

*Journey School  
A California Public Charter School  
Thursday, May 28, 2026*

***REGULAR MEETING AGENDA***

***6:00 p.m.***

*At Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656*

*(949) 448-7232*

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

NOTE: This meeting will be held in person on the Journey School campus and will be live streamed via Zoom. Members of the public are welcome to attend in person or online. Join Zoom Meeting:  
<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnlC6wnsvu9uqK8j.1>

Meeting ID: 860 2502 9240 Passcode: 92629

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

***BOARD MEMBERS:***

Michael Allbee, Council President  
Margaret Moodian, Council Vice President  
Jeannie Lee, Council Secretary  
Cassie Kauwling, Board Treasurer  
Lisa Murray, Board Member

***ADVISORY POSITIONS:***

Faculty Advisor, Stacy Kinney  
Parent Cabinet Advisor, Renal Moodley

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

*Journey School welcomes your participation at the school's Council meetings. The purpose of a public meeting of the Council is to conduct the affairs of Journey School in public. We are pleased that you are in attendance. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:*

1. *Agendas are available to audience members during the meeting and on the school website.*
2. *"Request to Speak" cards are available for all audience members who wish to speak prior to an agenda item or under the general category of "Public Comment." "Public Comment"*

time is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Council can only listen to your issue, not discuss your issue, respond in substance or take action. These presentations are limited to five (5) minutes (ten (10) minutes if a translator is needed) and total time allotted to non-agenda items will not exceed thirty (30) minutes. The Council may give direction to staff to respond to your concern.

3. With regard to items that are on the agenda, you may specify that agenda item on your “Request to Speak” card and submit the card prior to an agenda item. The public comment period precedes presentations on that agenda item by staff and/or school committees, Council discussion, and deliberation. You will be given an opportunity to speak for up to five (5) minutes (ten (10) minutes if a translator is needed).
4. When addressing the Council, speakers are requested to state their name and adhere to the time limits set forth.
5. Audience members attending a meeting virtually are required to follow the guidelines specified in points 1 through 4 with the following exception noted: In lieu of a “Request to Speak” card, an audience member may utilize the chat function to indicate their name and a request to speak under the general category of “Public Comment” or at a specific agenda item. All other comments, questions, and dialogue entered into the chat will not be entered into public record and will not be responded to/addressed.

**Notices:** Journey does not discriminate on the basis of disability in the admission or access to, or treatment in employment in its programs or activities. Please notify the office at (949) 448-7232 twenty-four (24) hours prior to the date of the meeting for disability accommodations necessary in order to participate. Per California Government Code section 54957.5(b), Journey shall make materials that are part of the regular agenda packet available in the office and/or on the school’s website [www.journeyschool.net](http://www.journeyschool.net), without delay and at the same time, they are distributed to the Council.

|   | <b>AGENDA ITEM</b>   | <b>SPONSOR</b>                                   | <b>EST. TIME</b> |
|---|--|--|------------------|
| 1 | <b>Call to Order and Roll Call</b>   | Mike Allbee                                      | 6:00             |
| 2 | <b>Inspirational Passage</b>   | Margaret Moodian                                 | 6:03             |
| 3 | <b>Approval of Agenda*</b><br><br><b>NOTE: The order of the agenda may be changed without prior notice to the public.</b>  | Mike Allbee                                      | 6:08             |
| 4 | <b>PUBLIC COMMENT: Members of the public may contribute public comment.</b><br>Reminder: See policy above for time guidelines.   | Mike Allbee                                      | 6:10             |
| 5 | <b>FINANCIAL UPDATE &amp; BUDGET PRESENTATION: Discussion</b><br><br>A. <b>Financial Update*:</b> Report on April financials and May Revise<br><br>B. <b>Budget for 2026-27 fiscal year*:</b> Review of the draft 2026-2027 budget and discussion/incorporation of additional input. | Larry Tamayo<br><br>Larry Tamayo<br>Gavin Keller | 6:15             |

|    |   |   |      |
|----|---|---|------|
| 6  | <p><b>CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items.</b></p> <p><b>A. Approval of Minutes*:</b> Minutes from regular meeting April 23, 2026.</p> <p><b>B. Contract with ExED*:</b> Approval of renewal of Excellent Education (ExED) Business Services Agreement - Notice of Terms Supplement.</p> <p><b>C. Title I Parent and Family Engagement Policy*:</b> Annual approval of policy.</p> <p><b>D. Renewal of contract with Strategic Kids*:</b> Approval of contract renewal with Strategic Kids for paraprofessionals, substitutes and after school programming.</p> <p><b>E. Renewal of contact with Stepping Stones*:</b> Approval of counselor/counseling services funded at Journey via CYBHI.</p> | Mike Allbee                                   | 7:00 |
| 7  | <p><b>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</b></p> <p>A. <b>Executive Director Performance Feedback Survey*:</b> Update on survey</p>   | Mike Allbee                                   | 7:05 |
| 8  | <p><b>PUBLIC HEARING: 2026-2027 Local Control and Accountability Plan* (LCAP):</b></p> <p>A. <b>Public Hearing for 2026-2027 LCAP annual update and 2026-2027 LCAP</b></p>  | Gavin Keller                                  | 7:10 |
| 9  | <p><b>SCHOOL OPERATIONS: Discussion/Action</b></p> <p><b>A. Presentation of Draft 2026-2027 Local Control and Accountability Plan (LCAP*):</b> Review of LCAP annual update and review of 2026-2027 plan</p> <p><b>B. Staffing Plan 2026-2027*:</b> Review of draft staffing plan for the 2026-2027 school year</p> <p><b>C. Employee Handbook 2026-2027*:</b> Review and approval of updates to the Employee Handbook</p>  | Gavin Keller                                  | 7:25 |
| 10 | <p><b>INFORMATION ITEMS: Reports</b></p> <p>A. <b>Faculty Update:</b> Update on Faculty activities.</p> <p>B. <b>Parent Cabinet Update:</b> Update on Parent Cabinet activities</p> <p>C. <b>Administrative Update:</b> Report from School Director, including update on end of year events.</p>  | Stacy Kinney<br>Renal Moodley<br>Gavin Keller | 7:50 |
| 11 | <p><b>CLOSED SESSION:</b> The meeting will now convene to closed session to discuss the matters described below:</p>  | Mike Allbee                                   | 8:15 |

|    |  |             |      |
|----|--|-------------|------|
|    | <p>A. <b>Pursuant to Government Code §54957: Public Employee Performance Evaluation, Title: School Executive Director</b></p> <p>B. <b>Pursuant to Government Code § 54956.9: Regarding anticipated litigation. Two matters, against the school.</b></p> <p>C. <b>Pursuant to Government Code §54957.6: Conference with Labor Negotiators: Update on the negotiations for 2026-27 CBA</b></p> <p><b>Employee organization: Journey Teachers' Association/CTA</b><br/> <b>Agency designated representative: Gavin Keller</b></p> <p><b>RECONVENE TO OPEN SESSION: The meeting was reconvened to open session at: ___ p.m.</b></p> <p><b>PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present)</b></p> |             |      |
| 12 | <b>Adjournment</b>   | Mike Allbee | 9:00 |

*Agenda publicly posted at Journey School on May 22, 2026.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net)*

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

# ***Journey School - A California Public Charter School***

***Thursday, April 23, 2026***

## ***REGULAR MEETING MINUTES - DRAFT***

***6:00 p.m.***

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

*This meeting will be live-streamed via Zoom. Join Zoom Meeting.  
<https://us06web.zoom.us/j/86025029240?pwd=3Ww1qZ3nZAbuPqWnlC6wnsvu9uqK8j.1>*

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

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

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|   | <b>AGENDA ITEM</b>  | <b>SPONSOR</b> |
|---|---|----------------|
| 1 | <p><b>Call to Order and Roll Call</b> - The meeting was called to order at 6:05 p.m.</p> <p><b>BOARD MEMBERS:</b></p> <p>Michael Allbee, Council President - PRESENT<br/>           Margaret Moodian, Council Vice President - PRESENT<br/>           Jeannie Lee, Council Secretary - PRESENT<br/>           Cassie Kauwling, Board Treasurer - PRESENT<br/>           Lisa Murray, Board Member - PRESENT from 7:17 p.m. to conclusion</p> <p><b>ADVISORY POSITIONS:</b></p> <p>Renal Moodley, Parent Cabinet Advisor - PARTICIPATING VIA ZOOM<br/>           Faculty Advisor, Adam Kilcollins - PRESENT</p> <p><b>Also Present:</b></p> <p>Gavin Keller, Executive Director<br/>           Shelley Kelley, Education Director<br/>           Gaylen Corbett, Clerk of the Board<br/>           Jess Johnston, Faculty Member</p> | Michael Allbee |
| 2 | <p><b>Inspirational Passage</b> - Shelley shared an inspirational passage by Nelson Mandela, and also life lessons inspired by Phish lyrics.</p>  | Shelley Kelley |
| 3 | <p><b>Approval of Agenda*</b></p> <p>Margaret made a motion to approve the agenda. Jeannie seconded the motion and it was unanimously approved.</p> <p><b>NOTE: The order of the agenda may be changed without prior notice to the public.</b></p>  | Michael Allbee |
| 4 | <p><b>PUBLIC COMMENT:</b> There were no requests for public comment.</p>  |                |
| 5 | <p><b>BOARD DEVELOPMENT and OVERSIGHT (Discussion/Action):</b></p> <p>A. <b>Executive Director Performance Feedback Survey*</b>: Mike shared an update on the Executive Director Performance Feedback Survey. Gaylen will send the survey out tomorrow. The deadline for responses will be May 15th.</p> <p>B. <b>Strategic Plan:</b> Shelley reviewed the Year 1 priorities and shared an update regarding the status and steps taken for each goal.</p> <p>Priority 1 - Educational Excellence &amp; Assessment: An assessment committee has been formed and will meet soon. Grade band meetings are being conducted twice</p>  | Michael Allbee |

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|   | <p>monthly regarding curriculum and developmental stages. Grade band learning objectives have been established in conjunction with co-alignment of standards. When this work is completed next school year, it will be shared with parents.</p> <p><i>Priority 2 - Faculty &amp; Staff Sustainability:</i> The group discussed faculty salaries, and how having to pay specialty teachers and pay for materials for specialty classes affects salaries for main class teachers. They also discussed the differences between our public Waldorf school and a regular public school. Specialty teacher meetings are mirroring faculty meetings.</p> <p><i>Priority 3 - Community Engagement &amp; Thought Leadership:</i> Offering a movie screening of the documentary "Screenagers" was a community building event that aligned with our school values regarding media. Registrations for our Summer Renewal teacher training are happening. The possibility of hosting the Alliance for Public Waldorf Education conference 2-4 years in the future is being explored. An effort will be made to reach out to alumni to provide insight that can be shared with the community via social media.</p> <p>Margaret shared an update on the facilities goals of the Strategic Plan. Gavin reached out to CUSD once again regarding options for a new facility and is awaiting a reply. Margaret may follow up if needed.</p> <p>Other Strategic Plan updates: A new website to promote annual giving has been completed by Amanda Sturges. A bookmark has been designed by Gaylen. Thank you notes will be sent to our top donors. The Plan will be formally launched in the fall.</p> |              |
| 6 | <p><b>CONSENT AGENDA ITEMS: Items on Consent Agenda may be approved with one motion and vote for all but without discussion. If an item is to be discussed, it is removed from the Consent Agenda and moved to an Action Item immediately following the Consent Items.</b></p> <p><b>A. Approval of Minutes*:</b> Minutes from regular meeting March 26, 2026.</p> <p><b>B. 2025-2026 Staffing Plan*:</b> Updates to staffing plan for current year</p> <p>Margaret made a motion to approve the consent agenda items. Jeannie seconded the motion and the items were unanimously approved.</p>   | Gavin Keller |
| 7 | <p><b>INFORMATION ITEMS: Reports</b></p> <p><b>A. Financial Update*:</b> Larry shared a report on March financials and P2 ADA. 95% average ADA for the year which is nearly pre-pandemic ADA. The LCFF is lower due to lower TK enrollment, and free &amp; reduced eligible student count is also less. Some ELOP funds are being deferred. Nutrition program funds and aftercare fees have come in a bit lower than expected. Benefits costs are lower than expected. Operating costs are considerably higher due to legal costs and general insurance premiums. We will end the year with a negative balance of -\$99,000. The school is still in a strong financial position with cash reserves of around \$2.9 million. The state budget will be incorporated into the school budget at next month's meeting. Revenue COLA is expected to be 2.5-3%.</p>  | Larry Tamayo |

