportunities, and threats identified at 1) the Journey Council Retreat, 2) Staff SWOT analysis, and 3) Alliance for Waldorf Education Report.

SWOT Area	Themes
Strengths	<ul style="list-style-type: none"> ● Deep commitment to Waldorf and educational philosophy across the campus <ul style="list-style-type: none"> ○ Whole child approach ○ See child as individual ○ Meeting the child of today ○ Holistic ○ Longevity of childhood (protected, knows how to play), holistic, provides safe space to grow risk-taking ○ Highly nurturing environment - holistic, singing, festivals, 1000s years traditions, verses (meaningful), slowing us down to importance of life ○ Guiding children in becoming regulated adults and ethical people ● Commitment to community <ul style="list-style-type: none"> ○ Powerful connection and collaboration; ○ Warmth, involvement, acceptance, belonging ○ Strong relationships between students; students & teachers; teachers & teachers; school & families; etc (e.g., Alumni booth, involvement) ○ Deep bonds develop as main class teacher remain with a class for years ○ Community cultivation starts in K ● Strong leadership <ul style="list-style-type: none"> ○ Support staff, multiple intelligences => difference modalities a great asset ○ Stability ○ Open door policy ○ Get and use feedback from parents ● Collaborative and committed educators <ul style="list-style-type: none"> ○ Committed to Waldorf ○ PedCo - leveraging knowledge and skills of those trained deeply in Waldorf ○ Active collaboration at staff meetings ○ Many fully trained Waldorf educators ○ Low turn-over ○ Creative, outside-the-box thinkers ○ Mentorship ○ Sharing ideas, lessons, supplies ○ Music, joy bursting out from each classroom ○ PD - summer; On-site Waldorf teacher foundations training ○ Integration of arts, nature, music ○ Speakers at faculty meetings ○ Teachers on committees ○ Speciality and MCT meet together each fall to discuss students and that year's curriculum ● Parent Cabinet - meetings, fundraising ● Documentation (and sharing of it with stakeholders)

	<ul style="list-style-type: none"> ● Curriculum <ul style="list-style-type: none"> ○ Coaligned curriculum/sequence per charter to meet developmental readiness ○ Utilization of experts in middle school ○ TOSAs ○ Specialties - beautifully interconnected with main class curriculum and block study; funding for specialties ○ Digital Media Literacy classes ○ Ability to differentiate instruction ○ Emphasis on social-emotional development ○ Teachers use Pedagogical stories to help students ○ Student led option for higher level, differentiated academic classes ○ Programming and Supports - Hearth, Conscious Discipline, Three Care Streams of Support, Buddies, Earthroots; Middle School clubs; Recess and play in middle school; Compassionate Campus Program; Earth Keeper mentality; Special Education department and reading interventionist ● Tristen our mascot :) ● Independent Study ● Consistency of class field trips across grades ● Community - Students involved in community service; Restoration Project; Adult ESL classes on campus; engage in activities with other schools
Weaknesses	<ul style="list-style-type: none"> ● Facilities <ul style="list-style-type: none"> ○ Lack of facilities ○ Interior needs work ○ Lack of uniformity regarding classroom furniture across classrooms ○ Need to address trash on campus ○ All outside areas are where classes are held - need to check before wanting to use a space ○ Lack of community space ● Stay true to Waldorf = can get submerged under anxiety - how to build on training & <u>parent ed</u>? teachers not trained how to harness rigor ● Resources/funding - stability looking forward ● Curriculum and assessment <ul style="list-style-type: none"> ○ Lack of consistency, alignment across classes ○ Curriculum and state assessments aren't aligned, but tests must still be administered ○ Stay true to Waldorf - diff for SpEd, not enough data; hard to get data from teachers -> what's most imp and what's extra?; goals based on data, need longitudinal data; K, 1, 2 real esp ○ Desire to know more about what each grade learns so know where students are ○ Need to establish baseline for Journey students in what various performance levels look like at each grade level ○ Understanding how to make the Waldorf curriculum more rigorous ○ Standard for the report card ○ SpEd program and Waldorf pedagogy not always synced nor well communicated ○ Socio=emotional curriculum - CASTL - Gradalis; Waldorf therapeutic training ● Special Education

- Lots of special education students - ensuring we have funding, training to meet needs; More structure for pull outs (Learning Lab, SPED, counseling)
- “ChildFind” ID kids with disabilities EARLY = understanding neurodiversity, ASD, ADHD, more ed, understanding diagnosis levels
- Educators
 - Address ongoing disconnect between Specialist teachers and MCT - need for joint training, participation in meetings, communication about each others’ curriculum (and ensuring Speciality teachers can attend and are compensated)
 - Professional evals of faculty inconsistent
 - Subject teachers feel need for deeper understanding of Waldorf Pedagogy overall and in subject class specifically
 - Inconsistency in dev’t info/Waldorf fr. teachers - need to refine our priority list
 - Logistical challenges in following up with mentoring and peer support. Need time to observe in other classrooms, shortage of qualified subs to relieve mentor teachers to do this
 - Depth of understanding of faculty’s knowledge of the full spectrum of programming offerings
 - Inconsistent knowledge base in the faculty of an Anthroposophical understanding of the developing Human Being
- Students leaving in the middle of the year - especially in EC this year
- Service
 - Difficulty in restarting in-person community service since pandemic, volunteer age rules/regulations
 - Including students in service opportunities getting more challenging due to legal requirements around minors
 - Consistency of service throughout grades
 - During covid, stopped offering monthly Waldorf inspired workshops to the public
- DEI
 - More training needed on how to have open communication and conversations about DEI
 - Language barrier, adequate support of EL learners
 - Need parent/staff education about gender regarding opinions, social issues, and how to have the conversations
 - School doesn’t reflect ethnic and cultural diversity of surrounding community
 - Challenging social dynamics within a class/ class band - finding connections and building inclusivity
- Other areas where consistency desired
 - Communication with day to day happenings with students, parents, and admin
 - Hearth - inconsistent approach to how used across the grades
 - Discipline policies
 - 8th grade projects Reflective Practice
 - Policies such as “no toys on campus”
 - Follow up on feedback and plans
- Parent education
 - Understanding Waldorf pedagogy and that specialty programming is as important to main class/core curriculum
 - Reducing technology use at home

	<ul style="list-style-type: none"> ○ Messaging to new teachers and parents that it takes years to be a master teacher ● Family engagement <ul style="list-style-type: none"> ○ Volunteerism (20/80 syndrome) ○ Low attendance at parent education (online and in person) ○ Lunch Bunch Parent involvement dwindles over time as grades progress
<p>Opportunities</p>	<ul style="list-style-type: none"> ● Journey as Leader in Innovation and Thought Leadership <ul style="list-style-type: none"> ○ RE ENVISION Waldorf - win/win/win- stream-lined, current (vs ball & chain), match needs (marry the 2), we have possibility ○ More important than ever ○ Journey's own SpEd in Waldorf becomes a model ○ Communication/Marketing/ Networking <ul style="list-style-type: none"> ■ Power of storytelling - <u>getting our story out</u> ■ Increase social media presence to spotlight teachers' efforts more, toot our own horn ■ Attend Alliance conference in LA @ Ocean Charter ● Funding/Financial Opportunities: <ul style="list-style-type: none"> ○ Hosting summer Art of Teaching professional development classes/Foundation classes for the public, also highlighted as strength of current programs, and ○ Creating Waldorf assessment that we can capitalize on ○ Summer training to bring money ● Looping Model <ul style="list-style-type: none"> ○ Reenvision to allow staff to become experts in specific grade level curriculum and developmental needs - this opportunity may also help address weaknesses related to assessment, data, and curriculum; Hone our looping model 1-2 (Idea) ● Families <ul style="list-style-type: none"> ○ Support parental awareness of Waldorf ○ Parents interested in Foundations, some Specialty Teachers too ● Special Education <ul style="list-style-type: none"> ○ Focus on strengthening existing Waldorf methods to better serve students receiving SpEd services for speech and language development (speech in main lessons) ○ 20% SpEd understanding neurodivergence; SpEd #s up at all schools but Journey has largest % of any charter; meeting needs ● Curriculum/Approaches <ul style="list-style-type: none"> ○ Curative ed (extra lesson) pacing used to be really clear - teacher \$\$ double gap ○ Reexamine homework practices in upper grades using current research ○ Create common understanding around the appropriate use of technology in classrooms. ○ Dev't curriculum pacing (reenvisioning could help); but be aware of danger - throwing the baby out with the bathwater ● Staff/PD <ul style="list-style-type: none"> ○ Ensuring all teacher (including speciality) can attend PD, staff meetings (e.g., paying speciality staff for time spent in meetings);Specialties and SpEd come to faculty meeting (at least once a month)

	<ul style="list-style-type: none"> ○ More collaboration between main class and specialty teachers ○ Summer training for Specialist Teachers ○ Movement in main lesson = integration of developmentally appropriate movement and speech practice in main lessons through teacher PD ○ Curriculum sharing ○ Teachers - \$ to present @ conferences (pay teachers!); Waldorf 101 as summer offering ○ More socio-emotional learning -> conflict regulation; after-school clubs/\$ for teachers, understanding parental barriers ○ Expand summer training - accredited training?!, more prepared, possible \$ revenue, planning time ● 2025 plan charter friendly but poss disruptions ● CSUD may sell surplus land (more charter friendly) ● AI as a tool for data ● Student Supports <ul style="list-style-type: none"> ○ See and hear our students who are questioning their gender
Threats	<ul style="list-style-type: none"> ● High special education number <ul style="list-style-type: none"> ○ Meeting students' needs & time needs, IEPs, 504s, pandemic aftershocks (Polyvagal theory) ○ Budget = concern on encroachment of gen funds, cost of procuring/providing specialized services to many students, concern will lead to cuts in gen programming(cost) ○ Teacher sustainability issue without supports in place (hard to address wide variety of behaviors & varying academic levels) ● Teacher sustainability <ul style="list-style-type: none"> ○ Double pay gap - need higher compensation in line with other teachers ○ Mental health ● Student mental health ● Need healthier school lunches, less food waste/trash ● Future enrollment - change of OC demographics, housing costs up, kids fewer, less money -> greater competition among schools ● Difficulties of double-tracked school ● Succession!?! :(what's the plan (worth it to do double year like Shahir & Gavin); transition planning - teachers, admin, board, Parent Cabinet ● Sticking with Waldorf ideology as reenvision ● 612 students = growing pains ● TK and challenges this creates for early/young 1st grade matriculation, combining K classrooms, and managing TK behavior ● Legal system ● Parents understanding ● Address lack of parent trust ● Project 2025 and what it means for education ● Anti-charter movement ● Testing
Goals	<ul style="list-style-type: none"> ● More sustainable campus <ul style="list-style-type: none"> - Tour Samueli school/academy (specialize in homeless & incarcerated in

	<p style="text-align: center;">Santa Ana)</p> <ul style="list-style-type: none"> - Facilities ● Develop funding sources (grants, dev relationships with sponsors, more parent funding) - hire somebody to do this ● Develop Journey's image as a leader <ul style="list-style-type: none"> - Thought leadership - share with world, ie conferences - Lead conference here at Journey - Re-envisioning Waldorf - vision of balanced school; meeting today's child; use our imaginations and respond - Remarketing Journey to share how rigorous we are ● Data - gather, capture data on current & alumni <ul style="list-style-type: none"> - SpEd data for rechartering - How to capture - Title I -> IEP Support Circle ● Educators/Staff <ul style="list-style-type: none"> - Support: social-emotional - Staff sustainability for teachers (for longevity & effectiveness) - therapy groups, self-care (lower classroom # would also help) - Increase salary to be more comparable (get in range w other teachers) -> trim other parts of program - Increase attendance at summer training - All teachers to get professional ed credits for summer - accreditation or program - Google classrooms with all the resources availability for teachers - Scanned Main Lesson books - Teacher sustainability - need more money and easier curriculum - Specialty class sessions at the beginning of August Retreat - More connection and bonding between ALL staff - MCT and Specialty gap ● Students <ul style="list-style-type: none"> - Support for students - more people ● Waldorf assessments <ul style="list-style-type: none"> - Normalize and find our baseline; create rubric - Suzanna's screening); kids coming in unable to jump rope (or even speak) ● Re-adjusting to post-pandemic world (trust, high anxiety) ● Bring social-emotional training full circle (home<- -> school) - parent ed, teacher training ● Smaller classrooms #s ● DEIJ - groups, inclusivity ● Educate parent body ● Site search while the district is closing schools ● High school (one can dream)
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Notes by each source (this was used to create the summary above):