## *Journey School - A California Public Charter School*

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|   | <p>B. <b>Faculty Update:</b> <i>Jess Johnson shared a faculty update from his third grade class, going through the nine-year change, camping together, and his class performance of the story of Moses. Preparations for May Faire are underway. Adam shared an update on 6th grade's Medieval Games, and other happenings in the grades. He also discussed the importance of camping trips for social connections and trust building.</i></p> <p>C. <b>Parent Cabinet Update:</b> <i>Renal shared an update on Parent Cabinet fundraising activities including the auction, resale clothing for May Faire and recital attire. She shared the list of new PC officers. Upcoming events include a fundraiser at a local climbing center, community social and May Faire. She shared gratitude for Amy Caldwell for her work on the PC budget. Estimates of proceeds are: Auction, \$66k, Harvest Faire \$24k, Read-a-Thon \$20k. They have increased teacher discretionary funds by 20% with a one-time rollover. They are reserving funds for speakers next year.</i></p> <p>D. <b>Administrative Update:</b> <i>Gavin shared updates on the LCAP, the 2026-2027 budget development, overnight trips, and school events. The draft budget and draft LCAP will be presented at the May council meeting. Both will need to be approved at the June meeting. There is a financial coffee talk for parents scheduled for April 24th, which Larry Tamayo will also attend.</i></p> <p><i>Journey is using iWellness to assess student mental health and help teachers and counselors identify students needing support. Our most recent assessment showed 0.3% of Journey's middle school students were assessed as needing immediate support, which is much lower than average middle schools that indicate 6-8%.</i></p> <p><i>Administrators have been meeting with parents of students who are chronically absent or nearing that category to find solutions.</i></p> <p><i>Facilities: We will continue to try to connect with CUSD regarding other campuses that may be available.</i></p> <p><i>Events: Kudos to Miss Joy Halverson for leading an excellent Medieval Games event for Journey School and 12 other Waldorf schools. The 5th Pentathlon took place yesterday. Theatrical play season is underway, the 7-8 dance is coming up, as well as the talent share, and 8th grade graduation.</i></p> | <p><i>Adam Kilcollins</i></p> <p><i>Renalani Moodley</i></p> <p><i>Gavin Keller</i></p> |
| 8 | <p><b>SCHOOL OPERATIONS: Discussion/Action</b></p> <p>A. <b>2026-2027 Staffing Plan*:</b> <i>Gavin reviewed the staffing plan for the 2026-27 school year. The administrative job descriptions have been reconfigured due to the retirement of office manager and HR specialist Grace LaHatt. Specialty programs all remain in the budget. The receptionist position is not in the budget, but will be added if funding is available.</i></p> <p>B. <b>Purchasing Oversight*:</b> <i>Board members reviewed two proposals for the purchase or lease of two new copiers. Cassie made a motion to approve the lease proposal by Revolution Office for Ricoh copiers. Mike seconded the motion and it was unanimously approved.</i></p>   | <p><i>Gavin Keller</i></p>  |

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

|    |   |                              |
|----|---|------------------------------|
|    | <p><i>Margaret made a motion to move into closed session. Jeannie seconded the motion and it was unanimously approved. The board entered closed session at 7:52 p.m.</i></p>  |                              |
| 9  | <p><b>CLOSED SESSION</b></p> <p><b>A. Pursuant to Government Code § 54956.9:</b> <i>Regarding anticipated litigation. Two matters, against the school.</i></p> <p><b>B. Pursuant to Government Code §54957.6: Conference with Labor Negotiators:</b><br/><i>Update on the negotiations for 2026-27 CBA</i></p> <p><b>Employee organization:</b> <i>Journey Teachers’ Association/CTA</i><br/><b>Agency designated representative:</b> <i>Gavin Keller</i></p> <p><i>The board exited closed session at 9:03 p.m. No action was taken in the closed session.</i></p> |                              |
| 10 | <p><b>Adjournment</b> - <i>Margaret made a motion to adjourn the meeting. Jeannie seconded the motion and the meeting was adjourned at 9:04 p.m.</i></p>  | <p><i>Michael Allbee</i></p> |

***Agenda publicly posted at Journey School on April 20, 2026.  
And on the school website at [www.journeyschool.net](http://www.journeyschool.net) \*Items that are expected to have back up materials provided prior to or at the meeting are indicate with an asterisk. Other items may also have back up materials provided.***

**EXCELLENT EDUCATION DEVELOPMENT BUSINESS SERVICES AGREEMENT  
- NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Business Services Agreement between Journey School, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 1st day of July 2025 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from July 1<sup>st</sup> of the year in which this Notice of Terms Supplement (“Notice”) is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

**1. SERVICE FEES AND RELATED EXPENSES.**

- a. ExED’s fees and related charges are hereby amended, modified, and/or supplemented as follows:
- (i) Effective July 1<sup>st</sup> of the current year, ExED’s fees are hereby changed as follows:
    - (1) Basic Fees: The Client shall pay ExED a total of \$14,651.64 per month (i.e., \$175,820 per annum), plus the actual Payroll Provider fees ExED incurs each month, for the Basic Services. For clarification, the Basic Fees include CALPADS Reporting fees of \$1,500.00 per month (i.e., \$18,000 per annum).
    - (2) Per the Client’s request, ExED has begun providing the Client Nutrition Claims Reporting Services as outlined in Exhibit 1.B. and the Basic Fees now reflect these services.
  - (ii) Effective July 1<sup>st</sup> of the current year, ExED’s other fees are increased as follows:
    - (1) School Finance and Accounting (if applicable)
      - a. Budgets for new charter petitions \$3,850
      - b. Rush checks (per check) \$41
      - c. Facility financing work (per hour) \$154
      - d. SpendBridge AI invoicing (per invoice) \$1.30
    - (2) Payroll Processing and Retirement Reporting (if applicable)
      - a. Late payroll submission (per pay period) \$148
      - b. Supplemental payroll (per check) \$58
      - c. Prior pay period adjustment (per employee) \$350
      - d. STRS or PERS audit corrections (per hour) \$154
    - (3) Data Management (if applicable)
      - a. Mid-year orientation workshops (per workshop) \$225
      - b. The Client transitions to a new SIS – 1 School
        - i. Transition to Aeries or PowerSchool \$3,550
        - ii. Transition to Another SIS \$5,900
      - c. The Client transitions to a new SIS – 2+ Schools

- i. Transition to Aeries or PowerSchool \$7,100
- ii. Transition to Another SIS \$11,800

(4) The Supplemental Fee Schedule (per hour)

- a. VP or Director \$154
- b. Manager \$88
- c. Other Staff \$58

2. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By:     *Tait G. Anderson*    

Dated:     May 8, 2026    

Name:     Tait G. Anderson    

Title:     CFO/COO

**PROFESSIONAL SERVICES MASTER AGREEMENT**

This Agreement for Professional Services (“Agreement”) is effective as of **July 1, 2026**, (“Effective Date”) by and between Journey School, located at 27102 Foxborough, Aliso Viejo, California 92656 (“District”) and the consultant listed below (“Consultant”). District and Consultant may be referred to as “Party” or collectively as the “Parties”.

**STRATEGIC KIDS, LLC**

WHEREAS, District is authorized to contract with and employ any persons for the furnishing of special professional services if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, District is in need of such special services and advice, specifically those described in **Exhibit A**, and

WHEREAS, Consultant represents that he/she/it is specially trained, experienced, licensed, and competent to perform the special professional services required by the District, and such services are needed on a limited basis (hereinafter referred to as “Consulting Services”);

NOW, THEREFORE, the Parties agree as follows:

Scope of Work/Services. Consultant shall perform the Consulting Services as set forth in Consultant’s Proposal, which is attached hereto, marked as Exhibit A (hereinafter referred to as “Contracted Services”), and incorporated as if fully set forth herein. Consultant’s specific scope of work shall be set forth in Exhibit A and/or supplemented by purchase orders or other written instructions subsequently issued by the District.

Fees and Expenses. For the Consulting Services provided for hereunder, Consultant shall be compensated as set forth in Exhibit A.

Term of Agreement. The term of this base Agreement is for **July 1, 2026, to June 30, 2027**, with the option to extend annually by mutual agreement.

Additional Terms. This Agreement contains additional terms that are set forth in the attached documents titled General Conditions. District and Consultant acknowledge, and agree to be bound by, the terms set forth in the selected documents attached to this Agreement, as if such additional terms were fully set forth in full herein.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date written above.

**Journey School**

By: \_\_\_\_\_  
Name: Mr. Gavin Keller  
Title: Principal

**Contractor**

Signature: \_\_\_\_\_  
Name: Graham Brockington  
Title: Chief Growth Officer  
Address: 26941 Cabot Road. Ste. #109  
Laguna Hills, CA 92653  
Email Address: [gbrockington@strategickids.com](mailto:gbrockington@strategickids.com)

## GENERAL CONDITIONS

District and Consultant acknowledge, and agree to be bound by, the provisions set forth below:

1. Engagement of Services. District engages the services of Consultant under the terms in the Agreement and these additional provisions. Consultant agrees to exercise the highest professionalism and utmost care, and to utilize Consultant's expertise and talents in completing such services. Consultant agrees that it will act in a manner it believes to be in the best interest of District rather than for itself or another third party. Consultant agrees that it shall perform its services in a timely manner. Consultant agrees to provide Consultant's own equipment, tools and other materials at Consultant's own expense, unless otherwise agreed to in writing by the District. District will make its facilities and equipment available to Consultant when necessary. Consultant may not assign, subcontract or otherwise delegate Consultant's obligations under the Agreement without District's prior written consent. Consultant shall devote such time to the performance of services under this Agreement that are reasonably necessary for satisfactory performance of the services and obligations hereunder.
2. Invoicing. For hourly services, Consultant shall submit invoices to District on a monthly basis with all requested documentation substantiating invoiced charges. For services performed under an agreed fixed fee, Consultant shall submit invoices to District upon completing the services or as otherwise agreed to expressly in this Agreement.
3. Expenses. Consultant shall handle all expenses incurred in performing services under the Agreement, unless otherwise agreed upon in writing by District.
4. Independent Consultant. Consultant, in performing this Agreement, shall be, and act as, an independent Consultant. Consultant understands and agrees that he/she/it, all his/her/its employees, agents and Consultants shall not be considered officers, employees or agents of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Consultant assumes the full responsibility for the acts and/or omissions of his/her/its employees, agents and Consultants as they relate to the services to be provided under this Agreement. Consultant shall assume full responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes, and insurance, including workers' compensation, with respect to Consultant's employees. Further, Consultant and its personnel shall not have the authority, express or implied, to act as an agent on behalf of, or bind, the District, unless expressly authorized in writing by the District.
5. Termination. District may terminate the Agreement at its convenience and without any breach by Consultant upon thirty (30) calendar days' prior written notice to Consultant. District may also terminate the Agreement immediately in its sole discretion for cause or upon Consultant's breach of any provision of the Agreement. Cause means (a) any act of dishonesty or a plea of no contest to a felony or any crime involving moral turpitude by an individual with whom the District contracts directly, or an owner, officer or director of an entity with whom the District contracts; (b) any reasonable suspicion of fraud; (c) negligence in the performance of duties under the Agreement; and (d) nonperformance, as determined by the District, of any reasonable and lawful duty assigned under the Agreement. Consultant may terminate this Agreement at any time upon thirty (30) days' prior written notice to District. Consultant and District each agree to sign any documents reasonably necessary to complete Consultant's discharge or withdrawal. Upon termination of this Agreement for any reason, Consultant's fees will be prorated based on the work completed at the time of termination for work then in progress, to and including the effective date of such termination, which shall be substantiated by appropriate documentation. Unless other terms are set forth in this Agreement, District will reimburse Consultant for previously approved expenses in compliance with the policies of the District.
6. Indemnification and Hold Harmless. Contractor agrees to defend, indemnify, and hold harmless the District, its officers, agents, employees, and volunteers from and against any and all demands, claims, lawsuits, damages, losses, costs, reasonable attorneys' fees, and expenses to the extent arising out of or relating to personal injury, bodily injury, death, property damage, or third-party claims of intellectual property infringement (including copyright or patent matters), but only to the extent caused by the negligence, willful misconduct, or breach of this Agreement by Contractor or its

employees, subcontractors, or agents in performing the services under this Agreement. Contractor's obligations under this paragraph shall not apply to the extent any such claim, damage, or loss is caused by the negligence or willful misconduct of District or its employees, agents, or volunteers. The defense and indemnity obligations herein are limited to claims arising directly from Contractor's performance of the services authorized under this Agreement and shall not include claims arising from District's independent acts or omissions unrelated to Contractor's services. Contractor further agrees to waive subrogation rights against the District to the extent permitted by its insurance policies. The obligations under this paragraph shall be supported by Contractor's insurance as required elsewhere in this Agreement, but shall not exceed the available limits of such insurance unless otherwise required by law. This paragraph shall survive termination or expiration of this Agreement.

7. Insurance. Consultant agrees to carry commercial general liability insurance and automobile liability insurance with limits of one million dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect Consultant and District against liability or claims of liability, which may arise out of this Agreement.
8. Assignment. The obligations of the Consultant pursuant to this Agreement shall not be assigned by Consultant without prior written consent from the District.
9. Compliance with Applicable Laws. The services completed herein must meet the approval of District and shall be subject to District's general right of inspection to ensure the satisfactory completion thereof. Consultant agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Consultant, Consultant's business, and personnel engaged in operations covered by this Agreement or accruing out of performing of such operations.
10. Entire Agreement/Amendment. This Agreement and any exhibits, or general or specific terms and conditions attached hereto constitute the entire Agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement regarding the services contemplated, and may be amended only by a written amendment executed by both parties to this Agreement.
11. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
12. Governing Law. The laws of the State of California shall govern the terms and conditions of this Agreement with venue for any dispute arising hereunder to be solely proper in Orange County, California.
13. Conflict. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this Agreement and the provisions of the exhibits, or any other document included herein, the provisions of this Agreement shall govern.
14. Successors in Interest. This Agreement shall be binding upon the heirs, successors, executors, administrators, and assigns of the respective Parties hereto.