	Journey Council et al	Faculty Report	Alliance Report
Strength	Commitment to Waldorf - holistic	Deep commitment to Waldorf	Strong administrative staff,

<p>s</p>	<p>Commitment to community Longevity of childhood (protected, knows how to play) Warmth, acceptance Free program WSOC certified Fiercely dedicated staff Intellect, heart Amazing leadership -> support staff, multiple intelligences => difference modalities a great asset Highly nurturing environment - holistic, singing, festivals, 1000s years traditions, verses (meaningful), slowing us down to imp of life magical - we create it-transformation Grow risk-taking (safe space) raise ethical people, truthful to the curriculum Specialties - woodwork, art, music, games Inclusivity, open-minded Students connected - feel belonging Teachers embody connection Parent commitment - self-chosen school, collaboration (Green Heart Garden), work to make it realized Removing shame in conflict -> regulated adults</p>	<p>Power of community - connected and collaborative Appreciation of freedom to differentiate instruction and administrative stability Speciality programming is beautifully interconnected with main class curriculum and block study Three Care Streams of Support, Community School/parents feel involved Staff retention Relationships (students, families, each other) Integration of arts, nature, music Admin stability mentorship b/t colleagues Each teacher is creative - music, joy bursting out from each classroom Gardens - being Earth keepers and stewards of the land Willingness to share lessons, supplies, and ideas Tristen - our mascot Recess and time to play for our middle school students Faculty morning verse Buddies Summer PD Creating/bringing our own SpEd team Always thinking outside the box Specialty Teachers are flexible and adaptable Intermingling b/t main class and teacher curriculum</p>	<p>low teacher turn-over Hearth - unique Journey-created innovation for student support Three Care Streams and Child Study help students in need of support # of fully Waldorf trained experienced teachers serving on Pedagogical Committee Parent Cabinet fundraising efforts to support Waldorf principles Peace Path helps students work through conflicts Funding for specialities Relationships/ community Pedagogical Council (PedCo) Commitment to school and philosophy On-site Waldorf teacher foundations training Coaligned curriculum/sequence per charter to meet developmental readiness Class field trips now consistent across grades SpEd dept and reading interventionist Utilization of experts in middle school Curriculum presentation (TOSA, Teachers on Special Assignment) Restoration Project (Aliso Creek) Peace Path - guidance in conflict resolution Caroling Club Teachers use Pedagogical stories to help students Digital Media Literacy Classes Adult ESL classes on campus (through community college) Students involved in</p>
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			<p>community service Students participate in activities with other Waldorf schools Earthroots On-campus garden Compassionate Campus buddy program Alumni booth at Harvest Faire Conscious Discipline Program Middle school clubs, mixed grade speciality classes Speakers join faculty meetings faculty and admin strive to innovate and change the curriculum to meet the child of today MCT remaining with a class over a series of years -> deep bonds Faculty and staff work with a whole person approach Faculty strive to see each students as an individual Independent Study Survey parents to gain feedback K intake meetings completed by early childhood teachers Parent Cabinet holds monthly meetings School directors have open door policy Teachers serve on various school committees Active collaboration at staff meetings Documentation (and sharing of it with stakeholders) Speciality and MCT meet together each fall to discuss students and that year's curriculum Curriculum based field trips student led option for higher</p>
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			<p>level, differentiated academic classes</p> <p>parents helping and sharing their stories in the classroom</p> <p>clubs for upper grades</p> <p>Emphasis on social/emotional dev through teaching them healthy ways to process and utilize skills</p> <p>Compassionate Campus Program</p> <p>Community Cultivation starts in K</p> <p>Festivals cultivate community</p>
Weaknesses	<p>Facilities - interior, lack of</p> <p>Consistency of curriculum</p> <p>Stay true told Waldorf = can get submerged under anxiety - how to build on training & <u>parent ed</u></p> <p>teachers not trained how to harness rigor</p> <p>Volunteerism (20/80 syndrome)</p> <p>Stay true to Waldorf - diff for SpEd, not enough data; hard to get data from teachers -> what's most imp and what's extra?; goals based on data, need longitudinal data; K, 1, 2 real esp</p> <p>lack of resources/funding (currently good, but unpredictable)</p> <p>inconsistency in dev't info/Waldorf fr. teachers - need to refine our priority list</p> <p>"ChildFind" ID kids with disabilities</p> <p>EARLY = understanding neurodiversity, ASD, ADHD, more ed, understanding diagnosis levels</p> <p>Socio=emotional curriculum - CASTLE (sp) - Gradalis; Waldorf therapeutic training</p>	<p>Facilities - significant weakness; need for uniformity regarding classroom furniture across classrooms</p> <p>Need to est baseline for Journey students in what various performance levels look like at each grade level;</p> <p>Establishing methods to assess performance against those baselines; Creating uniformity across the classes as it relates to curriculum, lessons, activities</p> <p>Families view specialty programming/staff as secondary to main class teachers and core curriculum</p> <p>Trash on campus and school nutrition</p> <p>Unified curriculum and alignment</p> <p>Head, heart and hands relationship between main class teachers & specialties</p> <p>Gap between MCTs and Specialty Teachers</p> <p>Standard for the report card</p> <p>Understanding how to make the Waldorf curriculum more rigorous</p>	<p>Lack of opportunities for parent education and parental understanding of Waldorf Pedagogy</p> <p>Ongoing disconnect b/t Specialist teachers and MCT</p> <p>Technology use by students at home is high</p> <p>Inconsistent knowledge base in the faculty of an Anthroposophical understanding of the developing Human Being</p> <p>Low attendance at parent education (online and in person)</p> <p>Logistical challenges in following up with mentoring and peer support. Need time to observe in other classrooms, shortage of qualified subs to relieve mentor teachers to do this</p> <p>SpEd program and Waldorf pedagogy not always synced nor well communicated</p> <p>Professional evals of faculty inconsistent</p> <p>Subject teachers feel need</p>

		<p>Incomplete curriculum - Investigations</p> <p>When taking over a class, it's hard when you don't know where students are academically</p> <p>Need to share more what each grade learns so we know where the students are going</p> <p>Facilities</p> <p>Students leaving in the middle of the year - especially in EC this year</p> <p>Messaging to new teachers and parents that it takes years to be a master teacher</p> <p>Lots of SpEd kiddos coming in the program</p> <p>More structure for pull outs (Learning Lab, SPED, counseling)</p> <p>All outside areas are where classes are held - need to check before wanting to use a space</p> <p>Lots of trash on campus</p>	<p>for deeper understanding of Waldorf Pedagogy overall and in subject class specifically</p> <p>Curriculum and state assessments aren't aligned, but tests must still be administered</p> <p>Consistency of service throughout grades</p> <p>Language barrier, adequate support of EL learners</p> <p>Difficulty in restarting in-person community service since pandemic, volunteer age rules/regulations</p> <p>Including students in service opportunities getting more challenging due to legal requirements around minors</p> <p>Depth of understanding of faculty's knowledge of the full spectrum of programming offerings</p> <p>Lack of parent engagement in activities/parent ed</p> <p>School doesn't reflect ethnic and cultural diversity of surrounding community</p> <p>Lunch Bunch Parent involvement dwindles over time as grades progress</p> <p>Commuter school</p> <p>Loss of school store</p> <p>Lack of community space during covid, stopped offering monthly Waldorf inspired workshops to the public</p> <p>challenging social dynamics within a class/ class band - finding connections and building inclusivity</p> <p>More training needed on how to have open communication and conversations about DEI</p> <p>Need parent/staff education</p>
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			<p>about gender regarding opinions, social issues, and how to have the conversations</p> <p>Consistent communication with day to day happenings with students, parents, and admin</p> <p>Speciality Teachers unable to attend staff meetings</p> <p>MCT should know the speciality teachers' curriculum and visa versa</p> <p>Follow through with feedback and plans that are set up</p> <p>Divide between specialty teachers and MCT</p> <p>No established/consistent elementary grad wide discipline system</p> <p>Hearth - inconsistent approach to how used across the grades</p> <p>Communicating expectations with children and parents</p> <p>School-wide policies such as "no toys on campus" is inconsistent across the board</p> <p>8th grade projects</p> <p>Reflective Practice for students is inconsistent across the board</p>
<p>Opportunities</p>	<p>Curative ed (extra lesson) pacing used to be r clear - teacher \$\$ double gap</p> <p>RE ENVISION Waldorf - win/win/win- stream-lined, current (vs ball & chain), match needs (marry the 2), we have possibility parents aren't as aware of Waldorf Dev't curriculum pacing (reenvisioning could help); but be aware of danger - throwing the baby out with the bathwater</p> <p>2025 plan charter friendly but poss</p>	<p>Reenvision looping model to allow staff to become experts in specific grade level curriculum and developmental needs - this opportunity may also help address weaknesses related to assessment, data, and curriculum</p> <p>Funding/Financial opportunities: 1) Hosting summer Art of Teaching professional development</p>	<p>Further developing Inhouse formative assessments by grade and developmental level</p> <p>Ensuring all teacher (including speciality) can attend PD, meeting (e.g., paying speciality staff for time spent in meetings)</p> <p>Movement in main lesson = integration developmentally</p>

	<p>disruptions More important than ever Journey's own SpEd in Waldorf becomes the model teachers - \$ to present @ conferences (pay teachers!); Waldorf 101 as summer offering; more socio-emotional learning -> conflict regulation; after-school clubs/\$ for teachers, understanding parental barriers Journey is a leader school "thought leader" Expand summer training - accredited training?!, more prepared, possible \$ revenue, planning time Grab data (AI) standardized/normed Waldorf curriculum/tests (could be project-based), possibility of interns?; opportunity to tell our story and to people Power of <u>storytelling</u> <u>Attend Alliance conference</u> in LA @ Ocean Charter 20% SpEd understanding neurodivergence; SpEd #s up at all schools but Journey has largest % of any charter; can't turn them away encroachment on gen fun (\$\$) Carryover team has encountered CSUD may sell surplus land (more charter friendly)</p>	<p>classes/Foundation classes for the public, also highlighted as strength of current programs, and 2) creating Waldorf assessment that we can capitalize on More collaboration between main class and specialty teachers increase social media presence to spotlight teachers' efforts more Specialties and SpEd come to faculty meeting (at least once a month) Summer training to bring money Summer training for Specialist Teachers Parents interested in Foundations = some Specialty Teachers too Create Waldorf assessments that we can sell Curriculum sharing Increase social media presence - spotlight teachers here and toot our horn more See and hear our students who are questioning their gender Hone our looping model 1-2 (Idea)</p>	<p>appropriate movement and speech practice in main lessons through teacher PD Focus on strengthening existing Waldorf methods to better serve students receiving SPED services for speech and language development (speech in main lessons) Reexamine homework practices in upper grades using current research Create common understanding around the appropriate use of technology in classrooms.</p>
<p>Threats</p>	<p>Students needs & time needs, IEPs, 504s, pandemic aftershocks (Polyvagal theory) change of OC demographics, housing costs up, kids fewer, less money greater competition for schools difficulties of double-tracked school Succession!?: (what's the plan (worth it to do double year like Shahir & Gavin); transition planning - teachers, admin, board, Parent Cabinet</p>	<p>High SpEd numbers - top threats for teacher sustainability given wide variety of behaviors and varying academic levels to plan for and teach to in a gen ed classrooms. Need higher staff compensation Special Ed Numbers also a threat to finance due to high cost of procuring/providing specialized services for so</p>	

	<p>Sticking with Waldorf ideology as reenvision 612 students = growing pains</p>	<p>many students. Concern that high costs will eventually require cuts to gen programming in near future TK and challenges this creates for early/young 1st grade matriculation, combining K classrooms, and managing TK behavior legal system parents understanding Budget with SpEd Teacher Pay = double pay gap Lack of parent trust Project 2025 and what it means for education Anti-charter movement testing lower ages in Kindey Student and teacher mental health school lunches are not healthy Food waste/trash</p>	
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Goals

	Journey Council	Teachers	
	<p>More sustainable campus</p> <ul style="list-style-type: none"> • Tour Samueli school/academy (specialize in homeless & incarcerated in Santa Ana) • Facilities <p>Data - gather, capture data on current & alumni</p> <ul style="list-style-type: none"> - SpEd dadta for recharteri ng - How to capture 	<p>Educate parent body Site search while the district is closing schools Increase attendance at summer training All teachers to get professional ed credits for summer - accreditation or program High school (one can dream) Assessment + baseline for Journey kiddos Google classrooms with all the resources availability for teachers Scanned Main Lesson</p>	

	<p>- Title I -> IEP Support Circle</p> <p>Support for teachers - social-emotional support Support for students - more people Waldorf assessments - normalize and find our baseline; create rubric - Suzanna's screening); kids coming in unable to jump rope (or even speak) Re-adjusting to post-pandemic world (trust, high anxiety) Increase salary to be more comparable (get in range w other teachers) -> trim other parts of program Develop funding sources (grants, dev relationships with sponsors, more parent funding) - hire somebody to do this Bring social-emotional training full circle (home<- -> school) - parent ed, teacher training Thought leadership - share with world, ie conferences Lead conference here at Journey Re-envisioning Waldorf - vision of balanced school; meeting today's child; use our imaginations and respond smaller classrooms #s sustainability for teachers (for longevity & effectiveness) - therapy groups, self-care (lower classroom # would also</p>	<p>books Teacher sustainability - need more money and easier curriculum Remarketing Journey to share how rigorous we are More connection and bonding between ALL staff - MCT and Specialty gap Specialty class sessions at the beginning of August Retreat</p>	
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	help) DEIJ - groups, inclusivity		

**Journey School
A California Public Charter School**

Thursday, March 27, 2025

REGULAR MEETING MINUTES - DRAFT

6:00 p.m.

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

This meeting was held on campus and live streamed at
<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnIC6wnsvu9uqK8j.1>

Meeting ID: 860 2502 9240 Passcode: 92629
One tap mobile +16694449171,,86025029240#,,,,*92629# US

BOARD MEMBERS:

Amy Capelle, Council President - PRESENT
Melissa Dahlin, Council Vice President - PRESENT
Margaret Moodian, Council Secretary - PRESENT
Jeannie Lee, Board Member - PARTICIPATING REMOTELY starting at 6:35 p.m. (audio/video)
Michael Allbee, Board Treasurer - PRESENT

Jeannie Lee joined the meeting at 6:35 p.m. via Zoom audio/video and stated that there are no adults in the room with her.

ADVISORY POSITIONS:

Parent Cabinet Advisor - Renalani Moodley - PRESENT
Faculty Advisor - Kayla Pennington - PRESENT

ALSO IN ATTENDANCE:

Shelley Kelley - Participating Remotely via Zoom
Gaylen Corbett - Clerical Support - PRESENT
Gilliam Buckley - Parent - PRESENT
Alicia Cordova - Parent, participating remotely via Zoom

	AGENDA ITEM
1	Call to Order and Roll Call - Amy called the meeting to order at 6:05 p.m. She shared that Jeannie Lee has requested to participate remotely for health reasons. Jeannie had not yet joined the Zoom, but Amy reviewed the requirements of AB 2449 which will be followed when Jeannie joins the meeting. Margaret motioned to approve Jeannie's request. Mike seconded the motion and it was unanimously approved.

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2	<i>Inspirational Passage</i> - For the inspirational passage, Gavin shared a letter from a Journey School parent.
3	<i>Approval of Agenda*</i> Amy asked to move the school operations and the board development sections to the end of the meeting. Margaret made a motion to approve the agenda as amended. Melissa seconded the motion and it was unanimously approved. NOTE: Order of the agenda may be changed without prior notice to the public.
4	<i>PUBLIC COMMENT:</i> Gilliam Buckley shared a public comment regarding parent perception about the Waldorf curriculum. She asked if parent education or support groups could be offered to help parents to better understand Waldorf curriculum. Gaylen read aloud a public comment by Alicia Cordova. The full text of Alicia's comment will be attached to the minutes.
5	<p><i>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.</i></p> <p><i>A. Approval of Minutes*:</i> Minutes from regular meeting February 27, 2025.</p> <p><i>B. Updates to 2024-25 Staffing Plan*:</i> Ratification of changes to the Staffing Plan to meet current needs.</p> <p><i>C. Audit Engagement with Clifton Larson Allen*:</i> Approval of audit engagement for the 24-25 school year with our existing external auditor.</p> <p>Margaret made a motion to approve the consent agenda. Mike seconded the motion and the consent agenda was unanimously approved.</p>
6.	<p><i>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</i></p> <p><i>A. Report out from CCSA conference:</i> Amy and Margaret shared on items related to governance. They learned about storytelling (telling our school's story), legal updates, advocacy with state representatives, risk management, strategic planning, the Presidential Medal of Honor program, and food authority vendors and consultants. Amy learned that the strategic plan could be considered a container for the mission and vision of the school, and shared suggestions for achieving the goals outlined in the plan. She also shared insights from sessions on charter renewal, special education data reporting, and board member engagement.</p> <p><i>B. Report from the Alliance for Public Waldorf Education site visit and program evaluation:</i> Shelley shared an update on this topic. Based on the Alliance's two-day site visit, input from parents and faculty, and their thorough investigation, the Alliance has stated that Journey is deserving of the title "public Waldorf school." The process to achieve this is nearly complete.</p> <p><i>C. Strategic Plan Development</i> - Amy and the group discussed next steps in strategic plan development. Melissa and Margaret offered to be on a subcommittee to help.</p>
7	<p><i>INFORMATION ITEMS: Reports</i></p> <p><i>A. Financial Update*:</i> Larry shared a report on February financials. Our ADA has been better than expected resulting in approximately \$93k in additional funding. The financial update doesn't reflect the recent IRS approval of the Employee Retention Credit. Investment revenue will likely come in higher than the</p>

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conservative estimates shown. Net income will be slightly higher than anticipated. Amy asked about increased operating costs. Larry explained that those are offset by other things that are trending lower. We have over 100 days cash on hand. In regards to dismantling the Federal Department of Education, states will determine how funds are distributed. Amy asked if ExED will prepare plans for different scenarios of how federal funding may take shape and Larry confirmed that they can do that. Larry stated that the school lunch program is overseen by the Department of Agriculture, not the Department of Education.

B. **Faculty Update:** Kayla shared an update on her TK class known as The Poppies who are the youngest students on campus, just now starting to turn five. She shared successes of the program, as well as the challenges that arise with students so young.

C. **Parent Cabinet Update:** Renal shared an update on Parent Cabinet activities. She stated that PC is having much success with finances this year. The auction was a big success with the most revenue raised to date. The community social also went well, as well as PC's resale of clothing for May Faire and the Spring Concert. She shared a list of upcoming events. Renal confirmed that the PAC meetings are open to the public. Mike shared the board's gratitude to PC for their efforts.

D. **Administrative Update:** Gavin reported about the recent enrollment lottery, an attrition reduction plan, TK programming, CAASPP testing, and screening for reading difficulties. In regards to TK programming Gavin discussed the developmental needs of the youngest children and how it affects the age of students entering first grade, as well as attrition in other grades. He also touched on state funding and requirements for kindergarten. Gavin shared plans for how kindergarten classes may be formed in coming years to help reduce attrition through the grades. The group discussed how attrition typically happens slowly through the grades.

State testing is coming up. Plans for assessing kindergarteners as required by the state are underway to be implemented next year.

A team of volunteers from Core Logic will help with campus maintenance needs on May 21st.

Our application for the Employee Retention Credit was formally approved by the IRS. We will be receiving the third and final payment soon, which will be invested.

Our counselors, administrators and teachers have been working to resolve the behavioral issues in middle school. A curriculum by the Museum of Tolerance is part of the solution being applied. Positive change has been observed. Shelley shared insight on the brain of the middle school age child. She stated that parents of the students involved have shared that their children are understanding with great depth the effects of their negative behaviors and have expressed the desire to learn and change. She reiterated Journey's approach to use this as an opportunity for growth. Mike shared his experience as the parent of a middle schooler. Renal asked if the teaching of tolerance could be brought to the younger grades. Gavin will inquire with the museum to see if they offer something for younger children.

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8	<p>SCHOOL OPERATIONS: Discussion/Action</p> <p>A. Calendar and Instructional Minutes*: Gavin reviewed the 2025-2026 school calendar and instructional minutes with the year starting the Wednesday after Labor Day. Aside from the first and last days of school, the other holidays and breaks align with CUSD's calendar. Margaret made a motion to approve the 2025-2026 calendar. Mike seconded the motion and it was unanimously approved.</p> <p>B. Charter Performance Category*: Gavin shared Journey School's 2025 performance categorization completed by the CDE. This yearly classification will be considered by CUSD for charter renewal purposes in 2028. We are classified as a High Performing Charter. If this continues to 2028 when our charter expires, we would be guaranteed renewal with a six or seven year term. Amy asked if it would be possible to start the renewal early. Gavin will look into this.</p> <p>C. Growth Model Presentation and Review of Data*: Gavin shared CDE's new Growth Model used in the CA Dashboard along with a review of Journey's results, and how those results are calculated. The presentation shared was prepared by CUSD. These metrics are meant to measure student progress over time.</p> <p>Margaret made a motion to move into closed session. Mike seconded the motion and it was unanimously approved. at 8:28 p.m.</p>
9	<p>CLOSED SESSION</p> <p>A. Pursuant to Government Code § 54956.9: Regarding anticipated litigation</p> <p>The board resumed open session at 8:57 p.m.</p> <p>Report out from closed session: No action was taken.</p>
10	<p>Adjournment - Melissa made a motion to adjourn the meeting. Margaret seconded the motion and it was unanimously approved. The meeting was adjourned at 8:58 p.m.</p>

Agenda publicly posted at Journey School on March 24, 2025, and on the school website at www.journeyschool.net

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

Alicia Cordova

March 27, 2025

Journey School Council
27102 Foxborough
Aliso Viejo, CA 92656

Re: Public Comment

Dear Esteemed Members of Council,

Thank you for the important work you do in governing our school.

I am a parent of two children at Journey School grade 3 and grade 7. I hold a California Multiple Subject Credential, MA in Education Psychology, BA in both Sociology and Psychology, Certificate of Waldorf Teacher Education and am presently pursuing my Waldorf Practical Arts Certificate from the Waldorf Institute of Southern California. I am co-founder of Sycamore Creek (Waldorf Inspired) Charter School in Huntington Beach and am in service of the Journey School and parent body as a Parent Cabinet Rep for the last two and present years. I am also the cofounder and inaugural member of Journey School's Parent Advisory Committee (PAC). With over 20 years of experience in public, private and home-based education, I am deeply committed to education, particularly Waldorf education.

Please know that while I have attempted to address the following issues privately, I have unable to engage recently thereby prompting this public comment.

Regarding the Executive Director's Update to the Board in February 2025:

Discrepancy Between Narrative & Reality

At the February Council meeting Mr. Gavin Keller reported to Council that complaints have been made regarding school safety as it relates to 'racism, homophobia and inappropriate sexual language in the Middle School.'

This is partially true. Complaints addressed a totality of the serious safety issues listed below and *failure to act* on these safety issues:

actual and perceived bullying, harassment, and discrimination based on actual and perceived ancestry, ethnicity, gender expression, national origin, and race.

sexual harassment in the forms of unwanted sexual touching, unwanted sexual language, and exhibitionism from peers.