[Remainder of page intentionally left blank]



**2026\_27 School Year Service Quote**

**Paraeducator**

Page1

**EXHIBIT A**

**Prepared for**

Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656

**Summary**

At the direction of Journey School administrators, Strategic Kids staff are available to continue supporting the school during the school day for the 2026-27 School Year. Strategic Kids will only invoice for the actual hours worked.

Duties of Paraeducators can include: Assisting in Special Education, one on one support, assisting individual classroom teachers, small group supervision, help with lunchtime supervision, after school supervision, activity facilitation during recess times, after school instruction, supervise and assist with learning from Specialty Teachers, provide teachers with breaks as needed for planning preparation, collaboration, etc.

Strategic Kids will also provide substitute teachers as needed, which will work 4-8 hour shifts.

All staff will be Live Scanned and fulfill the requirements set by Journey School.

**Staff Pricing**

| Title              | Hourly Rate |
|--------------------|-------------|
| Paraeducator       | \$36 / hr   |
| Substitute Teacher | \$47 / hr   |

Paraeducators Needed: Up to 10 staff per day

Hours / paraeducator: 132 regular days plus 2 training days (7.5 hours / day) and 43 minimum days (5.5 hours / day), = 1,241.5 hours per paraeducator

**Benefits of Strategic Kids**

As an existing partner of Journey and many other school districts in Southern California, Strategic Kids is ready to provide all the services in this quote. We will provide:

- Experienced and Live Scanned Strategic Kids Instructors with lots of experience working with children.
- Instructors ready to provide our own high-quality programs.
- Instructors are CPR and First Aid certified and are covered by Strategic Kids Workers Compensation and Unemployment Insurance.

Personnel questions or concerns:

Isaac Wence - Strategic Kids Director

[iwence@strategickids.com](mailto:iwence@strategickids.com)

We look forward to continuing services with Journey School in the capacities that best fits the needs of the school.

Sincerely,  
Strategic Kids



**Prepared for**

Journey School  
27102 Foxborough  
Aliso Viejo, CA 92656

**After School Program**

At the direction of Journey School administrators, Strategic Kids staff are available to continue supporting Journey’s afterschool program for the 2026-27 School Year.

Site Instructors will supervise the students and lead activities. The site lead will ensure students are safe, transferring from activity to activity and will oversee Site Instructors.

For 40 students, this will include 1 Site Lead and 2 Site Instructors. On each regular school day (non-minimum day) we will provide 1 Site Lead and 2 Site Instructors for 2.5 hours per day. On each minimum school day all 3 staff members will work for 4.5 hours per day.

Regular days dismiss at 3pm and minimum days dismiss at 1pm. We will add on .25 hours to each staff member each day for arriving before the program starts and for cleaning up after programs end.

In addition there will be one day prior to school starting to set up equipment / supplies in a classroom and train staff. Plus 1 day after school ends to clean up the classroom of Strategic Kids equipment / supplies.

All staff will be Live Scanned and fulfill the requirements set by Journey School.

| Title           | Hourly Rate |
|-----------------|-------------|
| Site Instructor | \$45 / hr   |
| Site Lead       | \$51 / hr   |

**TOTAL Estimated Costs for the Year = \$75,082.50**

Assuming 132 regular days at 2.5 hours and 43 minimum days plus 2 extra days of setup/cleanup/training at 4.5 hours

**Estimated Costs Breakdown:**

Site Lead = 132 days x 2.5 hours per day plus 45 days x 4.5 hours per day = 532.5 hours x \$51 / hour = \$27,157.50

2 Site Instructors = 132 days x 2.5 hours per day x 2 instructors plus 45 days x 4.5 hours per day x 2 instructors = 1,065 hours x \$45/ hour = \$47,925



**2026\_27 School Year Service  
Quote**

**After School Program**

Page2

The above pricing includes set up time prior to program starting and clean up time after program ends. We can provide these services each school day during the 2026-27 school year and are also available during holidays as needed and requested by Journey School.

**Other Pricing**

- Supply costs will be invoiced as needed. Approximate yearly total- \$1,000



**Homework Help / Tutoring**

At the direction of Journey School administrators, Strategic Kids staff are available to support students with homework help and light tutoring. We will run small group homework support in a 5:1 ratio and include incentives and games to help the students. We will run four eight-week sessions with one instructor Monday, Tuesday and Thursday, and three instructors on Wednesdays. Classes will run one hour and 15 minutes.

Below you will find the estimated cost if all classes run.

**Pricing Sample**

32 weeks x 6 classes a week x \$130 per class= \$24,960

As an existing partner of Journey and many other school districts in Southern California, Strategic Kids is ready to provide all the services in this quote. We will provide:

- Experienced and Live Scanned instructors with lots of experience working with children.
- Instructors ready to provide our own high-quality programs.
- Instructors are CPR and First Aid certified and are covered by Strategic Kids Workers Compensation and Unemployment Insurance.

Strategic Kids also agrees to the below ELOP Requirements

a. The contract required the third-party to notify the LEA by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to Education Code section 8483.4(b).

b. The LEA required the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to Education Code section 8483.4(d).

We look forward to continuing services with Journey School in the capacities that best fits the needs of the school.

**Journey School**

By: \_\_\_\_\_  
 Name: Mr. Gavin Keller  
 Title: Principal

**Contractor**

Signature: \_\_\_\_\_  
 Name: Graham Brockington  
 Title: Chief Growth Officer  
 Address: 26941 Cabot Road. Ste. #109  
Laguna Hills, CA 92653  
 Email Address: [gbrockington@strategickids.com](mailto:gbrockington@strategickids.com)

# DRAFT - Local Control and Accountability Plan

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

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

## Plan Summary [2026-2027]

### General Information

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

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

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

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

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

Journey School demographics on Census Day include the following enrollment, student group, and race/ethnicity numbers. 617 students, roughly 35.3% of which are designated as socioeconomically disadvantaged. Approximately 7% of Journey students are classified as English Learners and approximately 17% receive Special Education services. Race/ethnicity of Journey is 50% white, 21% Hispanic, 12% two or more races, 7% Asian, 2% African American, 1% Filipino and 7% not disclosing.

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

# Reflections: Annual Performance

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

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

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

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

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

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

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

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

# Reflections: Technical Assistance

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

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

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

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

## *Support for Identified Schools*

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

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

## *Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                                | Process for Engagement  |
|---|---|
| Journey Council/Board of Directors and administration | The LCAP Midyear Update discussed at the February board meeting followed by a discussion of a draft LCAP at the May and June board meetings, ultimately approving the plan in June.   |
| Faculty and staff                                     | LCAP related discussions were held at faculty meetings and Pedagogical Council meetings.  |
| Parents   | LCAP related discussions were held at Parent Cabinet. A Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) convened on three separate dates to review LCAP and provide input. A LCAP survey was released to parents for input in April 2026. |
| Students  | LCAP related discussions and data gathering occurred through “Compassionate Campus” meetings, civics classes, student government club, SAEBRS assessments via Illuminate Ed. and iWellness surveys in the middle school.  |

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Target for Year 3 Outcome     | Current Difference from Baseline   |
|----------|---|--|--|--|-------------------------------|--|
| 1        | Percentage of All Students achieving SBAC met/exceeded status   | 55.30% ELA and 45.98% Math (2022-2023 Results)                                       | 56.97% ELA and 46.97% Math (2023-2024 Results)                                       | 58.82% ELA and 39.71% Math (2024-2025 Results)                                       | 60% ELA and 49% Math          | +2.92% ELA<br>-6.27% Math  |
| 2        | Percentage of All Students achieving CAST met/exceeded status   | 30.18% Science (2022-2023 Results)   | 56.31% Science (2023-2024 Results)   | 50.46% Science (2024-2025 Results)   | 58% Science                   | +20.28% Science  |
| 3        | Percentage of students with reported disabilities achieving SBAC met/exceeded status  | 30.88% ELA and 17.65% Math (2022-2023 Results)                                       | 35.14% ELA and 20.27% Math (2023-2024 Results)                                       | 40% ELA and 20% Math (2024-2025 Results)   | 42% ELA and 22% Math          | +9.12% ELA<br>+2.35% Math  |
| 4        | Percentage of students who are English learners and achieving SBAC met/exceeded status  | Specific percentages are data not publicly released due to privacy (small subgroup). | Specific percentages are data not publicly released due to privacy (small subgroup). | Specific percentages are data not publicly released due to privacy (small subgroup). | Increase achievement rates.   | Specific percentages are data not publicly released due to privacy (small subgroup). |
| 5        | Percentage of students who are socioeconomically disadvantaged achieving SBAC met/exceeded status                                 | 44% ELA and 37.34% Math (2022-2023 Results)  | 62.75% ELA and 52.94% Math (2023-2024 Results)                                       | 59.09% ELA and 40.91% Math (2024-2025 Results)                                       | 65% ELA and 55% Math          | +15.09% ELA<br>+3.57% Math   |
| 6        | Percentage of ALL students achieving met/exceeded status on interim/benchmark reading and math assessments (Illuminate Education) | 65% reading and 66% math (Spring 2024 Results)                                       | 68% reading and 63% math (Spring 2025 Results)                                       | 68% reading and 64% math (Winter 2026 Results)                                       | 70% reading and 68% math      | +3% Reading<br>-2% Math  |
| 7        | Local Indicator: Implementation of Academic Standards   | Local Indicator: Standard Met  | Local Indicator: Standard Met (2024 CA Dashboard)                                    | Local Indicator: Standard Met (2025 CA Dashboard)                                    | Local Indicator: Standard Met | Continued to Meet Standard   |
| 8        | Local Indicator: Basics   | Local Indicator: Standard Met  | Local Indicator: Standard Met (2024 CA Dashboard)                                    | Local Indicator: Standard Met (2025 CA Dashboard)                                    | Local Indicator: Standard Met | Continued to Meet Standard   |

Insert or delete rows, as necessary.

## Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

Based on reflection, several changes are planned for the coming year. While the planned goal will remain the same, the school will expand and formalize tutoring programs earlier in the academic year to ensure timely support for students. There will be a focused reevaluation of math instruction including adoption of Eureka math school wide. Additionally, progress monitoring systems will be refined to strengthen alignment between data and instructional decision-making, and there will be an increased focus on improving outcomes for English Learners.

Lastly target outcomes were adjusted accordingly, based on our performance actuals over the course of the last few years. Due to budgetary constraints, the school will reduce staff assigned to TOSA roles.

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

## Actions

| Action # | Title                                    | Description  |
|----------|--|--|
| 1        | Learning Materials and Supplies          | Procure high quality supplies and learning materials that support delivery of a Waldorf inspired education   |
| 2        | Special Education Programming at Journey | Journey will continue to develop Special Education programming and will procure resources, curriculum, assessment materials and train staff to provide high quality services.  |
| 3        | Interventions/Three Care Streams         | Increase targeted interventions along with progress monitoring and improvements using data tracking for more responsive interventions and support plans.   |
| 4        | Mentorship and Professional Development  | Provide ongoing training and staff development opportunities in core academic areas and use of data to drive lesson plans. Host Journey Assessment Summer Institute to refine tools, offer PD, and attract outside educators. Increase classroom observation and peer mentoring opportunities.<br><br>Increase staff participation in regional and national Waldorf and public education conferences |
| 5        | Curriculum                               | Provide access to a thorough and rigorous course of study at each grade level, using research-based core curriculum and methods of instruction. Eureka Math curriculum will be deployed across grades 1-8. Publish internal curriculum guides with cross-grade expectations (academic + SEL)   |
| 6        | Assessment and Data                      | Utilize assessment systems to gather achievement data throughout the year. Utilize the data to drive instructional decisions. Communicate benchmarks and achievement data at regular intervals through the school year. Develop Waldorf-aligned assessment rubrics and pilot in Grades 2, 5, and 7.  |
| 7        | High Quality Instruction                 | Retain high performing teachers and support their effort in developing a dynamic educational experience rooted in the core principles of Public Waldorf education. Enhance teacher evaluation process to drive support. Improve alignment between MCTs and Specialists through shared curriculum planning retreats.  |
| 8        | Middle School "Honors" Track             | Fund "honors" or accelerated programming in the middle school to ensure a seamless transition and access for students wishing to pursue high school honors/AP tracks   |

|    |  |   |
|----|--|---|
| 9  | “Teacher on Special Assignment” (TOSA) | Fund 2 TOSAs to support students in grades 1-8 with small group, specialized instruction, instructional intervention/reteaching, and other support. |
| 10 | Expanded Learning Opportunity Program  | Summer school programming and extended opportunities for students   |
| 11 | Tutoring                               | Develop tutoring opportunities and study skills classes   |
| 12 | Vision/Hearing Screening               | Implement vision and hearing screenings for all students at first entry (TK/Kindergarten) and in 2nd, 5th, and 8th grades.                          |

Insert or delete rows, as necessary.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome                                    | Year 2 Outcome                                    | Target for Year 3 Outcome                                | Current Difference from Baseline |
|----------|---|--|---|---|--|----------------------------------|
| 1        | Average Daily Attendance  | 93.7% ADA through P2 (end of March)                    | 94.4% ADA through P2 (end of March)               | 95.0 % ADA through P2 (end of March)              | 95.5% through P2 (end of March)                          | +1.3% ADA                        |
| 2        | Chronic Absenteeism Rate (ALL STUDENTS)                         | 30.1% of students are classified as chronically absent | 17.7% of students (2024 CA Dashboard)             | 17.5% of students (2025 CA Dashboard)             | 15% of students will be classified as chronically absent | -12.6% Chronic Absentees         |
| 3        | Chronic Absenteeism Rate (Subgroup: Asian)                      | 31% of students are classified as chronically absent   | 14.9% of students (2024 CA Dashboard)             | 4.5% of students (2025 CA Dashboard)              | 3% of students will be classified as chronically absent  | -26.5% Chronic Absentees         |
| 4        | Chronic Absenteeism Rate (Subgroup: English Learners)           | 26.8% of students are classified as chronically absent | 11.1% of students (2024 CA Dashboard)             | 14.3% of students (2025 CA Dashboard)             | 12% of students will be classified as chronically absent | -12.5% Chronic Absentees         |
| 5        | Chronic Absenteeism Rate (Subgroup: Students with Disabilities) | 37.3% of students are classified as chronically absent | 21.4% of students (2024 CA Dashboard)             | 18.8%% of students (2025 CA Dashboard)            | 17% of students will be classified as chronically absent | -18.5% Chronic Absentees         |
| 6        | Local Indicator: Access to a Broad Course of Study              | Local Indicator: Standard Met                          | Local Indicator: Standard Met (2024 CA Dashboard) | Local Indicator: Standard Met (2025 CA Dashboard) | Local Indicator: Standard Met                            | Continued to Meet Standard       |
| 7        | Local Indicator: Parent and Family Engagement                   | Local Indicator: Standard Met                          | Local Indicator: Standard Met (2024 CA Dashboard) | Local Indicator: Standard Met (2025 CA Dashboard) | Local Indicator: Standard Met                            | Continued to Meet Standard       |

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

# Actions

| Action # | Title                                | Description  |
|----------|--------------------------------------|--|
| 1        | Access to a Broad Course of Study    | Hire and retain high performing specialty and elective teachers to support and educational experience rooted in the core principals of public Waldorf education  |
| 2        | Attendance                           | <p>Improve parent communication regarding attendance thresholds, tardies, and service access, that includes automated delivery of attendance notes, reminders, and compliance letters.</p> <p>Use SST, IEP, and CareStream data more intentionally to identify attendance-related patterns.</p>                        |
| 3        | Independent Study                    | Continue to fund a temporary independent study program and process to directly support students who are home ill and or traveling (but are still able to remain engaged and participating in school).  |
| 4        | Safe and Secure Learning Environment | Enhance security measures across campus, including automated gates, visitor kiosks and additional staff presence at school entry points during arrival and dismissal. Retain campus supervisor to staffing plan to oversee recess/lunch and other unstructured periods of the day.                                     |
| 5        | Little Acorns                        | Aftercare programming for kindergarten students to extend their school day   |
| 6        | Nutrition Services                   | Provide breakfast and lunch to all students as a School Food Authority (SFA).  |
| 7        | Facilities and Maintenance           | <p>Continue lease of current campus while determining facilities goals including budget and timeline, based on research. Launch capital funding campaign to support facilities goals.</p> <p>Fund maintenance support to supplement CUSD maintenance and operations to ensure clean, safe and operable facilities.</p> |

Insert or delete rows, as necessary.

# Goals and Actions

## Goal

| Goal #   | Description   | Type of Goal |
|----------|---|--------------|
| [Goal 3] | Positive School Climate and Social Emotional Literacy | [Broad Goal] |

State Priorities addressed by this goal.

State Priority 1: Basic Conditions of Learning and State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #4. Many Journey students are presenting complex academic, behavior and social-emotional needs that require a variety of support and interventions.

# Measuring and Reporting Results

| Metric # | Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Target for Year 3 Outcome  | Current Difference from Baseline                       |
|----------|--|--|--|--|--|--|
| 1        | Suspension Rate  | 1.5% of students suspend at least one day  | 1.0% of students suspend at least one day<br>(2024 Dashboard)                                      | 1.3% of students suspended for at least 1 day<br>(2025 Dashboard)                                  | Maintain percentage at or below 3%   | -.2% Suspensions                                       |
| 2        | Local Indicator: Climate Survey  | Local Indicator: Standard Met  | Local Indicator: Standard Met<br>(2024 Dashboard)  | Local Indicator: Standard Met<br>(2025 Dashboard)  | Local Indicator: Standard Met  | Continued to Meet Standard                             |
| 3        | % of successful Student Support Team (SST) plans that are successful, and students are making progress towards goals (subsequent SST meetings, revised plans and/or special education referrals are not necessary) | 58% of SST plans are successful (students are making progress towards goals) and supported by plan | 67% of SST plans are successful (students are making progress towards goals) and supported by plan | 68% of SST plans are successful (students are making progress towards goals) and supported by plan | 72% of SST plans are successful (students are making progress towards goals) and supported by plan                 | +10% Successful SST Interventions                      |
| 4        | SAEBRS (Social, Academic, Emotional Behavior Risk Screener) in Middle School   | 85% of students are low risk whereas 15% of students are in elevated risk categories.              | 82% of students are low risk whereas 18% of students are in elevated risk categories.              | 84% of students are low risk whereas 16% of students are in elevated risk categories.              | Maintain greater than 80% of student population in low risk category and less than 20% in elevated risk categories | -1% Low Risk Students<br>+1% Elevated Risk Students    |
| 5        | Utilize a SEL screener (ex: DASTLE or EDI) as an SEL screener for younger children   | TBD  | NA   | NA   | NA   | School decided not to fund EDI or SEL screener for K-2 |

Insert or delete rows, as necessary.

# Goal Analysis for [2024-2025 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

## ACTIONS

| Action # | Title   | Description   |
|----------|---|---|
| 1        | Fund access to mentorship and Professional Development                  | Provide mentorship and professional development opportunities for staff members focused on IEP implementation, classroom management, behavior and discipline practices.   |
| 2        | Fund specialized Staff Members  | Fund and retain the following positions in the staffing plan: school counselors (2.0 full time employees), school nurse, and behavioral support providers.  |
| 3        | Implement SE Curriculum and enhance SE screening and referral processes | <p>Implement social-emotional learning curriculum and Compassionate Campus activities, civics classes and student access to field trips and overnight excursions.</p> <p>Continue i-Wellness efforts for social emotional screening. Use data set as one indicator in the referral process for counseling support.</p> <p>Clarify what Compassionate Campus includes, how it is implemented, and how effectiveness is measured.</p> |
| 4        | Increase Student Supervision  | Increase campus supervision at recess and lunch times and provide supervision and behavioral support and intervention training for campus supervisors.  |
| 5        | Janitorial services to ensure clean school facilities                   | Continue to fund and provide high quality janitorial support.   |

|   |                     |   |
|---|---------------------|---|
| 6 | Bullying Prevention | <p>Enhance our comprehensive approach to bullying intervention including targeted class lessons, assemblies and field trips (ex: visiting the Museum of Tolerance).</p> <p>Integrate lessons on inclusivity, empathy, and diversity across grade levels as a bullying prevention strategy.</p> <p>Address cyberbullying explicitly, including education on smartphone use and accountability.</p> <p>Fund professional development in anti-bullying, inclusivity, and student well-being.</p> |
|---|---------------------|---|

Insert or delete rows, as necessary.

# Goals and Actions

## Goal

| Goal #   | Description                           | Type of Goal              |
|----------|---------------------------------------|---------------------------|
| [Goal 4] | Environmental and Ecological Literacy | [Maintenance of Progress] |

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards, State Priority 6: School Climate and State Priority 8: Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #5. Journey strives to demonstrate an awareness for the natural world that surrounds all of us and to actively teach skills and responsibilities to be stewards for the earth.

## Measuring and Reporting Results

| Metric # | Metric   | Baseline                      | Year 1 Outcome                                    | Year 2 Outcome                                    | Target for Year 3 Outcome     | Current Difference from Baseline |
|----------|--|-------------------------------|---|---|-------------------------------|----------------------------------|
| 1        | Local Indicator: Access to a Broad Course of Study                               | Local Indicator: Standard Met | Local Indicator: Standard Met<br>(2024 Dashboard) | Local Indicator: Standard Met<br>(2025 Dashboard) | Local Indicator: Standard Met | Continued to Meet Standard       |
| 2        | Class Participation Rate in a field trip associated with environmental awareness | 24 classes/24 classes = 100%  | 24 classes/24 classes = 100%                      | 24 classes/24 classes = 100%                      | 24 classes/24 classes = 100%  | Maintained 100% participation    |

Insert or delete rows, as necessary.

## Goal Analysis for [2024-2025 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

# Actions

| Action # | Title             | Description  |
|----------|-------------------|--|
| 1        | Farming/Gardening | Continue to fund a garden/farm program on campus                                   |
| 2        | Communication     | Update website and social media outlets regarding Eco literacy efforts at Journey. |

Insert or delete rows, as necessary.

# Goals and Actions

## Goal

| Goal #   | Description          | Type of Goal              |
|----------|----------------------|---------------------------|
| [Goal 5] | Parental Involvement | [Maintenance of Progress] |

State Priorities addressed by this goal.

State Priority 3: Parental Involvement and State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to align with our charter and the measurable student outcomes detailed in our charter as Goal #6. Research conducted on the effects of parental involvement and educational success of children is clear; Journey will continue to provide opportunities for input, involvement, volunteering, and parent education.

# Measuring and Reporting Results

| Metric # | Metric  | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|---------------------------|----------------------------------|
| 1        | Number of participants in Alumni Survey (combination of students and families)                            | 84       | 67             | 74             | 126                       | -10 participants                 |
| 2        | Percentage of students represented by parent participation in annual Parent Survey for School Improvement | 15%      | 15.5%          | 13.8%          | 30%                       | -1.2% of students represented    |
| 3        | Percentage of parent body volunteering at the school (annually)   | 49%      | 52%            | 68%            | 70%                       | +19% volunteers                  |

Insert or delete rows, as necessary.

# Goal Analysis for [2025-2026 LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

# Actions

| Action # | Title                      | Description   |
|----------|----------------------------|---|
| 1        | School Communication       | Fund social media expert and Parent Square communication platform.  |
| 2        | Report Card Access         | Fund Report Card Maker system to communicate student achievement to parents.  |
| 3        | Student Information System | Fund student information system for parents to utilize and access.  |
| 4        | Parent Education           | Coordinate and fund guest speakers and related events.<br>Provide parent education on developmental stages, social emotional "leaps," and age-appropriate expectations. |
| 5        | Annual Giving              | Continue donation/fund development processes and tracking for annual giving purposes.   |
| 6        | School Website             | Redesign/improve school website.  |

Insert or delete rows, as necessary.

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

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| TBD   | TBD  |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| TBD   | TBD                         | TBD                     | TBD   |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action #(s)  | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|---|--|--|------------------------------------|
| Goal 1, Action 10<br><br>Goal 1, Action 11  | Achievement GAP: students who are EL achieving SBAC met/exceeded status      | Actions detailed in Goal 1 are being provided on an LEA-wide basis to maximize their impact in increasing SBAC scores for this subgroup of students.                           | SBAC scores                        |
| Goal 1, Action 1<br><br>Goal 1, Action 10<br><br>Goal 1, Action 11<br><br>Goal 2, Action 2<br><br>Goal 2 Action 5<br><br>Goal 2, Action 6 | Attendance and achievement: students who are socioeconomically disadvantaged | Actions detailed in Goal 1 and Goal 2 are being provided on an LEA-wide basis to maximize their impact in increasing attendance and SBAC scores for this subgroup of students. | Attendance Rates<br>SBAC scores    |

Insert or delete rows, as necessary.

**Limited Actions**

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

| Goal and Action #   | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---------------------|--------------------|---|------------------------------------|
| [Goal and Action #] | Not Applicable     | Not Applicable                                    | Not Applicable                     |
| [Goal and Action #] | Not Applicable     | Not Applicable                                    | Not Applicable                     |
| [Goal and Action #] | Not Applicable     | Not Applicable                                    | Not Applicable                     |

Insert or delete rows, as necessary.

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

Not Applicable

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable

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

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

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

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### ***Reflections: Technical Assistance***

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### ***Comprehensive Support and Improvement***

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad Goal***

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## ***Maintenance of Progress Goal***

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### **Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

#### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

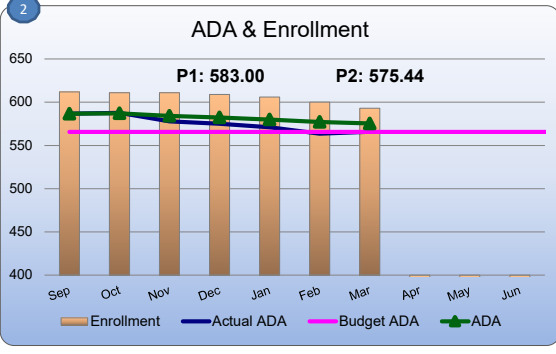
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# JOURNEY SCHOOL - Financial Dashboard (April 2026)

**1 Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



**State Budget Update**  
**Per SSC: Overview of the Governor's May Revision Proposals**

**LCFF Entitlements, COLA, and Paid Pregnancy Disability Leave**  
 The May Revision proposes to fully fund the statutory cost-of-living adjustment (COLA) of 2.87%, an increase of 0.46 percentage points from what was projected at the Governor's Budget. In addition, the May Revision proposes an additional investment of \$926.9 million to the LCFF to help local educational agencies (LEAs) manage rising costs, offset declining enrollment impacts, and absorb the costs of a new requirement to provide employees with up to 14 weeks of paid pregnancy disability leave. With this funding, the base grants by grade span for 2026-27 are increased over 2025-26 by a total of 4.31%.