Point of Clarity: the complaint addressed *failure to act* not only safety

Patterned Dismissals & Failure to Act

Many parents' and many students' reports are repeatedly dismissed, in writing, by Mr. Keller as 'not observed' or 'not evidenced' despite victim's first-hand accounts and witnesses. Therefore, ***no action is taken.***

This administrative pattern has emboldened abusive students, has diminished victims' perceptions of safety and chilled student's self-advocacy. Emboldened by Mr. Keller's failure to act, abusive children have grown in numbers. Bullies brag about the students they have driven out of Journey School to their new targets while bystanders do nothing.

Minimization, Contradictions of Facts & Failure to Act

At the February Council meeting Mr. Keller minimized the severity of the issues at hand were minimized as 'few students' and 'playful between peers' but they are indeed serious with serious consequences including evidenced psychological and physical harm. Mr. Keller's own informal investigation report in October conceded this is 'two-thirds of classmates'.

A few weeks after conceding that it was 'two-thirds of classmates' and promising intervention Mr. Keller ***contradicted and rescinded his findings in writing and failed to act.***

Parents Advocacy & Failure to Act

Parents have demanded action to improve safety, personally, and in school site meetings. At a School Safety Coffee Talk in the fall of the 2023-2024 school year, parents requested Bullying Prevention without action. Statements such as 'we have curriculum teachers call pull from' was not satisfactory and parents requested a consistent core curriculum that never came to pass. Indeed, weekly Civics periods have been simply buddy time and for the three years my children have been at Journey, my middle school child has not received a single lesson from any of the purported character-building curriculum. My youngest child has received a handful.

Necessary character development of Pedagogical Story telling is not taking place and some teachers who have completed 'in-house teacher training' do not even know what Pedagogical Storytelling is. For the Board's information, Pedagogical Storytelling is an important, if not the most important, pedagogical practice in Waldorf education. Indeed, engendering moral imagination and strengthening the will to act morally is among the very fundamental reasons Emil Molt asked Rudolf Steiner to establish the framework for the first Waldorf School.

Parent volunteers frequently observe an ongoing lack of direct and assertive supervision at recess. Staff can be observed sitting and scrolling on their phones and the offending student behaviors therefore continue without interventions although parents repeatedly report such. It is unclear if Mr. Keller can effectually lead of staff to improve professional supervision practices as this is a parent concern every school year for the entirety of the three years we have been with the school.

A dedicated Campus Monitor remains unfulfilled although this was a part of the staffing plan for the 2024-25 school year.

The parent volunteer duty program was disbanded and some those positions report it is due to reporting observations of lack of supervision.

Despite parent advocacy and promised improvement Mr. Keller has failed to act to mitigate safety concerns.

Alumni Survey, Web-based School Reviews & Failure to Act

Council is fully aware significant numbers of Alumni report unmitigated bullying was an issue and, if Council has not already done so, should review parent reviews across various websites spanning the decade or so Mr. Keller has served as director.

Surveys and a decade of reviews reflect Mr. Keller has failed to act to mitigate safety concerns.

Negative Effects on Average Daily Attendance & Wellbeing

Students who are targeted by bullies suffer academically, emotionally, and physically. They require more frequent absences due to poor mental health and in many cases leave the school. Exit interviews are not conducted but if they were this would be an informative resource for Council.

For example, my middle schooler has missed:

Due to illness: two days

For the benefit of mental health due to school based social environmental concerns: seven days

Should he have not been placed on emergency Independent Study recently, with the swift and supportive action of Madam President Capelle, he would likely be in the category of Chronic Absenteeism.

Mr. Keller's failure to act has a direct negative impact on school funding.

Attrition, Negative Effects on School Composition & Potential of Funding Encroachment

Bullied students leave the school or move to Independent Study. Anecdotal evidence reveals that most of these newly opened seats once held by neurotypical & academically average/above average students are filled by children who have had behavioral or learning struggles elsewhere.

The fiduciary and practical impacts of increased special needs students bear no mention and Council is fully aware that Journey School's Special Education population is comparably disproportionate to surrounding schools with the near potential for funding to encroach on General Education funding.

Mr. Keller's failure to act has a negative impact on the school budget.

Parent Advocacy, Unprofessional Practices, Hostility & Effects

Mr. Keller leads significantly distressing manipulative, intimidating and coercive tactics to chill or stop parents' advocacy.

Mr. Keller conducts 'so called' investigations with written reports that consistently state findings are 'not observed' and 'not evidenced'. Repeated dismissals of parents and children's concerns leads to resignation by parents, unhealthy coadaptation by children and attrition among other negative effects.

Mr. Keller engages in victimizing victims by shifting the focus onto the victim. For example, when a student complains of bullying behavior or sexual harassment Mr. Keller acts independently or corroborates with teachers and staff to find or exaggerate some minor age-appropriate behavior then implicates the victim as a source of behavioral transgression. It's clear however, in private conversations, that some of Mr. Keller's subordinates are powerlessly compliant. In an extreme example, among many examples, Mr. Keller has implicated that student victims of abuse are delusional.

Mr. Keller abuses discretionary power to prohibit parent volunteerism or bans parents total physical presence on campus, even to walk their young child to the classroom, in response to, and attempted coercive control of, complainants. Specifically, numerous letters are written to parents by Mr. Keller rescinding their rights to volunteer or enter campus which includes a threat of arrest citing Penal Codes if they violate the prohibition. Of those I am familiar with, recipients of such letters confide they respectfully reported observing unsafe conditions during their volunteer time, advocated for social inclusion of their neurodivergent child or disclosed an imminent danger to the teacher in specialties with sharp tools. Letters include manipulative reconstructions of events and complainants are alleged 'disruptors to the peaceful learning environment'.

The coercively controlling message is clear to parents: 'toe the line or you will not be able to volunteer again' after waiting out their months long prohibition to volunteer or be on campus. Therefore, Mr. Keller takes a mother's most precious wish to be engaged and leverages it as coercive control. Some parents have had success rescinding their campus and volunteerism prohibitions by hiring attorneys who implicate Mr. Keller is bullying the parent and demand corrective action. Peacefully engaged parent advocates should not have to hire attorneys to enjoy rights to volunteer that non-complainants enjoy.

Mr. Keller engages in slanderous, hostile, and threatening pseudo legalistic intimidation tactics. These range from critical reprimands to demanding parents, who raise educational or safety concerns, 'cease and desist' their activities.

Mr. Keller bizarrely engages in the dishonest practice of authoring hostile emails from teacher email accounts or sending hostile messages to the teacher to send to parents. The process is unclear, but his activity is not conjecture. It is always clear the teacher's account was utilized by Mr. Keller when the teacher would clearly have no knowledge of the subject matter at hand, is teaching when the teacher's message was sent immediately following and interaction with Mr. Keller, and has a obviously different writing style and command of language. This serves as indirect harassment.

Mr. Keller's utilizes coercive tactics to chill or stop parents' advocacy toward action.

Reputation of Journey School, Effects on Applications & Waitlists

There is an increasing divide between what is stated in our Mission and Charter and what is effectually taking place. Effects of safety have already been discussed however, lacking rigor, by public Waldorf standards, is also driving mainstream students, with Waldorf informed parents, out of the school.

It is my understanding, as a regular attendee at Council meetings, that Journey's waitlists are unprecedentedly low, and seats have been offered to families that are repeatedly rejected until waitlist are exhausted. This is also unprecedented.

As a parent and professional engaged in the wider Southern California Waldorf community, I can assure you this is not a coincidence and serves as the canary in the coal mine. The Waldorf community in Southern California is small and the once stellar reputation of Journey school is now catching up to the realities of community members experiences under the current Administration.

Indeed, some families within the school are blissfully unaware having a child who has not yet been a victim of bullying or sexual harassment, having a neurotypical child, having one of the few well-trained effective teachers or having a socially dominant child.

For those who are not so fortunate for these stars to align, their concerns are met with minimization, denial, or overt aggression.

It is my well-founded opinion and first-hand experience that pathological dishonestly, continued defiance of students/guardians codified rights and the poor fulfillment of the Chartered education promised will only further degrade the integrity and reputation of the school.

Conclusion

Mr. Keller shared with the board 'so many schools like to sweep it (bullying and sexual harassment) under the rug and ignore the issue, but we see it as an opportunity to teach'. Please do not be misled. As discussed, Mr. Keller has *failed to act* for years.

Furthermore, it's unclear if any of the promised interventions stated, most of which are not evidence based, will be data driven and implemented with fidelity but given a track record of lack of serious concern, dismissals, failure to act, and unethical mistreatment of complainants, it is doubtful.

Closing

In "Study of Man", lecture XIV, Steiner provides a well-known meditation as verse, "imbue thyself with the power of imagination, have courage for the truth, sharpen thy feeling for responsibility of soul."

Therefore, in accordance, I encourage Council, our children's Trustees, a group of self-less and dedicated volunteers, to exercise the powers granted them in the Charter and investigate these practices that do not align with the school's values, philosophy, Charter, and California Education Codes; to fully grasp what children and families have been struggling with for years under the current Administration. I encourage the Board to include addressing these many issues in their strategic planning and to fully exercise the powers granted to Council in the Charter to make necessary changes.

Thank you,
Alicia Cordova

JOURNEY SCHOOL UNIFORM COMPLAINT PROCEDURES POLICY

The Journey School Council, in its capacity as the Governing Board (“Board”) of Journey School (“School”) 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 are found on the school website (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. 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.

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School. The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687. The School has primary responsibility to ensure School’s compliance with applicable state and federal laws and regulations, and School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School’s Board.

UCP COMPLAINTS

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by the School’s employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements, are not UCP complaints. The School, however, may use these complaint procedures to address complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities (list below); complaints alleging the charging of pupil fees for participation in an educational activity; complaints regarding non-compliance with the requirements of the School’s Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities.

Complaints Regarding Programs and Activities

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Career Technical and Technical Education; Career Technical and

Commented [GK1]: There have been no updates or revisions - simply presenting the existing procedures for annual approval

- Adult Education
- After School Education and Safety
- Agricultural Career
- Technical Education
- Education and Graduation requirements of Pupils in Foster Care, Homeless Pupils, former Juvenile Court Pupils, and Pupils of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Pupil
- Schoolsite Councils
- School Plan for Student Achievement
- School Safety Plans
- Pupil Fees, which includes a purchase that a pupil is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Complaints Regarding the School's LCAP
- Every Student Succeeds Act
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Technical Training
- Childcare and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from, any state financial assistance
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

THE UCP ANNUAL NOTICE

The School provides notice of this UCP on an annual basis. The notice addresses all students, employees, parents or guardians, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties. The notice includes information regarding allegations about discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the position at School who is responsible for and knowledgeable about processing UCP complaints. The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well pursuant to Education Code § 48985.

DESIGNATION OF RESPONSIBLE EMPLOYEE

The School's Executive Director is the employee responsible for receiving, investigating and responding to UCP complaints (the "Responsible Employee"):

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

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to an appropriate School official (e.g., Board Member), who will help assist how the complaint will be investigated.

The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. The School may consult with legal counsel appropriate.

CONFIDENTIALITY AND NON-RETALIATION

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying remains confidential as appropriate.

COMPLAINT PROCEDURES

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or 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 the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be

filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Executive Director, Education Director, or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, School will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and the School's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of 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: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the "Investigation Report") within sixty (60) calendar days of receipt of the complaint, unless complainant agrees to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;
2. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
3. If the School finds merit in the complaint, the corrective actions required by law;

4. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE.

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

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act (FERPA) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, or LCAP, the remedy will go to all affected pupils and parents/guardians. The School, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the California Department of Education ("CDE"). This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's Investigation Report.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814
916-319-8239

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814
916-319-0809

Appeals of decisions regarding pupil fees or all other educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814
916-319-0929

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. 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.

Approved – May 1, 2025

Memo

Date: May 1, 2025

To: Journey School Council

From: Gavin Keller

Re: ITEM 6C - Suicide Prevention Policy

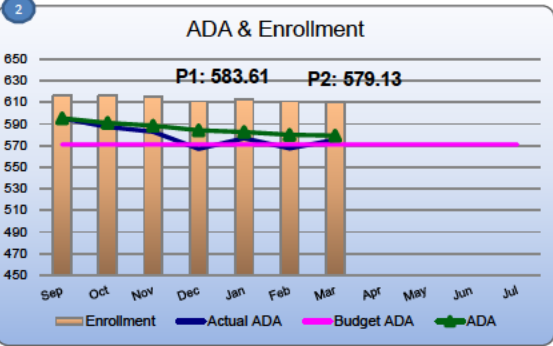
For Item 6C, the Suicide Prevention Policy was included in the consent agenda by mistake. There are no updates or revisions to the existing Suicide Prevention Policy and the policy meets all requirements and laws.

JOURNEY SCHOOL - Financial Dashboard (March 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



State Budget Update

Per School Services of CA: Finance Bulletin Shows Near-Term Fiscal Stability

...on April 22, 2025, the Department of Finance released the April 2025 Finance Bulletin, painting a picture of fiscal stability in the near term. Preliminary General Fund cash receipts were \$144 million below the Governor's Budget forecast in March, and \$4.4 billion above the fiscal year-to-date forecast. The increase is primarily due to higher-than-forecasted personal income tax receipts, while corporation and sales tax receipts were lower than projected.

(In Millions)	March 2025 YTD ¹ Forecast	March 2025 YTD Actual	Difference
Personal Income Tax	\$82,284	\$85,799	\$3,515
Corporation Tax	\$22,262	\$22,027	-\$235
Sales and Use Tax	\$25,650	\$25,324	-\$326
Miscellaneous	\$6,446	\$7,991	\$1,494
Total²	\$136,643	\$141,091	\$4,448

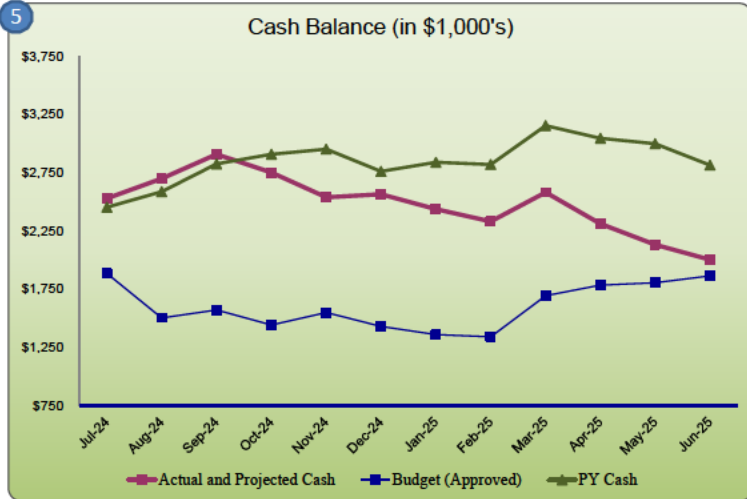
As we approach the release of the May Revision next month, we anticipate a projected increase to the 2024-25 Proposition 98 minimum guarantee due to current-year revenues above forecasted figures. Moving forward, the impact of national policy and market volatility on California's economy is unclear and is likely to result in a May Revision reflective of cautious budget assumptions.

3 Attendance Analysis

	Actual through Month 7	Actual P2	Budgeted P2	Budget Variance B/(W)	FY 23-24	FY 22-23
Enrollment	610	610	613	(3)	587	571
Attendance %	94.4%	94.4%	93.1%	1.3%	93.3%	92.1%
Avg Daily Attendance (ADA)	579.13	579.13	570.84	8.29	549.71	533.24

4 Income Statement

	Actual through 03/31/25	Forecast as of 03/31/25	FY 24-25 Budget	Budget Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	4,492,612	6,650,850	6,553,021	97,830	6,138,343	5,503,044
Federal Revenue	39,205	214,145	145,815	68,329	148,993	127,380
State Revenue	1,137,482	765,271	866,698	(101,427)	505,447	979,037
Other Local Revenue	291,431	770,505	687,715	82,790	85,124	47,713
Grants/Fundraising	124,788	235,000	255,000	(20,000)	243,600	293,886
TOTAL REVENUE	6,085,518	8,635,771	8,508,248	127,523	7,121,507	6,951,059
<i>Total per ADA</i>		14,912	14,905	7	12,955	13,036
<i>w/o Grants/Fundraising</i>		14,506	14,458	48	12,512	12,484
Certificated Salaries	2,221,512	3,058,913	3,131,581	72,667	2,358,174	2,091,898
Classified Salaries	1,004,523	1,397,723	1,354,562	(43,161)	1,267,994	1,161,891
Benefits	1,201,815	1,595,346	1,714,319	118,973	1,257,924	1,230,170
Student Supplies	160,985	293,812	283,950	(9,862)	259,102	395,837
Operating Expenses	1,314,348	2,009,552	1,834,454	(175,098)	1,714,289	1,619,604
Other	97,482	131,457	128,615	(2,842)	107,190	26,002
TOTAL EXPENSES	6,000,665	8,486,804	8,447,481	(39,323)	6,964,673	6,525,402
<i>Total per ADA</i>		14,654	14,798	144	12,670	12,237
NET INCOME / (LOSS)	84,852	148,967	60,767	88,200	156,834	425,657
OPERATING INCOME	182,334	280,424	189,382	91,042	264,024	451,659



6 Balance Sheet

	6/30/2024	3/31/2025	6/30/2025 FC
Assets			
Cash, Operating	2,817,148	2,583,113	2,003,523
Accounts Receivable	835,276	437,249	1,764,896
Due From Others	452	452	0
Other Assets	249,875	73,182	69,304
Net Fixed Assets	315,760	226,278	192,303
Total Assets	4,218,511	3,320,274	4,030,026
Liabilities			
A/P & Payroll	314,789	306,608	426,704
Due to Others	226,835	87,281	613,365
Deferred Revenue	835,353	0	0
Other Liabilities	2,615	2,615	2,072
Total Debt	0	0	0
Total Liabilities	1,379,592	396,504	1,042,140
Equity			
Beginning Fund Bal.	2,682,084	2,838,918	2,838,918
Net Income/(Loss)	156,834	84,852	148,967
Total Equity	2,838,918	2,923,771	2,987,886
Total Liabilities & Equity	4,218,511	3,320,274	4,030,026

Year-End Cash Balance

	Projected	Budget	Variance
	2,003,523	1,864,867	138,656

Days Cash on Hand	149	113	88
Cash Reserve %	40.7%	30.9%	24.0%



Actuals as of 3/31/2025

	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Apr-25	May-25	Jun-25	Accrual	FORECAST	Budget Variance
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25					Jul-24 - Jun-25	Better / (Worse)
Income															
8011-8098 - Local Control Funding Formula Sources															
8011 Local Control Funding Formula	61,314	61,314	110,365	110,365	110,365	110,365	110,365	27,834	27,834	27,834	27,834	-	(41,803)	743,986	(586,742)
8012 Education Protection Account	-	-	27,486	-	-	27,485	-	-	32,496	-	-	-	-	116,340	-
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	(25,165)	(25,165)	(25,165)
8096 In Lieu of Property Taxes	-	306,252	612,504	408,336	408,336	408,336	408,336	408,336	714,588	357,294	357,294	357,294	1,057,783	5,804,689	698,737
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	11,000	11,000	-
Total 8011-8098 - Local Control Funding Formula Sources	61,314	367,566	750,355	518,701	518,701	546,186	518,701	436,170	774,918	385,128	385,128	357,294	1,030,688	6,650,850	97,830
8100-8299 - Federal Revenue															
8181 Special Education - Federal (IDEA)	-	-	-	-	-	-	-	-	-	-	-	-	96,194	96,194	1,185
8291 Title I	-	-	-	-	7,131	-	7,760	-	13,264	-	-	12,827	-	40,982	8,402
8292 Title II	-	-	-	2,095	-	-	6,172	-	283	-	-	-	-	8,550	324
8295 Title IV, SSAE	-	-	-	-	-	-	1,816	-	684	-	-	7,500	-	10,000	-
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	58,419	-	-	58,419	58,419
Total 8100-8299 - Federal Revenue	-	-	-	2,095	7,131	-	15,748	-	14,231	-	58,419	20,327	96,194	214,145	68,329
8300-8599 - Other State Revenue															
8550 Mandate Block Grant	-	-	-	-	11,027	-	-	-	-	-	-	-	-	11,027	52
8560 Lottery Revenue	-	-	333	-	-	36,984	-	-	47,249	-	-	28,206	51,776	164,547	16,089
8592 State Mental Health	2,283	2,283	4,109	4,109	4,109	4,109	4,622	4,622	4,622	4,622	4,622	-	3,264	46,863	671
8595 Expanded Learning Opportunity Program	144,243	7,713	13,883	13,883	13,883	13,883	13,883	13,889	13,889	13,889	13,889	-	(90,748)	186,179	2,210
8596 Prop 28 Arts & Music	77,127	3,637	6,546	6,546	6,546	6,546	6,546	6,547	6,547	6,547	6,547	-	(40,832)	98,850	25,085
8599 State Revenue - Other	625,333	-	-	69	-	1,738	-	4,657	-	-	-	-	(373,992)	257,805	(145,533)
Total 8300-8599 - Other State Revenue	848,986	13,633	24,871	24,607	35,565	63,259	24,538	29,715	72,307	25,058	25,058	28,206	(450,532)	765,271	(101,427)
8600-8799 - Other Local Revenue															
8660 Interest & Dividend Income	1	1,580	2,930	18,025	6,481	6,135	2,582	20,161	817	3,763	3,763	3,763	-	70,000	20,000
8662 Net Increase (Decrease) in Fair Value of Investments	2,556	4,667	2,991	(3,111)	(3,870)	2,727	1,452	2,261	2,572	2,585	2,585	2,585	-	20,000	-
8682 Childcare & Enrichment Program Fees	-	-	17,443	17,815	16,239	16,538	14,429	15,598	14,812	12,616	12,255	12,255	-	150,000	42,000
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,500)
8692 Grants	-	-	-	-	-	-	-	600	285	285	36,000	34,830	-	72,000	-
8695 Contributions & Events	3,263	1,331	2,015	3,350	7,496	9,085	6,443	989	2,965	405	405	17,252	-	55,000	(20,000)
8696 Other Fundraising	85	3,255	10,684	13,788	6,880	6,879	10,314	15,116	19,965	7,425	6,805	6,805	-	108,000	-
8697 E-Rate	77	10,241	77	77	77	77	77	77	77	77	76	76	-	11,089	10,438
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	-	-	-	-	-	-	-	-	96,740	96,740	96,740	96,740	132,456	519,416	12,852
Total 8600-8799 - Other Local Revenue	5,982	21,075	36,140	49,945	33,303	41,441	35,298	54,802	138,234	123,896	158,628	174,306	132,456	1,005,505	62,790
TOTAL INCOME	916,282	402,274	811,366	595,349	594,700	650,886	594,285	520,687	999,690	534,082	627,233	580,132	808,806	8,635,771	127,523
Expense															
Total 1000 - Certificated Salaries	35,528	219,416	291,125	284,963	278,581	275,011	280,981	278,395	277,512	279,134	279,134	279,134	-	3,058,913	72,667
Total 2000 - Classified Salaries	40,573	54,295	138,889	147,190	131,346	114,130	108,596	125,255	144,249	133,733	133,733	125,733	-	1,397,723	(43,161)
Total 1000-2000 - Salaries	76,101	273,712	430,015	432,153	409,927	389,140	389,577	403,650	421,761	412,867	412,867	404,867	-	4,456,636	29,506
3000 - Employee Benefits															
3111 STRS - State Teachers Retirement System	6,906	42,843	61,000	60,451	58,926	56,931	57,789	57,972	59,423	56,130	56,130	56,130	-	630,632	10,043
3212 PERS - Public Employee Retirement System	9,845	12,552	25,563	26,062	24,574	24,133	21,416	23,361	25,524	36,175	36,175	34,011	-	299,392	67,017
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	2,415	3,002	6,242	6,891	6,062	5,387	5,178	5,927	6,572	7,377	7,377	6,881	-	69,314	860
3331 MED - Medicare	1,089	3,954	6,066	6,093	5,772	5,472	5,488	5,678	5,940	5,987	5,987	5,871	-	63,397	1,652
3401 H&W - Health & Welfare	85,965	48,660	64,388	45,336	18,066	61,335	42,301	13,478	27,044	30,000	30,000	(11,796)	-	454,776	41,421
3501 SUI - State Unemployment Insurance	38	136	209	210	199	189	189	196	205	206	206	202	-	2,186	57
3601 Workers' Compensation Insurance	242	1,541	19,297	3,913	7,735	3,913	3,913	3,913	-	-	-	-	-	44,467	(1,240)
3902 Other Benefits	-	-	-	331	-	-	53	-	68	68	68	30,345	-	30,931	(586)
Total 3000 - Employee Benefits	106,500	112,688	182,764	149,288	121,334	157,360	136,328	110,526	125,026	135,943	135,943	121,645	-	1,595,346	118,973
Total 1000-3000 - Salaries & Benefits	182,601	386,400	612,779	581,441	531,261	546,500	525,905	514,176	546,787	548,810	548,810	526,512	-	6,051,983	148,479
4000 - Supplies															
4111 Core Curricula Materials	3,493	10,134	4,081	1,203	88	583	-	221	-	8,468	8,468	8,468	-	45,207	-
4211 Books & Other Reference Materials	-	-	1,212	1,586	319	-	26	180	(717)	1,478	1,478	1,478	-	7,040	-
4311 Student Materials	-	13,168	7,831	8,449	4,427	792	1,614	1,750	4,425	10,424	10,424	10,424	-	73,728	-
4351 Office Supplies	2,158	474	1,772	1,465	1,704	766	658	485	789	3,639	3,639	3,639	-	21,189	4
4371 Custodial Supplies	1,359	2,802	5,362	2,126	5,017	1,875	1,951	515	4,606	2,796	2,796	2,796	-	34,000	(13,000)
4390 Other Supplies	204	1,170	2,050	3,880	1,730	2,508	984	8,748	3,996	14,193	14,193	14,193	-	67,849	3,133
4411 Non Capitalized Equipment	3,777	14,208	7,951	5,485	4,679	-	(663)	1,293	(1,762)	3,278	3,278	3,278	-	44,800	-