**Special Education**  
 The May Revision proposes an historic 46% increase to the special education base rate from the current-year rate of \$917 to a proposed rate of \$1,340, which represents \$423 per funded ADA.

**Student Support and Professional Development Discretionary Block Grant and LREBG**  
 The Governor provides much of the additional one-time Proposition 98 revenues to LEAs through the Student Support and Professional Development Discretionary Block Grant. The May Revision increases this investment to \$5.0 billion, up from \$2.8 billion in January. We estimate LEAs would receive \$936.98 per ADA.

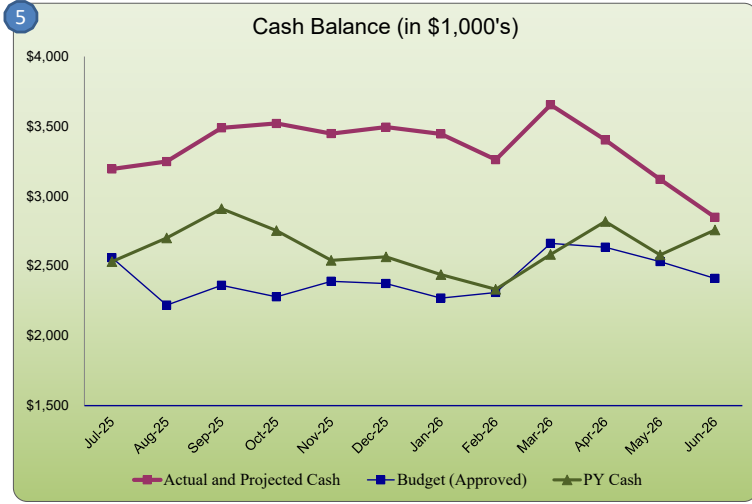
The May Revision retains the Governor's January proposal to repay the remaining amount owed to LEAs for the Learning Recovery Emergency Block Grant (LREBG).

**3 Attendance Analysis**

|                            | Actual through Month 7 | Actual P2 | Budget P2 | Budget Variance B/(W) | FY 24-25 | FY 23-24 |
|----------------------------|------------------------|-----------|-----------|-----------------------|----------|----------|
| Enrollment                 | 593                    | 593       | 600       | (7)                   | 610      | 587      |
| Attendance %               | 95.0%                  | 95.0%     | 94.3%     | 0.7%                  | 94.4%    | 93.8%    |
| Avg Daily Attendance (ADA) | 575.44                 | 575.44    | 565.60    | 9.84                  | 579.13   | 549.71   |

**4 Income Statement**

|                               | Actual through 04/30/26 | Forecast as of 04/30/26 | FY 25-26 Budget  | Budget Variance B/(W) | FY 24-25         | FY 23-24         |
|-------------------------------|-------------------------|-------------------------|------------------|-----------------------|------------------|------------------|
| Local Control Funding Formula | 5,445,213               | 6,854,574               | 6,897,349        | (42,775)              | 6,726,490        | 6,138,343        |
| Federal Revenue               | 92,316                  | 242,225                 | 196,937          | 45,287                | 210,759          | 148,993          |
| State Revenue                 | 1,278,427               | 1,183,321               | 1,205,804        | (22,482)              | 716,339          | 505,447          |
| Other Local Revenue           | 559,872                 | 734,384                 | 762,416          | (28,032)              | 785,080          | 85,124           |
| Grants/Fundraising            | 170,413                 | 227,811                 | 223,000          | 4,811                 | 245,111          | 243,600          |
| <b>TOTAL REVENUE</b>          | <b>7,546,241</b>        | <b>9,242,314</b>        | <b>9,285,505</b> | <b>(43,191)</b>       | <b>8,683,779</b> | <b>7,121,507</b> |
| <i>Total per ADA</i>          |                         | <b>16,061</b>           | 16,417           | (356)                 | 14,995           | 12,955           |
| <i>w/o Grants/Fundraising</i> |                         | <b>15,665</b>           | 16,023           | (357)                 | 14,571           | 12,512           |
| Certificated Salaries         | 2,686,633               | 3,283,015               | 3,279,669        | (3,346)               | 3,072,136        | 2,358,174        |
| Classified Salaries           | 1,216,333               | 1,495,301               | 1,504,238        | 8,937                 | 1,396,528        | 1,267,994        |
| Benefits                      | 1,443,897               | 1,727,494               | 1,825,577        | 98,083                | 1,510,044        | 1,257,924        |
| Student Supplies              | 322,302                 | 476,676                 | 470,429          | (6,247)               | 265,450          | 259,102          |
| Operating Expenses            | 1,749,243               | 2,310,079               | 2,102,221        | (207,858)             | 1,945,974        | 1,714,289        |
| Other                         | 24,296                  | 28,816                  | 37,229           | 8,413                 | 130,357          | 107,190          |
| <b>TOTAL EXPENSES</b>         | <b>7,442,703</b>        | <b>9,321,381</b>        | <b>9,219,362</b> | <b>(102,019)</b>      | <b>8,320,490</b> | <b>6,964,673</b> |
| <i>Total per ADA</i>          |                         | <b>16,199</b>           | 16,300           | 101                   | 14,367           | 12,670           |
| <b>NET INCOME / (LOSS)</b>    | <b>103,538</b>          | <b>(79,067)</b>         | <b>66,143</b>    | <b>(145,210)</b>      | <b>363,290</b>   | <b>156,834</b>   |
| <b>OPERATING INCOME</b>       | <b>127,833</b>          | <b>(50,251)</b>         | <b>103,372</b>   | <b>(153,623)</b>      | <b>493,646</b>   | <b>264,024</b>   |



**Year-End Cash Balance**

| Projected | Budget    | Variance |
|-----------|-----------|----------|
| 2,848,652 | 2,410,833 | 437,818  |

**6 Balance Sheet**

|                                       | 6/30/2025        | 4/30/2026        | 6/30/2026        |
|---------------------------------------|------------------|------------------|------------------|
| <b>Assets</b>                         |                  |                  |                  |
| Cash, Operating                       | 2,757,746        | 3,402,653        | 2,848,652        |
| Accounts Receivable                   | 1,093,733        | 11,009           | 688,228          |
| Due From Others                       | 77               | 252              | 252              |
| Deposits/Prepays                      | 79,627           | 17,423           | 89,771           |
| Net Fixed Assets                      | 197,843          | 176,507          | 171,987          |
| Lease Assets                          | 554,466          | 395,165          | 395,315          |
| Other Assets                          | 0                | 0                | 0                |
| <b>Total Assets</b>                   | <b>4,683,492</b> | <b>4,003,009</b> | <b>4,194,205</b> |
| <b>Liabilities</b>                    |                  |                  |                  |
| A/P & Payroll                         | 277,767          | 236,170          | 306,066          |
| Due to Others                         | 50,333           | 0                | 60,621           |
| Deferred Revenue                      | 566,976          | 0                | 243,115          |
| Lease Liabilities                     | 555,206          | 430,091          | 430,259          |
| Other Liabilities                     | 31,002           | 31,002           | 31,002           |
| Total Debt                            | 0                | 0                | 0                |
| <b>Total Liabilities</b>              | <b>1,481,284</b> | <b>697,264</b>   | <b>1,071,063</b> |
| <b>Equity</b>                         |                  |                  |                  |
| Beginning Fund Bal.                   | 2,838,918        | 3,202,208        | 3,202,208        |
| Net Income/(Loss)                     | 363,290          | 103,538          | (79,067)         |
| <b>Total Equity</b>                   | <b>3,202,208</b> | <b>3,305,745</b> | <b>3,123,141</b> |
| <b>Total Liabilities &amp; Equity</b> | <b>4,683,492</b> | <b>4,003,009</b> | <b>4,194,205</b> |
| Days Cash on Hand                     | 123              | 134              | 112              |
| Cash Reserve %                        | 33.7%            | 36.6%            | 30.7%            |