JOURNEY SCHOOL
2024-25 Cash Flow Forecast

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Actuals as of 3/31/2025

	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Actuals as of 3/31/2025				FORECAST	Budget Variance
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)
Total 4000 - Supplies	10,990	41,956	30,259	24,194	17,965	6,522	4,570	13,192	11,337	44,276	44,276	44,276	-	293,812	(9,862)
5000 - Operating Services															
5211 Travel & Conferences	1,404	1,279	-	-	394	233	2,782	(1,843)	2,536	6,388	6,388	6,388	-	25,950	-
5311 Dues & Memberships	9,161	-	4,300	-	159	(99)	-	488	-	2,134	2,134	2,134	-	20,410	465
5451 General Insurance	41,548	20,843	11	6,524	11	11	9,748	3,259	11	11	11	11	-	81,992	(8,716)
5511 Utilities	4,464	6,890	11,286	7,270	5,843	7,991	1,791	7,349	6,522	8,565	8,565	8,565	-	85,100	200
5521 Security Services	141	-	141	-	-	141	-	-	141	-	141	-	-	705	(552)
5531 Housekeeping Services	5,644	11,896	9,108	-	17,470	6,885	9,124	8,563	9,606	9,278	9,278	9,278	-	106,130	-
5599 Other Facility Operations & Utilities	784	3,127	519	2,244	334	334	334	345	345	630	630	630	-	10,258	(4,508)
5611 School Rent - Private Facility	-	-	-	-	-	-	-	-	-	6	6	6	-	17	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	15,630	15,455	23,184	15,962	15,130	15,130	15,130	15,130	15,130	15,426	15,426	15,426	-	192,162	(7,600)
5621 Equipment Lease	1,048	812	4,809	3,765	1,412	1,304	3,979	2,659	1,413	1,060	1,060	1,060	-	24,136	-
5631 Vendor Repairs	5,480	3,929	14,250	6,540	5,226	1,848	2,569	3,510	3,460	1,803	1,803	1,803	-	52,220	(40,720)
5812 Field Trips & Pupil Transportation	15,808	-	1,665	29,876	13,348	1,152	5,555	16,448	28,042	3,824	13,945	13,945	-	143,607	-
5821 Legal	-	135	2,210	2,175	768	873	375	474	5,756	10,080	13,577	13,577	-	50,000	50,000
5823 Audit	-	696	6,747	-	8,882	-	-	-	4,200	-	-	1,475	-	22,000	(2,500)
5831 Advertisement & Recruitment	-	-	-	-	42	502	1,298	-	330	108	108	108	-	2,495	(329)
5841 Contracted Substitute Teachers	-	-	1,663	4,277	475	742	799	266	266	4,940	4,940	4,940	-	23,309	-
5842 Special Education Services	-	-	-	9,073	-	-	9,900	171,160	45,253	63,872	63,872	63,872	-	427,000	(17,000)
5849 Other Student Instructional Services	30,000	60,000	4,840	36,137	55,784	55,253	2,392	(117,739)	9,169	4,840	16,621	16,621	-	173,917	4,094
5852 PD Consultants & Tuition	2,353	500	4,809	3,707	-	180	-	131	(1,600)	4,012	4,012	4,012	-	22,116	-
5854 Nursing & Medical (Non-IEP)	-	-	7,055	9,738	9,358	6,453	10,486	13,433	17,531	3,760	14,218	14,218	-	106,250	(106,250)
5859 All Other Consultants & Services	31,642	13,442	13,442	14,942	1,500	14,942	17,083	15,075	14,942	57,142	28,979	28,979	-	252,108	(42,200)
5861 Non Instructional Software	19,846	870	2,812	3,131	461	301	1,048	1,351	1,196	5,237	5,237	5,237	-	46,725	-
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	-	-	-	25,557	-	4,868	-	17,646	-	4,259	-	14,320	-	66,650	(1,120)
5872 Special Education Fees (SELPA)	-	-	-	-	-	-	-	-	-	41,098	-	41,098	-	41,098	(876)
5899 All Other Expenses	801	1,010	1,546	3,139	1,776	2,152	3,968	2,838	2,395	1,885	1,885	1,885	-	25,282	(4,307)
5911 Office Phone	-	-	-	-	-	(120)	-	-	-	40	40	40	-	-	6,916
5913 Mobile Phone	48	58	58	58	64	159	(35)	65	-	92	92	92	-	752	-
5921 Internet	399	330	330	330	330	309	309	309	309	324	324	324	-	3,927	316
5923 Website Hosting	145	10	-	-	-	-	-	252	-	131	131	131	-	800	(61)
5931 Postage & Shipping	-	57	-	45	10	321	-	48	18	559	559	559	-	2,178	(357)
5999 Other Communications	50	-	-	-	-	71	21	-	-	32	32	32	-	258	-
Total 5000 - Operating Services	186,398	141,339	114,544	184,488	138,778	121,935	98,657	161,238	166,972	210,437	214,014	270,754	-	2,009,552	(175,098)
6000 - Capital Outlay															
6901 Depreciation Expense	10,768	10,768	10,768	10,768	10,768	10,768	10,958	10,958	10,958	11,325	11,325	11,325	-	131,457	(2,842)
Total 6000 - Capital Outlay	10,768	10,768	10,768	10,768	10,768	10,768	10,958	10,958	10,958	11,325	11,325	11,325	-	131,457	(2,842)
7000 - Other Outgo															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	390,757	580,463	768,350	800,890	698,772	685,726	640,090	699,563	736,054	814,848	818,425	852,866	-	8,486,804	(39,323)
NET INCOME	525,525	(178,189)	43,017	(205,542)	(104,073)	(34,840)	(45,805)	(178,877)	263,636	(280,766)	(191,192)	(272,734)	808,806	148,967	88,200
Operating Income														280,424	
Operating Income Excluding Non-cash Lease Expenses														280,441	
EBITDA														280,424	
Beginning Cash Balance	2,817,148	2,531,017	2,700,535	2,910,872	2,753,858	2,540,115	2,565,741	2,438,832	2,332,555	2,583,113	2,313,673	2,133,806	2,003,523	2,817,148	232,993
Cash Flow from Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	525,525	(178,189)	43,017	(205,542)	(104,073)	(34,840)	(45,805)	(178,877)	263,636	(280,766)	(191,192)	(272,734)	808,806	148,967	88,200
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	28,515	297,345	38,379	9,316	-	3,341	684	10,107	10,340	-	-	53,700	-	451,727	(451,727)
Current Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	(1,381,347)	(1,381,347)	(746,930)
Change in Due from	-	-	-	-	-	-	-	-	-	-	452	-	-	452	452
Change in Accounts Payable	(8,280)	(15,945)	26,157	97,203	(130,972)	54,524	(102,846)	83,109	(38,338)	(15,661)	(15,667)	(15,672)	573,084	84,708	91,601
Change in Due to	(875)	(894)	(781)	(66,774)	(793)	(17,285)	40	(51,381)	(811)	-	-	-	-	386,530	1,180,434
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	(77,526)	42,658	77,667	(17,636)	(4,329)	(4,095)	1,104	4,132	5,232	-	-	-	-	27,207	27,207
Change in Prepaid Expenditures	55,464	(1,860)	(514)	-	-	(50)	(1,113)	-	(16,140)	-	-	(43,123)	-	(7,336)	56,502

Actuals as of 3/31/2025

	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	Actuals as of 3/31/2025				FORECAST	Budget Variance Better / (Worse)	
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual		Jul-24 - Jun-25
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	(835,353)	-	-	-	-	-	-	-	-	-	-	-	-	(835,353)	(835,353)
Change in Other Long Term Assets	15,631	15,638	15,644	15,650	15,656	15,662	15,669	15,675	15,681	15,661	15,667	15,672	-	187,906	
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	(543)	(543)	
Depreciation Expense	10,768	10,768	10,768	10,768	10,768	10,768	10,958	10,958	10,958	11,325	11,325	11,325	-	131,457	2,842
Cash Flow from Investing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditures	-	-	-	-	-	(2,400)	(5,600)	-	-	-	-	-	-	(8,000)	7,000
Ending Cash Balance	2,531,017	2,700,535	2,910,872	2,753,858	2,540,115	2,565,741	2,438,832	2,332,555	2,583,113	2,313,673	2,133,806	2,003,523	2,003,523	2,003,523	138,656

**Journey School
Financial Analysis
March 2025**

Net Income

Journey School is projected to achieve a net income of \$148,967 in FY24-25 compared to \$60,767 in the board-approved budget. This is \$88,200 more than the board-approved budget.

Balance Sheet

As of March 31, 2025, the school's cash balance was \$2,583,113. By June 30, 2025, the school's cash balance is projected to be \$2,003,523.

As of March 31, 2025, the Accounts Receivable balance was \$437,249. Most of this balance is the Employee Retention Credit of \$368,585.

As of March 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$306,608

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$8,645,771, which is \$127,523 more than the budgeted amount.

- LCFF is projected to be \$97,830 over budget based on the projected higher ADA for the school.
- All Other Federal Revenue is projected to be \$58,419 over budget as the school received additional Employee Retention Credit funds.
- State Revenue Other is projected to be \$145,533 under budget as the school will defer all of the Arts Music and Instructional Materials Block Grant.
- Childcare and Enrichment Fees are projected to be \$42,000 over budget based on higher expected participation rates.

Expenses

Total expenses for FY24-25 are projected to be \$8,486,804 which is \$39,323 more than the budgeted amount.

- PERS is projected to be \$67,017 due to less employees being eligible for the program.
- Vendor Repairs are projected to be \$40,720 over budget due to additional services from Contreras Construction, Black Tiger, and Empire Parking Lot Services.
- Legal is projected to be \$50,000 under budget.
- Nursing is projected to be \$106,250 over budget due to additional student needs.
- All Other Consultants and Services are projected to be \$42,200 due primarily to the fee for the ERC consultant.

Note- Forecast variances of \$40,000 and 10% of budget will be discussed in this report.



ADA

The budgeted P2 ADA is 570.84 based on an enrollment of 613 and a 93.1% attendance rate.

Month 1 ADA: 595.06

Month 5 ADA: 576.63

Month 2 ADA: 587.10

Month 6 ADA: 567.22

Month 3 ADA: 582.72

Month 7 ADA: 575.30

Month 4 ADA: 566.79

P1 ADA: 583.61

P2 ADA: 579.13

Note- Forecast variances of \$40,000 and 10% of budget will be discussed in this report.

**Journey School
Check Register
For the Month Ending March 31, 2025**

Check #	Vendor Name	Date Description	Amount
	EFFECTUAL EDUCATIONAL	01/01/25-01/31/25 - SCHOOL PSYCHOLOGIST,	
1006592	CONSULTING SERVICES	3/3/2025 NURSE & APE	12,550.00
1006593	SYNERGIA LEARNING CENTER	3/3/2025 06/25 - 8TH GRADE FIELD TRIP FINAL	12,500.00
A022205	GREAT AMERICAN INSURANCE CO	3/3/2025 02/25 - INSURANCE PREMIUM	3,247.61
E019934	DEPARTMENT OF JUSTICE	3/3/2025 01/25 - FINGERPRINTS	143.00
P067631	MOULTON NIGUEL WATER 3587	3/3/2025 01/20/25-02/17/25 - WATER SERVICES	206.92
P067632	UNITED HEALTHCARE	3/3/2025 03/25 - HEALTH PREMIUM	21,961.45
P067633	EXTREME DJ SERVICE	3/3/2025 05/25 - SCHOOL DANCE DJ	495.00
P067634	MOULTON NIGUEL WATER 3586	3/3/2025 01/20/25-02/17/25 - WATER SERVICES FY24-25 - WORKERS COMPENSATION	459.11
P067635	MARSH & MCLENNAN AGENCY LLC	3/3/2025 PREMIUM (8 OF 10)	3,913.00
P067636	AMAZON (ABPL)	3/3/2025 BUCKWHEAT HULLS, BIRD FOOD, HOOKS, ETC 03/02/25-03/01/28 - SECURITY CAMERA	98.39
2681M	BLACK TIGER	3/6/2025 SOFTWARE LICENSE MULTIPLE VENDORS - T-SHIRTS, WATER	6,588.00
1006594	JOY HALVERSON	3/10/2025 BOTTLES VECTOR FILE	6,467.93
1006595	CAPISTRANO UNIFIED SCHOOL	3/10/2025 03/25 - RENT & OVERSIGHT	25,024.67
1006596	STRATEGIC KIDS, LLC	3/10/2025 02/25 - INSTRUCTIONAL AIDES	32,538.00
	ORANGE COUNTY DEPT OF	03/25 - TRANSFER FROM OPERATING TO	
2682M	EDUCATION	3/10/2025 TREASURY	200,000.00
		01/26/25-02/25/25 - PHONE & HOTSPOT FOR	
A022366	VERIZON WIRELESS	3/10/2025 FACULTY USE	91.08
A022367	EARTHROOTS FIELD SCHOOL, INC.	3/10/2025 03/25 - ECO-LITERACY INSTRUCTION	2,391.67
A022368	GOTO COMMUNICATIONS, INC	3/10/2025 03/25 - PHONES	922.16
A022369	KRISTINE L REYNOLDS	3/10/2025 WHOLE FOODS - POPSICLES	27.16
A022370	OC DAVOC ENTERPRISES, INC.	3/10/2025 03/25 - JANITORIAL SERVICE	8,562.59
A022371	OC DAVOC ENTERPRISES, INC.	3/10/2025 PAPER TOWELS, LINERS, TISSUE, ETC	1,279.21
E020047	STAPLES	3/10/2025 COFFEE, PAPER, HIGHLIGHTER	58.77
E020048	ULINE	3/10/2025 REPLACEMENT PLANKS FOR BENCHES 04/01/25-06/30/25 - SECURITY SYSTEM	118.44
E020049	JMG SECURITY SYSTEMS, INC.	3/10/2025 SUPPORT	141.00
	BRIGHTSTAR CARE OF SOUTH		
E020050	ORANGE COUNTY	3/10/2025 02/18/25-02/21/25 - NURSE	2,773.70
	BRIGHTSTAR CARE OF SOUTH		
E020051	ORANGE COUNTY	3/10/2025 02/24/25-02/28/25 - NURSE	3,300.60
P068014	REVOLUTION OFFICE	3/10/2025 11/15/24-02/14/25 - COPIER OVERAGES	124.63
P068015	CAPISTRANO UNIFIED SCHOOL	3/10/2025 01/25 - FIELD TRIP TRANSPORTATION (1) SAMSUNG TABLET, LED MONITOR, LAPTOP	2,080.41
P068016	AMAZON (ABPL)	3/10/2025 DOCKING STATION	897.34
P068017	SWING EDUCATION, INC	3/10/2025 02/22/25-02/28/25 - SUBSTITUTE TEACHERS WHOLE FOODS - GROCERIES, POTTING SOIL	266.40
P068018	BRANDON WICKES	3/10/2025 & FUEL FOR COOKING	315.35
P068019	JOY HALVERSON	3/10/2025 AMAZON - MEDIEVAL GAMES WRISTBANDS	359.53
P068020	LILIPOH PUBLISHING INC	3/10/2025 REFERENCE PUBLICATION	12.00
P068021	STRATEGIC KIDS, LLC	3/10/2025 02/25 - ELOP LEAD & INSTRUCTORS	4,340.00
2683M	CR&R INCORPORATED	3/13/2025 03/25 - WASTE & RECYCLING SERVICES	787.88
2684M	WELLS FARGO 9313	3/13/2025 02/25 - CREDIT CARD PURCHASES	713.93
2686M	CIANA LEE	3/14/2025 02/25 - GAMES TEACHER TRAINING	225.00
	EXCELLENT EDUCATION	02/25 - MANAGEMENT CONTRACT FEE,	
1006597	DEVELOPMENT	3/17/2025 CALPADS, SIS SUPPORT & FEES	14,107.37
A022547	KAISER PERMANENTE (3383)	3/17/2025 04/25 - HEALTH PREMIUM & RETRO ADJ	16,501.58
A022548	JAIME LLOYD	3/17/2025 I LOVE BAGEL - BAGELS	54.71
A022549	YOUNG, MINNEY & CORR, LLP	3/17/2025 02/25 - LEGAL SERVICES	316.00
E020198	ALPINE FRESH USA	3/17/2025 02/25 - BOTTLED WATER SERVICE	334.75
	PROCOPIO, CORY, HARGREAVES &		
E020199	SAVITCH, LLP.	3/17/2025 02/25 - LEGAL SERVICES 03/08/25-04/07/25 - INTERNET & CA	3,120.00
E020200	COX COMMUNICATIONS	3/17/2025 TELECONNECT FUND	231.75
E020201	STAPLES	3/17/2025 MAGNETIC CLIPS, BINDERS, BINDER CLIPS,	56.02
P068437	CUSD - FOOD & NUTRITION SERVICES	3/17/2025 02/25 - STUDENT MEALS ADMIN FEE	1,500.00

**Journey School
Check Register
For the Month Ending March 31, 2025**

Check #	Vendor Name	Date	Description	Amount
P068438	CAPISTRANO UNIFIED SCHOOL	3/17/2025	CURRICULUM PRINTING, BOOKMARKS	230.65
P068439	ASHLEY GREY	3/17/2025	FEDEX - LAMINATION	23.32
P068440	NICOLA WELLNER	3/17/2025	JOANN - FABRIC, YARN, NEEDLES, ETC TRACING PAPER ROLL & PATTERN PAPER	803.78
P068441	AMAZON (ABPL)	3/17/2025	FOR DRESSMAKING	93.31
2685M	FIRST NATIONAL BANK OF OMAHA	3/18/2025	02/25 - CREDIT CARD PURCHASES	8,445.29
1006598	APRIL MARTIN	3/24/2025	REIM082124AM	210.49
E020325	CLIFTON LARSON ALLEN LLP	3/24/2025	03/25 - TAX EXEMPT FILINGS	4,200.00
E020326	PROCOPIO, CORY, HARGREAVES & SAVITCH, LLP.	3/24/2025	02/25 - LEGAL SERVICES	2,320.00
E020327	BRIGHTSTAR CARE OF SOUTH ORANGE COUNTY	3/24/2025	03/03/25-03/07/25 - NURSE	3,475.22
E020328	DEPARTMENT OF JUSTICE	3/24/2025	02/25 - FINGERPRINTS	284.00
E020329	STAPLES	3/24/2025	COFFEE, FILE JACKET, CREAMER, ETC	163.46
E020330	WESTERN EXTERMINATOR COMPANY	3/24/2025	03/25 - PEST CONTROL MAINTENANCE 07/01/25-06/30/26 - FASTBRIDGE ASSESSMENT	345.04
P068812	RENAISSANCE	3/24/2025	SUBSCRIPTION	3,668.00
P068813	BLACK TIGER	3/24/2025	02/25 - NETWORK REPAIR	1,762.16
P068814	CAPISTRANO UNIFIED SCHOOL	3/24/2025	01/20/25-02/17/25 - WATER	451.26
P068815	REVOLUTION OFFICE	3/24/2025	02/12/25-03/11/25 - COPIER LEASE	630.34
P068816	SCHOOLSAFEID, LLC	3/24/2025	VISITOR BADGE STICKERS HEADPHONES, DRY ERASE MARKERS,	206.95
P068817	AMAZON (ABPL)	3/24/2025	KITCHEN SINK STRAINERS	1,342.15
P068818	INCLUSIVE LEARNING PARTNERS LLC	3/24/2025	03/25 - BEHAVIOR TECHNICIAN MULTIPLE VEDNORS - FOODS, DOWELS,	857.50
P068819	JOY HALVERSON	3/24/2025	SANDBAGS	926.63
2687M	CONTRERAS CONSTRUCTION	3/26/2025	02/25-03/25 - HANDYMAN SERVICES	1,368.00
2688M	COLONIAL LIFE	3/26/2025	04/25 - INSURANCE PREMIUM 08/06/25-08/05/26 - LOTTERY & ENROLLMENT	720.08
1006599	SCHOOLMINT, INC.	3/31/2025	SOFTWARE	6,612.17
A022879	GAYLEN CORBETT	3/31/2025	BLICK - MURAL UV SEALANT	354.63
A022880	CATHRINE JI	3/31/2025	OCDE - FINGERPRINTS CA STATE PARK - STATE PARK PARKING	137.00
A022881	STACY KINNEY BRIGHTSTAR CARE OF SOUTH	3/31/2025	PASSES	50.00
E020446	ORANGE COUNTY	3/31/2025	03/10/25-03/14/25 - NURSE	3,510.15
E020447	MERCURIUS	3/31/2025	DRAWING PAPER, BEESWAX, CHALK	290.98
P069188	[REDACTED]	3/31/2025	MCKINNEY VENTO - MILEAGE	319.20
P069189	AMAZON (ABPL)	3/31/2025	BANDSAW BLADES & AAA BATTERIES	332.61
P069190	NICOLA WELLNER	3/31/2025	JOANNS - FABRIC, THREAT, ELASTIC	602.05
Total				436,940.53

2025-2026 LCAP Parent Advisory Committee (PAC) Feedback

April 25, 2025

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

Goal 1: Academic Performance and Progress

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
Academic Performance Gaps	<ul style="list-style-type: none">- Only 46.97% of students met/exceeded Math SBAC, short of the 60% target.- Students with disabilities and socioeconomically disadvantaged students show lower proficiency.	<ul style="list-style-type: none">- Increase targeted interventions in alignment with Waldorf principles, especially in Math.- Add incremental TOSA support, aligned with academic performance gaps.- Provide science teacher training, aligned with Waldorf / phenomenological science.- Explore using adaptive tools (CPA for Math, Orton-Gillingham for Literacy), in alignment with the Waldorf approach.- Apply UDL (Universal Design Learning) principles at tier 1 and tier 2 to proactively meet student needs to minimize unnecessary IEP referrals.- Improve progress monitoring for more responsive interventions.- Increased science target based on mid-year update report.