Actuals as of 4/30/2026

|  | 2025-26          |                  | ACTUAL         |                  |                |                |                |                |                |                |                  |                |                | FORECAST       |                  | Budget Variance<br>Better / (Worse) |                 |
|--|------------------|------------------|----------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|----------------|------------------|-------------------------------------|-----------------|
|  | Budget           | Trend            | Jul-25         | Aug-25           | Sep-25         | Oct-25         | Nov-25         | Dec-25         | Jan-26         | Feb-26         | Mar-26           | Apr-26         | May-26         | Jun-26         | Accrual          |                                     | Jul-25 - Jun-26 |
| <b>Income</b>  |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| <b>8011-8098 - Local Control Funding Formula Sources</b>       |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 8011 Local Control Funding Formula                             | 1,111,932        | 487,188          | 55,392         | 55,392           | 99,705         | 99,705         | 99,705         | 99,705         | 99,705         | (17,679)       | (17,679)         | (17,679)       | (17,679)       |                | (51,405)         | 487,188                             | (624,744)       |
| 8012 Education Protection Account                              | 116,340          | 115,296          | -              | -                | 28,957         | -              | -              | 28,956         | -              | -              | 29,448           | -              | -              | 27,935         | -                | 115,296                             | (1,044)         |
| 8019 Local Control Funding Formula - Prior Year                | -                | 80,593           | -              | -                | -              | -              | -              | -              | (13,272)       | 18,773         | 18,773           | 18,773         | 18,773         | -              | 18,773           | 80,593                              | 80,593          |
| 8096 In Lieu of Property Taxes                                 | 5,669,077        | 6,255,113        | -              | 346,246          | 692,491        | 461,661        | 461,661        | 461,661        | 461,661        | 461,661        | 996,750          | 498,375        | 497,306        | 497,306        | 418,334          | 6,255,113                           | 586,037         |
| 8098 In Lieu of Property Taxes, Prior Year                     | -                | (83,617)         | -              | -                | 92,463         | -              | -              | (82,558)       | -              | -              | -                | (93,539)       | -              | -              | 17               | (83,617)                            | (83,617)        |
| <b>Total 8011-8098 - Local Control Funding Formula Sources</b> | <b>6,897,349</b> | <b>6,854,574</b> | <b>55,392</b>  | <b>401,638</b>   | <b>821,153</b> | <b>653,829</b> | <b>561,366</b> | <b>590,322</b> | <b>465,536</b> | <b>462,755</b> | <b>1,027,292</b> | <b>405,930</b> | <b>498,400</b> | <b>525,241</b> | <b>385,719</b>   | <b>6,854,574</b>                    | <b>(42,775)</b> |
| <b>8100-8299 - Federal Revenue</b>                             |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 8181 Special Education - Federal (IDEA)                        | 86,380           | 99,331           | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | 99,331           | 99,331                              | 12,951          |
| 8221 Child Nutrition - Federal                                 | 51,025           | 46,138           | -              | -                | -              | -              | -              | -              | 11,000         | -              | 8,725            | 6,118          | 5,476          | 4,239          | 10,579           | 46,138                              | (4,888)         |
| 8291 Title I   | 40,982           | 73,767           | -              | -                | 18,007         | -              | -              | 4,617          | -              | -              | 32,253           | -              | -              | 18,890         | -                | 73,767                              | 32,785          |
| 8292 Title II  | 8,550            | 12,989           | -              | -                | -              | 3,247          | -              | -              | -              | -              | -                | 5,848          | -              | 3,894          | -                | 12,989                              | 4,439           |
| 8295 Title IV, SSAE  | 10,000           | 10,000           | -              | -                | -              | -              | 2,500          | -              | -              | -              | -                | -              | -              | 7,500          | -                | 10,000                              | -               |
| 8299 All Other Federal Revenue                                 | -                | -                | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | -                | -                                   | -               |
| <b>Total 8100-8299 - Other Federal Income</b>                  | <b>196,937</b>   | <b>242,225</b>   | <b>-</b>       | <b>-</b>         | <b>18,007</b>  | <b>3,247</b>   | <b>2,500</b>   | <b>4,617</b>   | <b>11,000</b>  | <b>-</b>       | <b>40,978</b>    | <b>11,966</b>  | <b>5,476</b>   | <b>34,523</b>  | <b>109,910</b>   | <b>242,225</b>                      | <b>45,287</b>   |
| <b>8300-8599 - Other State Revenue</b>                         |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 8520 Child Nutrition - State                                   | 142,171          | 119,325          | -              | -                | -              | -              | -              | -              | 31,460         | -              | 19,268           | 14,663         | 13,669         | 11,755         | 28,510           | 119,325                             | (22,846)        |
| 8550 Mandate Block Grant                                       | 11,885           | 11,884           | -              | -                | -              | -              | 11,884         | -              | -              | -              | -                | -              | -              | -              | -                | 11,884                              | (1)             |
| 8560 Lottery Revenue   | 161,274          | 162,510          | -              | -                | -              | -              | -              | 48,002         | -              | -              | 49,966           | -              | -              | 28,379         | 36,162           | 162,510                             | 1,236           |
| 8592 State Mental Health                                       | 45,768           | 48,768           | 2,458          | 2,458            | 4,424          | 4,424          | 4,424          | 4,424          | 4,474          | 4,474          | 4,474            | 4,474          | 4,474          | -              | 3,836            | 48,768                              | 3,000           |
| 8593 After School Education & Safety                           | -                | -                | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | -                | -                                   | -               |
| 8594 Supplemental Categorical Block Grant                      | -                | -                | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | -                | -                                   | -               |
| 8595 Expanded Learning Opportunity Program                     | 370,738          | 314,436          | 62,938         | 129,757          | 14,442         | 14,442         | 14,442         | 14,442         | 14,442         | 21,889         | 21,889           | 21,889         | 21,889         | -              | (38,025)         | 314,436                             | (56,302)        |
| 8596 Prop 28 Arts & Music                                      | 93,249           | 108,339          | 11,291         | 82,007           | 8,537          | 8,537          | 8,537          | 8,537          | 8,537          | 8,550          | 8,550            | 8,550          | 8,550          | -              | (61,844)         | 108,339                             | 15,090          |
| 8599 State Revenue - Other                                     | 380,719          | 418,060          | -              | 367,979          | -              | 135,986        | 13,247         | -              | 7,434          | 45,876         | -                | -              | -              | -              | (152,462)        | 418,060                             | 37,340          |
| <b>Total 8300-8599 - Other State Income</b>                    | <b>1,205,804</b> | <b>1,183,321</b> | <b>76,687</b>  | <b>582,201</b>   | <b>27,403</b>  | <b>163,389</b> | <b>52,534</b>  | <b>75,405</b>  | <b>66,297</b>  | <b>80,789</b>  | <b>104,147</b>   | <b>49,576</b>  | <b>48,582</b>  | <b>40,135</b>  | <b>(183,822)</b> | <b>1,183,321</b>                    | <b>(22,482)</b> |
| <b>8600-8799 - Other Local Revenue</b>                         |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 8660 Interest & Dividend Income                                | 70,000           | 80,000           | 1,094          | 3,771            | 12,919         | 5,070          | 6,873          | 6,852          | 11,455         | 6,386          | 9,439            | 11,080         | 2,530          | 2,530          | -                | 80,000                              | 10,000          |
| 8662 Net Increase (Decrease) in Fair Value of Investment       | 20,000           | 10,000           | (1,466)        | 5,863            | (1,380)        | 776            | 2,194          | 2,247          | (317)          | 2,850          | (6,708)          | (4,293)        | 5,117          | 5,117          | -                | 10,000                              | (10,000)        |
| 8682 Childcare & Enrichment Program Fees                       | 150,000          | 110,000          | 489            | -                | 13,784         | 12,907         | 12,171         | 7,370          | 10,923         | 10,910         | 14,160           | 12,735         | 7,276          | 7,276          | -                | 110,000                             | (40,000)        |
| 8689 All Other Fees & Contracts                                | -                | -                | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | -                | -                                   | -               |
| 8692 Grants  | 60,000           | 60,000           | -              | -                | 1,000          | -              | -              | 2,000          | 25,495         | 224            | -                | -              | 15,641         | 15,641         | -                | 60,000                              | -               |
| 8695 Contributions & Events                                    | 55,000           | 59,811           | 1,145          | 1,063            | 690            | 5,527          | 2,321          | 5,326          | 22,169         | 7,779          | 3,431            | 10,362         | 0              | 0              | -                | 59,811                              | 4,811           |
| 8696 Other Fundraising   | 108,000          | 108,000          | 1,842          | 4,961            | 13,807         | 5,708          | 4,903          | 8,751          | 7,009          | 4,785          | 11,444           | 18,674         | 13,058         | 13,058         | -                | 108,000                             | -               |
| 8697 E-Rate  | 3,000            | 3,000            | -              | 62               | 62             | 124            | -              | 124            | -              | -              | -                | 62             | 62             | 2,506          | -                | 3,000                               | -               |
| 8699 All Other Local Revenue                                   | -                | -                | -              | 15               | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | 15               | -                                   | 15              |
| 8792 Transfers of Apportionments - Special Education           | 519,416          | 531,369          | -              | 25,368           | 26,774         | 48,193         | 48,193         | 48,193         | 48,193         | 48,193         | 48,081           | 48,081         | 40,212         | 40,212         | 61,676           | 531,369                             | 11,953          |
| <b>Total 8600-8799 - Other Income-Local</b>                    | <b>985,416</b>   | <b>962,180</b>   | <b>3,105</b>   | <b>41,102</b>    | <b>66,656</b>  | <b>79,304</b>  | <b>76,655</b>  | <b>78,863</b>  | <b>101,432</b> | <b>106,397</b> | <b>80,071</b>    | <b>96,701</b>  | <b>83,895</b>  | <b>86,339</b>  | <b>61,676</b>    | <b>962,195</b>                      | <b>(23,221)</b> |
| <b>Prior Year Adjustments</b>                                  |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 8999 Other Prior Year Adjustment                               | -                | -                | -              | -                | -              | -              | -              | -              | -              | -              | -                | -              | -              | -              | -                | -                                   | -               |
| <b>Total Prior Year Adjustments</b>                            | <b>-</b>         | <b>-</b>         | <b>-</b>       | <b>-</b>         | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>         | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>         | <b>-</b>                            | <b>-</b>        |
| <b>TOTAL INCOME</b>  | <b>9,285,505</b> | <b>9,242,299</b> | <b>135,184</b> | <b>1,024,941</b> | <b>933,219</b> | <b>899,769</b> | <b>693,054</b> | <b>749,207</b> | <b>644,265</b> | <b>649,941</b> | <b>1,252,488</b> | <b>564,172</b> | <b>636,353</b> | <b>686,238</b> | <b>373,483</b>   | <b>9,242,314</b>                    | <b>(43,191)</b> |
| <b>Expense</b>   |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| <b>Total 1000 - Certificated Salaries</b>                      | <b>3,279,669</b> | <b>3,343,199</b> | <b>41,418</b>  | <b>248,854</b>   | <b>297,396</b> | <b>299,124</b> | <b>297,738</b> | <b>297,725</b> | <b>304,462</b> | <b>300,499</b> | <b>299,273</b>   | <b>300,142</b> | <b>298,191</b> | <b>298,191</b> | <b>-</b>         | <b>3,283,015</b>                    | <b>(3,346)</b>  |
| <b>Total 2000 - Classified Salaries</b>                        | <b>1,504,238</b> | <b>1,569,609</b> | <b>41,254</b>  | <b>49,946</b>    | <b>139,002</b> | <b>161,879</b> | <b>135,218</b> | <b>119,280</b> | <b>121,253</b> | <b>142,915</b> | <b>165,811</b>   | <b>139,776</b> | <b>144,313</b> | <b>134,656</b> | <b>-</b>         | <b>1,495,301</b>                    | <b>8,937</b>    |
| <b>Total 1000-2000 - Salaries</b>                              | <b>4,783,907</b> | <b>4,912,808</b> | <b>82,672</b>  | <b>298,800</b>   | <b>436,398</b> | <b>461,003</b> | <b>432,956</b> | <b>417,005</b> | <b>425,715</b> | <b>443,415</b> | <b>465,084</b>   | <b>439,918</b> | <b>442,504</b> | <b>432,847</b> | <b>-</b>         | <b>4,778,316</b>                    | <b>5,591</b>    |
| <b>3000 - Employee Benefits</b>                                |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 3111 STRS - State Teachers Retirement System                   | 645,359          | 657,501          | 7,921          | 47,557           | 60,545         | 61,176         | 61,422         | 60,082         | 61,534         | 61,750         | 62,973           | 61,070         | 58,534         | 58,534         | -                | 663,095                             | (17,736)        |
| 3212 PERs - Public Employee Retirement System                  | 403,286          | 420,812          | 10,490         | 12,473           | 28,288         | 30,715         | 25,904         | 23,108         | 24,455         | 27,591         | 31,232           | 26,993         | 33,690         | 31,101         | -                | 306,040                             | 97,246          |
| 3311 OASDI - Social Security                                   | 87,114           | 91,164           | 2,505          | 3,037            | 7,195          | 8,048          | 6,760          | 6,147          | 6,216          | 7,229          | 8,190            | 7,234          | 8,435          | 7,836          | -                | 78,831                              | 8,283           |
| 3331 MED - Medicare  | 69,367           | 71,236           | 1,186          | 4,321            | 6,133          | 6,490          | 6,085          | 5,854          | 5,980          | 6,236          | 6,554            | 6,194          | 6,416          | 6,276          | -                | 67,726                              | 1,640           |
| 3401 H&W - Health & Welfare                                    | 525,700          | 527,340          | 102,682        | 51,345           | 42,699         | 52,621         | 47,081         | 11,222         | 74,368         | 37,352         | 44,800           | 25,335         | 30,000         | 10,000         | -                | 529,505                             | (3,804)         |
| 3501 SUI - State Unemployment Insurance                        | 2,392            | 2,456            | 41             | 149              | 211            | 224            | 210            | 202            | 206            | 215            | 226              | 214            | 221            | 216            | -                | 2,335                               | 56              |
| 3601 Workers' Compensation Insurance                           | 58,859           | 47,312           | -              | -                | 21,967         | -              | 21,967         | 5,069          | 5,069          | 5,069          | 9,037            | -              | -              | -              | -                | 46,211                              | 12,648          |
| 3901 Other Retirement Benefits                                 | 500              | 500              | -              | -                | -              | -              | -              | 250            | -              | -              | -                | -              | -              | 500            | -                | 750                                 | (250)           |
| 3902 Other Benefits  | 33,000           | 33,000           | -              | -                | -              | 1,162          | -              | -              | -              | -              | -                | -              | -              | 31,838         | -                | 33,000                              | -               |
| <b>Total 3000 - Employee Benefits</b>                          | <b>1,825,577</b> | <b>1,851,322</b> | <b>124,825</b> | <b>118,882</b>   | <b>145,071</b> | <b>182,402</b> | <b>147,462</b> | <b>111,683</b> | <b>178,078</b> | <b>145,441</b> | <b>163,012</b>   | <b>127,040</b> | <b>137,296</b> | <b>146,301</b> | <b>-</b>         | <b>1,727,494</b>                    | <b>98,083</b>   |
| <b>Total 1000-3000 - Salaries &amp; Benefits</b>               | <b>6,609,484</b> | <b>6,764,130</b> | <b>207,497</b> | <b>417,682</b>   | <b>581,469</b> | <b>643,406</b> | <b>580,418</b> | <b>528,688</b> | <b>603,793</b> | <b>588,855</b> | <b>628,096</b>   | <b>566,958</b> | <b>579,800</b> | <b>579,148</b> | <b>-</b>         | <b>6,505,810</b>                    | <b>103,674</b>  |
| <b>4000 - Supplies</b>   |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |
| 4111 Core Curricula Materials                                  | 30,600           | 31,306           | 965            | -                | 26,002         | 1,372          | 207            | 137            | -              | -              | -                | -              | 1,312          | 1,312          | -                | 31,306                              | (706)           |
| 4211 Books & Other Reference Materials                         | 7,250            | 5,000            | 9              | 313              | 384            | 1,064          | 286            | 361            | 312            | 370            | 421              | 9              | 736            | 736            | -                | 5,000                               | 2,250           |
| 4311 Student Materials   | 90,112           | 90,112           | 5,896          | 2,259            | 4,318          | 7,388          | 1,055          | 2,500          | 1,132          | 6,968          | 687              | 4,253          | 26,828         | 26,828         | -                | 90,112                              | -               |
| 43   |                  |                  |                |                  |                |                |                |                |                |                |                  |                |                |                |                  |                                     |                 |