<p>Special Education and Inclusion</p>	<ul style="list-style-type: none"> - Transition to becoming an LEA for Special Education required \$1.18M, but the impact is unclear. - Students with disabilities show low academic performance (SBAC: 35.14% ELA, 20.27% Math). - SST success rate is only 58%, below the 75% goal. 	<ul style="list-style-type: none"> - Conduct an internal review of compliance, service delivery, and student progress. - Strengthen teacher training in inclusive practices and IEP implementation. - Improve SST strategies using data-driven tracking and family collaboration. Utilize evidence-based processes (see CUSD SST Process and/or El Dorado charter for example).
<p>Equity in Honors and Accelerated Learning</p>	<ul style="list-style-type: none"> - No clear equity measures for underrepresented students in honors/accelerated programs. - ELOP funding received, but tutoring not being provided. 	<ul style="list-style-type: none"> - Implement flexible entry criteria for honors/accelerated tracks. - Offer support structures like tutoring and differentiated instruction. - Ensure ELOP funds are used to support academic tutoring, with proper needs assessment, appropriate qualified personnel, and time/place optimized for learning.
<p>High Quality Instruction</p>	<ul style="list-style-type: none"> - Inconsistencies between quality of education and equity in grade spans. 	<ul style="list-style-type: none"> - Ensure retention of high quality and effective faculty, through effective performance evaluations. - Develop a structured Professional Learning Community initiative to improve equitable and consistent learning experiences in grade spans, with the goal to improve student experience and parent satisfaction.

Goal 2: Engaged and Creative Learners

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

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

<u>Area</u>	<u>Insights</u>	<u>Recommendations</u>
Suspension Rates	- Suspension may not align with Waldorf/state policies.	- Identify and address root causes of suspension through targeted interventions. - Strong recommendation to replace discretionary suspensions with conscious restorative alternatives, per SB 274, with detailed plan for implementation. - Add third-party investigations when possible to ensure unbiased decisions.
Social-Emotional Assessment	- Younger children not screened by SAEBRS lack a method for early SE needs identification.	- Add an SE assessment method for younger children (e.g., Early Development Index - EDI). - Defer to school staff for the best in alignment with Waldorf philosophy.
Student Support Teams (SST)	- SST plans are only 58% successful - 15% of students remain at elevated SE/behavioral risk.	- Improve SST tracking, data usage, and collaboration with families. - Increase tiered behavioral supports. - Monitor the counselor's capacity and resource allocation to ensure that all students' mental health needs are effectively met.

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

Goal 4: Environmental and Ecological Literacy

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

Goal 5: Parental Involvement

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

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

NAME	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO/NOTES
ADMINISTRATION and STUDENT SUPPORT			
Gavin Keller	Executive Director	Salary/Exempt BENEFITS	
Shelley Kelley	Education Director	Salary/Exempt BENEFITS	
Amanda Simmons	Independent Study Director	0.25 FTE (.5 Teacher) Salary/Exempt BENEFITS	
Grace LaHatt	Office Manager and HR Specialist	Salary/Exempt BENEFITS	
Kris Reynolds	Admin Asst: Enrollment, Communication, After School Programs Coordinator	Salary/Exempt BENEFITS	
Shoon O'Neill	Admin Asst: Registrar, Attendance, Reception	Salary/Exempt BENEFITS	
Janet Gates	Information Technology Specialist and Office Support	Salary/Exempt BENEFITS	
Gaylen Corbett	Admin Assistant: Business Specialist/Accounts Payable	Salary/Exempt BENEFITS	
Jenny Wilkes	Admin. Assistant: School Nurse	Hourly/Non-Exempt	Substitute when needed
Delaney Stelman	Admin Assistant: School Nurse	Contract with Brightstar Care	
Cadence Lusinsky	Counselor	Salary/Exempt BENEFITS	
Emily Landrum	Counselor	FTE Salary/Exempt BENEFITS	
Jaime Lloyd	Receptionist/Communication Support	Hourly /Non-Exempt BENEFITS	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Vivienne Benjamin	Social Media and Event Support	Hourly /Non-Exempt/Part time	
TBD	Counselor Intern	Contract/MOU with local Universities	No cost - SEEKING

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	
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	
Jeannie Lee	Main Class Teacher	F/T, Salary/Exempt	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

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	
Jennifer Tarr	Main Class Teacher	F/T, Salary/Exempt	
Chandler Boyer	Main Class Teacher	F/T, Salary/Exempt	Not returning
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	Not returning
Catherine Ji	Main Class Teacher	F/T, Salary/Exempt	Short Term Staff Permit and Intern CA Credential Programming
TBD	Main Class Teacher	F/T, Salary/Exempt	SEEKING

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

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

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Special Education	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Caryn Kaufman	Special Education Program Specialist (Administrator)	Salary/Exempt BENEFITS	
Alyson Wunderlich	Education Specialist	Salary/Exempt BENEFITS	
Grace Stewart	Education Specialist	Salary/Exempt BENEFITS	
Ashley Grey	Education Specialist	Salary/Exempt BENEFITS	
TBD	Education Specialist	Salary/Exempt BENEFITS	Seeking (Due to Increase in # of anticipated IEPs – new enrollment)
Alyse Eckstrom	Speech Language Pathologist	Salary/Exempt BENEFITS	
Savannah Diasdado	Speech Language Pathologist Assistant	Salary/Exempt – PART TIME BENEFITS	New Hire
Dee Marzal	Occupational Therapist	Salary/Exempt – Part Time (16-20 hours)	
Paraprofessionals	Paraprofessionals	NA – Full time (30 hours)	Contract with Strategic Kids
Lisa Ryan	School Psychologist	NA – Part Time	Contracted Service with Effectual Education
Christina Gabrielson	School Psychologist	NA – Part Time	ADDITIONAL PSYCH NEEDED DUE TO INCREASE IN SPECIAL EDUCATION NUMBERS AND RELATED ASSESSMENTS - Contracted Service with Effectual Education
Kimberly Smith	School Psychologist	NA – Part Time	ADDITIONAL PSYCH NEEDED DUE TO INCREASE IN SPECIAL EDUCATION NUMBERS AND RELATED ASSESSMENTS - Contracted Service with Effectual

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

			Education
Various	Specialized Services (Vision Therapy, Audiology, Assistive Technology, etc)	NA – Part Time	Contracted Services with Effectual Education and BrightStar Care

SPECIALTY Teachers	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Lindsay Fredrickson	Festival support and music teacher mentor	20 hours for 9 weeks of school year	Mentorship role concludes
Samira Kasraie	Music Teacher Grades 1-3 and 7 th /8 th music elective	16 classes 8 prep 8 hours music support in main lesson BENEFITS	
Brandon Wickes	Garden Instructor	12 classes 6 prep 12 hours maintaining gardens BENEFITS	
Devan Steele	Strings	14 classes 7 prep 3 hours music dept. coordination	
Billy Alexander	Music Elective: Guitar	2 classes 1 prep	
Nicola Wellner	Handwork Grades 5-8	18 classes 9 prep 3 hours specialty program coordination 2 hours assisting Independent Study BENEFITS	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

		50-75 hours annually to work with Parent Cabinet to plan Harvest Faire – reimbursed by PC through their general/annual contribution to the school budget.	
Amanda Hammond	Handwork Grades 1-4	18 classes 9 prep 2 hours assisting Independent Study BENEFITS	
Tania Marquez	Lower Grades Art Enrichment and 7 th /8 th Grade Visual Arts	16 classes 8 prep BENEFITS	
Joy Halverson	Games/ Movement	18 classes 9 hours prep BENEFITS	
Sergio Huerta	Games/ Movement	16 classes 8 hours prep BENEFITS	
Joshua Crawford	Woodwork	16 classes 8 hours prep BENEFITS	
Janet Caballero	Spanish (Grades 1-8)	20 classes 10 hours prep BENEFITS	

CLASSIFIED/INSTRUC-TIONAL SUPPORT	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Jahtziry Hernandez	Kindergarten Assistant	NON EXEMPT 25 hours per week BENEFITS	Potentially eligible for benefits with additional Little Acorns hours
Karen Dillingham	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

			benefits with additional Little Acorns hours
Erin Warrack	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Isabella Ortiz	Kindergarten Assistant	NON EXEMPT 25 hours per week	Potentially eligible for benefits with additional Little Acorns hours
Summer Jones	TK Kindergarten Assistant	NON EXEMPT 25 hours per week BENEFITS	Not Returning
TBD	TK Kindergarten Assistant	NON EXEMPT 25 hours per week BENEFITS	Seeking
Laura Valle	Kindergarten Assistant Independent Study and 1 st Grade Assistant	18 hours per week	3 days per week – Wildflower kindergarten
Lily Shaw	ISP First Grade Assistant	NON EXEMPT 12 hours per week	
Josiah Adams	First Grade Assistant	NON EXEMPT 30 hours per week BENEFITS	
Raz Allen	First Grade Assistant	NON EXEMPT 30 hours per week BENEFITS	
Rachel Verbeek	Violin Assistant	NON EXEMPT 16 hours per week	
Vianney Figueroa	Handwork Assistant	NON EXEMPT 16 hours per week	
Sergio Huertas	Campus Supervision and Custodial Support	NON EXEMPT 11 hours per week BENEFITS	
Carmen Paez	Campus Supervision Lead And Campus Support	NON EXEMPT 35 hours per week BENEFITS	
Tania Marquez	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 12 hours per week BENEFITS	
Sarah Kandel	SE and Behavior Support Provider (Hearth Keeper)	NON EXEMPT 28 hours per week	

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Darren Utterback	Substitute Teacher, and Campus Support, Maintenance Support	NON EXEMPT 40 hours per week BENEFITS	
TBD	Substitute Teacher, and Campus Supervision Support	NON - EXEMPT 28 hours per week	Seeking Additional Support
Joshua Crawford	Construction/ Maintenance	NON EXEMPT 5 hours per week BENEFITS	
Other Misc Campus Supervisor support: Hourly Staff	Campus Supervisor -Before School -After School -Lunch -Recess	NON EXEMPT Approximately 20-25 hours per week of paid support	
Specialty Teacher Meetings/Performances	Specialty Teachers	NON EXEMPT Approximately 8-10 hours per week of collaborative meetings	

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JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

Little Acorns Staffing*	TITLE/GRADE	SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS	OTHER INFO
Kris Reynolds	Coordinator	EXEMPT – Salary BENEFITS	Responsibilities and duties added to a current administrative assistant. Conversations are underway
Jahtziry Hernandez, Erin Warrack,	Little Acorns Leads	NON EXEMPT up to 15 hours per week*	New Role for employee in addition to assistant hours during kindergarten day
Lily Shaw, Summer Jones, Laura Valle, Issy Ortiz, Anna Whitney, Zephyr Reynolds, Viviene Benjamin	Little Acorns Assistants	NON EXEMPT up to 15 hours per week*	New Role for employee in addition to assistant hours during independent study school day
Lucas Marquez/Various	Little Acorns Assistant	15-25 hours per week	ELOP Contract with Strategic Kids

*Little Acorns is a fee-based aftercare program for kindergarten and transitional kindergarten students. Staffing needs/scheduled hours will ultimately depend on enrollment

JOURNEY SCHOOL STAFFING PLAN 2025-26 - DRAFT

CONTRACTORS	TITLE/GRADE	Description/Duration	OTHER INFO
ExED	Business Services	See Contract	See Contract
Earth Roots	Eco-Literacy/Gardening	See Contract	Estimate \$25,750 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
Effectual Education	Special Education	Psychologist, Assistive Technology, Vision/Hearing Testing, Physical Therapist, Assistive PE, Speech Language Pathologist Assistant	Estimate \$300,000
BrightStar Care	Special Education	1:1 Nurse, 1:1 Caretaker	Estimate \$85,000
BrightStar Care	School Nurse	Nurse Monday – Friday	Estimate \$85,000
STRATEGIC KIDS	Staffing	Special Education Paraeducators/Substitutes	Estimate \$300,000
STRATEGIC KIDS	Staffing	ELOP	Estimate \$180,000 annually
CUSD	Staffing – Lunch Services	Provide employee to heat and serve lunches. Reimbursed through meals claimed at National School Lunch Program (if we become our own School Food Authority).	Estimate \$24,000

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

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