|   | 2025-26          | 2025-26          | ACTUAL           |                  |                  |                  |                  |                  |                  |                  |                  |                  | FORECAST         |                  |                  | Budget Variance<br>Better / (Worse) |                 |   |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------------------------|-----------------|---|
|   | Budget           | Trend            | Jul-25           | Aug-25           | Sep-25           | Oct-25           | Nov-25           | Dec-25           | Jan-26           | Feb-26           | Mar-26           | Apr-26           | May-26           | Jun-26           | Accrual          |                                     | Jul-25 - Jun-26 |   |
| 4713 CACFP Supper Food & Supplies                         | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                                   | -               | - |
| <b>Total 4000 - Supplies</b>                              | <b>470,429</b>   | <b>467,002</b>   | <b>18,076</b>    | <b>11,944</b>    | <b>41,412</b>    | <b>44,285</b>    | <b>33,689</b>    | <b>23,349</b>    | <b>32,267</b>    | <b>32,814</b>    | <b>35,417</b>    | <b>49,051</b>    | <b>64,585</b>    | <b>68,882</b>    | <b>20,906</b>    | <b>476,676</b>                      | (6,247)         |   |
| <b>5000 - Operating Services</b>                          |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                                     |                 |   |
| 5211 Travel & Conferences                                 | 25,950           | 20,950           | 2,954            | 30               | 81               | 2,929            | 1,205            | -                | 1,658            | 1,100            | 730              | 326              | 4,969            | 4,969            | -                | 20,950                              | 5,000           |   |
| 5311 Dues & Memberships                                   | 21,759           | 16,217           | 9,968            | -                | 4,300            | -                | 99               | -                | -                | 53               | -                | -                | 899              | 899              | -                | 16,217                              | 5,542           |   |
| 5451 General Insurance                                    | 91,025           | 138,461          | 44,383           | 10,448           | 10,448           | 20,907           | 11               | 10,458           | 10,458           | 10,458           | 10,456           | 10               | 10,446           | 899              | 138,484          | (47,459)                            |                 |   |
| 5511 Utilities  | 91,355           | 91,027           | 4,475            | 1,199            | 6,444            | 11,035           | 6,585            | 7,783            | 6,365            | 7,986            | 7,186            | 7,441            | 12,264           | 12,264           | 91,027           | 328                                 |                 |   |
| 5521 Security Services                                    | 581              | 3,000            | 2,337            | -                | 141              | -                | -                | 148              | -                | -                | 148              | -                | 113              | 113              | 3,000            | (2,419)                             |                 |   |
| 5531 Housekeeping Services                                | 70,200           | 107,874          | 8,804            | 8,073            | 10,796           | 9,220            | 8,097            | 7,603            | 9,126            | 8,680            | 9,885            | 9,190            | 9,200            | 9,200            | 107,874          | (37,674)                            |                 |   |
| 5599 Other Facility Operations & Utilities                | 9,835            | 12,418           | 484              | 500              | 1,973            | 1,261            | -                | -                | 4,010            | 387              | 627              | 1,493            | 841              | 841              | 12,418           | (2,584)                             |                 |   |
| 5619 Other Facility Rentals                               | 194,890          | 194,890          | 15,130           | 15,130           | 18,930           | 15,130           | 15,319           | 15,130           | 15,658           | 15,130           | 15,130           | 16,010           | 19,096           | 19,096           | 194,890          | -                                   |                 |   |
| 5621 Equipment Lease                                      | 24,300           | 43,300           | 2,216            | 1,826            | 947              | 7,283            | 1,778            | 1,046            | 5,040            | 1,924            | 1,774            | 10,574           | 4,447            | 4,447            | 43,300           | (19,000)                            |                 |   |
| 5631 Vendor Repairs                                       | 38,750           | 38,110           | 3,145            | 4,735            | 3,582            | 2,695            | 1,386            | 1,314            | 4,145            | 1,934            | 3,510            | 1,997            | 4,834            | 4,834            | 38,110           | 640                                 |                 |   |
| 5812 Field Trips & Pupil Transportation                   | 147,916          | 147,916          | 7,885            | -                | 46,290           | 8,098            | 3,861            | 1,814            | 3,560            | 8,230            | 9,995            | 19,787           | 19,198           | 19,198           | 147,916          | -                                   |                 |   |
| 5821 Legal  | 50,000           | 199,100          | 616              | 1,778            | 5,975            | 10,376           | 7,568            | 14,212           | 9,636            | 49,130           | 4,048            | 3,656            | 45,154           | 46,952           | 199,100          | (149,100)                           |                 |   |
| 5823 Audit  | 25,000           | 32,000           | -                | 6,825            | -                | 13,650           | -                | -                | -                | -                | -                | 4,200            | 7,035            | 145              | 32,000           | (7,000)                             |                 |   |
| 5831 Advertisement & Recruitment                          | 2,760            | 3,350            | 630              | -                | 210              | -                | -                | -                | -                | -                | 1,850            | -                | 330              | 330              | 3,350            | (590)                               |                 |   |
| 5841 Contract Substitute Teachers                         | 24,000           | 48,000           | -                | -                | 588              | 3,065            | 1,232            | -                | 8,546            | 533              | 3,220            | 17,670           | 6,572            | 6,572            | 48,000           | (24,000)                            |                 |   |
| 5842 Special Education Services                           | 484,960          | 490,566          | 1,295            | -                | 36,139           | 52,749           | 36,285           | 30,717           | 65,710           | 15,508           | 52,022           | 81,982           | 74,630           | 43,530           | 490,566          | (5,606)                             |                 |   |
| 5843 Non Public School                                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | 6,550            | 4,500            | 4,500            | (15,550)         | -                | -                | -                                   | -               |   |
| 5849 Other Student Instructional Services                 | 210,750          | 206,060          | 48,000           | 48,000           | 7,515            | 8,167            | 5,735            | 2,463            | 10,499           | 4,927            | 5,888            | 15,665           | 24,600           | 24,600           | 206,060          | 4,690                               |                 |   |
| 5852 PD Consultants & Tuition                             | 16,796           | 10,771           | 1,225            | 2,500            | -                | -                | -                | -                | 12               | -                | -                | 171              | 3,432            | 3,432            | 10,771           | 6,025                               |                 |   |
| 5854 Nursing & Medical (Non-IEP)                          | 170,000          | 127,256          | -                | -                | 14,760           | 22,063           | 13,416           | 12,533           | 6,583            | 2,136            | 5,407            | 5,536            | 22,411           | 22,411           | 127,256          | 42,744                              |                 |   |
| 5859 All Other Consultants & Services                     | 210,221          | 195,764          | 13,882           | -                | 19,307           | 18,767           | 11,682           | 13,882           | 28,155           | 31,373           | 14,082           | 13,882           | 15,375           | 15,375           | 195,764          | 14,458                              |                 |   |
| 5861 Non Instructional Software                           | 51,284           | 41,862           | 21,575           | 50               | 3,312            | 1,327            | 316              | 179              | 270              | 3,199            | 1,625            | 1,122            | 4,444            | 4,444            | 41,862           | 9,422                               |                 |   |
| 5865 Fundraising Cost                                     | 2,000            | 3,200            | -                | -                | -                | 202              | -                | -                | 1,350            | 308              | -                | 620              | 200              | 260              | 3,200            | (1,200)                             |                 |   |
| 5871 District Oversight Fees                              | 68,973           | 68,576           | -                | -                | 12,170           | 8,519            | -                | -                | 14,604           | 4,259            | -                | -                | -                | 29,024           | 68,576           | 398                                 |                 |   |
| 5872 Special Education Fees (SELPA)                       | 34,331           | 35,575           | -                | 232              | 1,638            | 2,792            | 2,792            | 2,792            | 2,792            | 2,792            | 2,755            | 2,844            | 3,756            | 10,389           | 35,575           | (1,244)                             |                 |   |
| 5881 Intra-Agency Fees                                    | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                                   | -               |   |
| 5899 All Other Expenses                                   | 26,684           | 26,684           | 1,245            | 673              | 1,297            | 2,347            | 3,131            | 1,707            | 7,081            | 2,140            | 1,904            | 2,172            | 1,493            | 1,493            | 26,684           | -                                   |                 |   |
| 5911 Office Phone   | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                                   | -               |   |
| 5913 Mobile Phone   | 775              | 775              | 138              | (100)            | 130              | 65               | 65               | -                | 229              | -                | (35)             | 135              | 73               | 73               | 775              | -                                   |                 |   |
| 5921 Internet   | 4,155            | 4,155            | 399              | 309              | 353              | 332              | 23               | 618              | 294              | -                | 517              | 354              | 478              | 478              | 4,155            | -                                   |                 |   |
| 5923 Website Hosting                                      | 824              | 438              | -                | -                | -                | -                | -                | -                | -                | 252              | -                | 15               | 85               | 85               | 438              | 386                                 |                 |   |
| 5931 Postage & Shipping                                   | 2,243            | 2,020            | -                | -                | 200              | 9                | 36               | -                | -                | 33               | 42               | -                | 850              | 850              | 2,020            | 223                                 |                 |   |
| 5999 Other Communications                                 | 265              | 103              | -                | -                | -                | -                | -                | -                | 50               | -                | -                | -                | 27               | 27               | 103              | 162                                 |                 |   |
| <b>Total 5000 - Operating Services</b>                    | <b>2,102,221</b> | <b>2,310,056</b> | <b>190,787</b>   | <b>102,206</b>   | <b>207,528</b>   | <b>222,989</b>   | <b>120,622</b>   | <b>125,751</b>   | <b>214,790</b>   | <b>178,714</b>   | <b>162,086</b>   | <b>223,769</b>   | <b>274,689</b>   | <b>286,147</b>   | -                | <b>2,310,079</b>                    | (207,858)       |   |
| <b>6000 - Capital Outlay</b>                              |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                                     |                 |   |
| 6901 Depreciation Expense                                 | 37,229           | 26,193           | 2,403            | 2,403            | 2,403            | 2,403            | 2,634            | 2,634            | 2,634            | 2,260            | 2,260            | 2,260            | 2,260            | 2,260            | 2,260            | 28,816                              | 8,413           |   |
| <b>Total 6000 - Capital Outlay</b>                        | <b>37,229</b>    | <b>26,193</b>    | <b>2,403</b>     | <b>2,403</b>     | <b>2,403</b>     | <b>2,403</b>     | <b>2,634</b>     | <b>2,634</b>     | <b>2,634</b>     | <b>2,260</b>     | <b>2,260</b>     | <b>2,260</b>     | <b>2,260</b>     | <b>2,260</b>     | -                | <b>28,816</b>                       | 8,413           |   |
| <b>TOTAL EXPENSE</b>                                      | <b>9,219,362</b> | <b>9,567,382</b> | <b>418,763</b>   | <b>534,235</b>   | <b>832,811</b>   | <b>913,082</b>   | <b>737,363</b>   | <b>680,423</b>   | <b>853,484</b>   | <b>802,644</b>   | <b>827,859</b>   | <b>842,038</b>   | <b>921,334</b>   | <b>936,437</b>   | <b>20,906</b>    | <b>9,321,381</b>                    | (102,019)       |   |
| <b>NET INCOME</b>   | <b>66,143</b>    | <b>(325,083)</b> | <b>(283,579)</b> | <b>490,706</b>   | <b>100,408</b>   | <b>(13,313)</b>  | <b>(44,309)</b>  | <b>68,784</b>    | <b>(209,220)</b> | <b>(152,702)</b> | <b>424,629</b>   | <b>(277,866)</b> | <b>(284,982)</b> | <b>(250,199)</b> | <b>352,577</b>   | <b>(79,067)</b>                     | (145,210)       |   |
| <b>Operating Income</b>                                   | <b>103,372</b>   | <b>(298,890)</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | <b>(50,251)</b>                     |                 |   |
| <b>Operating Income Excluding Non-cash Lease Expenses</b> | <b>103,011</b>   | <b>(299,250)</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | <b>(50,612)</b>                     |                 |   |
| <b>EBITDA</b>   | <b>103,372</b>   | <b>(298,890)</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  | <b>(50,251)</b>                     |                 |   |
| <b>Beginning Cash Balance</b>                             | <b>2,464,162</b> | <b>2,820,267</b> | <b>2,757,746</b> | <b>3,195,029</b> | <b>3,248,052</b> | <b>3,489,141</b> | <b>3,520,783</b> | <b>3,447,852</b> | <b>3,494,241</b> | <b>3,445,889</b> | <b>3,261,608</b> | <b>3,654,757</b> | <b>3,402,653</b> | <b>3,119,926</b> | <b>2,848,652</b> | <b>2,757,746</b>                    | <b>293,584</b>  |   |
| <b>Cash Flow from Operating Activities</b>                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                                     |                 |   |
| Net Income  | 66,143           | (325,083)        | (283,579)        | 490,706          | 100,408          | (13,313)         | (44,309)         | 68,784           | (209,220)        | (152,702)        | 424,629          | (277,866)        | (284,982)        | (250,199)        | 352,577          | (79,067)                            | (145,210)       |   |
| Change in Accounts Receivable                             | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                                   | -               |   |
| Prior Year Accounts Receivable                            | 1,397,656        | -                | 731,736          | 60,000           | 129,371          | 167              | 7,500            | 7,787            | 146,163          | -                | -                | -                | -                | -                | -                | 1,082,724                           | (314,932)       |   |
| Current Year Accounts Receivable                          | (878,511)        | (677,219)        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | (677,219)        | (677,219)                           | 201,292         |   |
| Change in Due from  | -                | 77               | -                | -                | -                | -                | -                | -                | (252)            | -                | -                | -                | -                | -                | -                | (175)                               | (175)           |   |
| Change in Accounts Payable                                | (10,533)         | (10,533)         | 25,148           | (11,704)         | (11,854)         | 37,157           | (42,655)         | (42,832)         | 94,864           | (35,456)         | (48,681)         | 17,506           | -                | 48,990           | 20,906           | 51,389                              | 61,922          |   |
| Change in Due to  | (584,450)        | 10,288           | -                | -                | -                | -                | -                | -                | (50,333)         | -                | -                | -                | -                | -                | 60,621           | 10,288                              | 594,737         |   |
| Change in Current Lease Payable                           | (827)            | (827)            | (935)            | (905)            | (34,783)         | (17,304)         | (805)            | (811)            | (50,455)         | (17,450)         | (831)            | (837)            | (35)             | 203              | 433              | (124,514)                           |                 |   |
| Change in Lease Assets                                    | 899              | 899              | 15,901           | 15,907           | 15,914           | 15,920           | 15,927           | 15,933           | 15,940           | 15,946           | 15,953           | 15,959           | 30               | (180)            | 159,151          | 159,151                             |                 |   |
| Change in Payroll Liabilities                             | -                | (23,090)         | (126,932)        | 63,591           | 40,222           | 6,611            | (8,264)          | (5,107)          | 2,104            | 4,571            | 8,524            | (8,411)          | -                | -                | (23,090)         | (23,090)                            | (23,090)        |   |
| Change in Prepaid Expenditures                            | (70,502)         | (10,144)         | 73,464           | -                | (591)            | -                | -                | -                | (50)             | (1,198)          | (8,705)          | (715)            | -                | (72,348)         | (10,144)         | (10,144)                            | 60,358          |   |
| Change in Deferred Revenue                                | -                | (323,861)        | -                | (566,976)        | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | (323,861)                           | (323,861)       |   |
| Change in Long Term Lease Liabilities                     | (433)            | (433)            | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | 243,115          | (433)                               | (433)           |   |
| Change in Other Long Term Assets                          | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                | -                                   | -               |   |
| Depreciation Expense                                      | 37,229           | 22,106           | 2,403            | 2,403            | 2,403            | 2,403            | (4,075)          | 2,634            | 2,634            | 2,260            | 2,260            | 2,260            | 2,260            | 2,260            | 22,106           | 22,106                              | (15,123)        |   |
| <b>Cash Flow from Investing Activities</b>                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                                     |                 |   |
| Capital Expenditures                                      | (10,000)         | 3,750            | -                | -                | -                | -                | 3,750            | -                | -                | -                | -                | -                | -                | -                | -                | 3,750                               | 13,750          |   |
| <b>Ending Cash Balance</b>                                | <b>2,410,833</b> | <b>2,410,833</b> | <b>3,195,029</b> | <b>3,248,052</b> | <b>3,489,141</b> | <b>3,520,783</b> | <b>3,447,852</b> | <b>3,494,241</b> | <b>3,445,889</b> | <b>3,261,608</b> | <b>3,654,757</b> | <b>3,402,653</b> | <b>3,119,926</b> | <b>2,848,652</b> | <b>2,848,652</b> | <b>2,848,652</b>                    | <b>437,818</b>  |   |

**Journey School  
Financial Analysis  
April 2026**

**Net Income**

Journey School is projected to achieve a net income of -\$79,067 in FY25-26 compared to \$66,143 in the board-approved budget. This is \$134,764 less than the board-approved budget.

**Balance Sheet**

As of April 30, 2026 the school's cash balance was \$3,402,653. By June 30, 2026, the school's cash balance is projected to be \$2,848,652.

As of April 30, 2026, the Accounts Receivable balance was \$11,009.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$236,170.

**Income Statement**

*Revenue*

Total revenue for FY25-26 is projected to be \$9,242,314 which is \$43,191 less than the budgeted amount.

- LCFF is projected to be \$42,775 under budget due to 15.95 less TK ADA. TK receives a \$5,545 add-on, so a decrease in TK enrollment has a greater impact on overall funding.
- Title I is projected to be \$32,785 over budget due to a higher entitlement.
- ELOP is projected to be \$56,302 under budget due to less eligible expenses primarily due to less after school aides.
- State Revenue – Other is projected to be \$37,340 over budget as the school plans to use a portion of the Student Support and PD funds.
- Childcare and Enrichment fees are projected to be \$40,000 under budget based on current year revenue trends.

*Expenses*

Total expenses for FY25-26 are projected to be \$9,321,381, which is \$102,019 more than the budgeted amount.

- PERS is projected to be \$97,249 under budget.
- General Insurance is projected to be \$47,459 over budget due to a higher premium from CharterSafe.
- Housekeeping Services are projected to be \$37,674 over budget due to services from OC Davoc.
- Legal is projected to be \$149,100 over budget due to additional services and hours from Procopio and Axiom Investigation LLC.
- Nursing and Medical is projected to be \$42,744 under budget.

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



## ADA

The budgeted P2 ADA is 565.60 based on an enrollment of 600 and a 94.3% attendance rate.

Month 1 ADA: 586.72

Month 5 ADA: 571.00

Month 2 ADA: 587.65

Month 6 ADA: 563.61

Month 3 ADA: 577.89

Month 7 ADA: 565.95

Month 4 ADA: 575.14

P1 ADA: 583.00

P2 ADA: 575.44

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

**Journey School  
Check Register  
For the Month Ending April 30, 2026**

| Check # | Vendor Name                        | Date Description   | Amount    |
|---------|------------------------------------|--|-----------|
| 2856M   | EVOLVE AERIALS LLC                 | 4/1/2026 04/26 - VIDEOGRAPHY SERVICES  | 200.00    |
| 1006680 | CUSD - FOOD & NUTRITION SERVICES   | 4/6/2026 02/26 - STUDENT MEALS   | 22,082.75 |
| 1006681 | OC DAVOC ENTERPRISES, INC.         | 4/6/2026 03/26 - JANITORIAL SERVICES   | 9,885.20  |
| A030695 | KRISTINE L REYNOLDS                | 4/6/2026 AMAZON - POPCORN POPPER   | 32.64     |
| A030696 | OC DAVOC ENTERPRISES, INC.         | 4/6/2026 TISSUES, LINERS, SOAP, PAPER TOWELS<br>03/26 - FY25-26-8TH GRADE FIELD TRIP FEE | 2,629.16  |
| A030697 | JAIME LLOYD                        | 4/6/2026 REFUND  | 950.00    |
| A030698 | SCHOOLMINT, INC.                   | 4/6/2026 08/05/26-08/05/27 - ENROLLMENT SOFTWARE   | 6,612.17  |
| E027434 | PROCOPIO, CORY, HARGREAVES & SAVIT | 4/6/2026 01/26-02/26 - LEGAL SERVICES  | 176.00    |
| E027435 | STAPLES                            | 4/6/2026 TAPE, INK, FOLDER, ETC  | 100.26    |
| E027436 | CERNA HEALTHCARE, LLC              | 4/6/2026 03/26/26-03/27/26 - NURSE   | 749.64    |
| P089129 | FUSION                             | 4/6/2026 04/26 - OUT OF DISTRICT TUITION   | 4,500.00  |
| P089130 | CLEAR VISION TECHNOLOGIES, LLC     | 4/6/2026 NINI KABOB - STUDENT MEALS  | 670.00    |
| P089131 | AMAZON (ABPL)                      | 4/6/2026 HOSE REEL   | 305.18    |
| P089132 | INCLUSIVE LEARNING PARTNERS LLC    | 4/6/2026 03/26 - BEHAVIOR TECHNICIAN   | 2,658.25  |
| P089133 | SHAYNA LABADIE, SPEECH THERAPY SAI | 4/6/2026 03/26 - SPEECH THERAPY  | 2,800.00  |
| P089134 | CAPISTRANO UNIFIED SCHOOL DISTRICT | 4/6/2026 OFFICE & MEDICAL SUPPLIES<br>06/26 - 8TH GRADE GRADUATION VENUE                 | 4,912.93  |
| 2857M   | CITY OF LAGUNA NIGUEL              | 4/15/2026 RENTAL   | 880.00    |
| 2858M   | LUIS CONTRERAS                     | 4/15/2026 04/26 - HANDYMAN SERVICES  | 1,997.00  |
| 2859M   | FIRST NATIONAL BANK OF OMAHA       | 4/16/2026 03/26 - CREDIT CARD PURCHASES  | 7,563.59  |
| 2860M   | WELLS FARGO 9313                   | 4/16/2026 03/26 - CREDIT CARD PURCHASES  | 286.56    |
| 2861M   | POSITIVE ADVENTURES LLC            | 4/22/2026 06/26 - 8TH GRADE FIELD TRIP   | 18,364.00 |
| 2862M   | GUARDIAN                           | 4/24/2026 05/26 - HEALTH PREMIUM   | 3,100.31  |
| 1006682 | EXCELLENT EDUCATION DEVELOPMENT    | 4/27/2026 03/26 - BUSINESS SERVICES & CALPADS  | 13,882.21 |
| 1006683 | EFFECTUAL EDUCATIONAL CONSULTING   | 4/27/2026 03/26- PSYCHOLOGIST, AT, NURSE & AP  | 15,373.20 |
| 1006684 | CUSD - FOOD & NUTRITION SERVICES   | 4/27/2026 03/26 - STUDENT MEALS<br>03/26 - INSTRUCTIONAL AIDES & SUBSTITUTES             | 25,457.75 |
| 1006685 | STRATEGIC KIDS, LLC                | 4/27/2026 TEACHERS   | 45,947.19 |
| A031224 | VERIZON WIRELESS                   | 4/27/2026 02/26/26-03/25/26 - MOBILE PHONE   | 87.73     |
| A031225 | HELLENE BRODSKY                    | 4/27/2026 AMAZON - RIBBON, SUN CATCHERS, MATCHES   | 211.80    |
| A031226 | EARTHROOTS FIELD SCHOOL, INC.      | 4/27/2026 04/26 - ECO-LITERACY INSTRUCTION<br>REMAINDERS CREATIVE REUS - CRAFT           | 2,463.33  |
| A031227 | CADENCE LUSINSKY                   | 4/27/2026 SUPPLIES   | 33.49     |
| A031228 | ADAM KILCOLLINS                    | 4/27/2026 RECREATION GOV - CAMPSITE  | 330.00    |
| A031229 | GAYLEN CORBETT                     | 4/27/2026 BULK FOOD PICK UP - MILEAGE  | 13.20     |
| A031230 | YOUNG, MINNEY & CORR, LLP          | 4/27/2026 03/26 - LEGAL SERVICES   | 42.50     |
| A031231 | GOTO COMMUNICATIONS, INC           | 4/27/2026 04/26 - PHONES   | 1,069.90  |
| E027887 | ALPINE FRESH USA                   | 4/27/2026 03/26 - BOTTLED WATER SERVICE  | 544.75    |
| E027888 | STAPLES                            | 4/27/2026 PENCILS, MARKERS, MASKING TAPE, ETC  | 335.21    |
| E027889 | WESTERN EXTERMINATOR COMPANY       | 4/27/2026 04/26 - PEST CONTROL MAINTENANCE   | 387.37    |
| E027890 | CERNA HEALTHCARE, LLC              | 4/27/2026 03/30/26-04/03/26 - NURSE  | 1,113.64  |
| P090456 | REVOLUTION OFFICE                  | 4/27/2026 03/12/26-04/11/26 - COPIER LEASE<br>MULTIPLE VENDORS - T-SHIRTS, FLAGS,        | 731.19    |
| P090457 | JOY HALVERSON                      | 4/27/2026 MEDALS, CROWNS   | 4,578.43  |
| P090458 | BEYOND BLINDNESS                   | 4/27/2026 03/26 - PHYSICAL THERAPY SERVICES<br>READ-A-THON, CURRICULUM, PROJECT          | 491.96    |
| P090459 | CAPISTRANO UNIFIED SCHOOL DISTRICT | 4/27/2026 PRINTING   | 298.90    |
| P090460 | REVOLUTION OFFICE                  | 4/27/2026 01/12/26-04/11/26 - COPIER OVERAGES  | 8,349.59  |
| P090461 | AMAZON (ABPL)                      | 4/27/2026 RAFFIA   | 1,706.20  |
| P090462 | JEANNIE LEE                        | 4/27/2026 PANINI KABOB - STUDENT MEALS<br>MULTIPLE VENDORS - EVENT T-SHIRTS,             | 601.79    |
| P090463 | JOY HALVERSON                      | 4/27/2026 BREAKFAST, SAND BAGS<br>TARGET - STUDENT ACTIVITY SUPPLIES,                    | 6,283.44  |
| P090464 | EMILY LANDRUM                      | 4/27/2026 STORAGE BINS   | 63.52     |
| P090465 | FOOD SAFETY SYSTEMS                | 4/27/2026 F25-26 - FOOD SAFETY INSPECTION  | 1,000.00  |
| P090466 | STRATEGIC KIDS, LLC                | 4/27/2026 03/26 - ELOP LEAD & SITE INSTRUCTORS   | 4,840.00  |
| P090467 | HYUNAH AHN                         | 4/27/2026 05/26 - FIELD TRIP FEE REFUND  | 136.17    |
| P090468 | DEPARTMENT OF JUSTICE              | 4/27/2026 03/26 - FINGERPRINTS   | 47.00     |
| P090469 | INCLUSIVE LEARNING PARTNERS LLC    | 4/27/2026 04/26 - BEHAVIOR TECHNICIAN  | 1,510.67  |

**Journey School  
Check Register  
For the Month Ending April 30, 2026**

| <b>Check #</b> | <b>Vendor Name</b>  | <b>Date Description</b>                       | <b>Amount</b>            |
|----------------|---------------------|---|--------------------------|
| P090582        | STRATEGIC KIDS, LLC | 4/29/2026 02/26-03/26 - HOMEWORK HELP SUPPORT | <u>2,750.00</u>          |
| <b>Total</b>   |                     |   | <b><u>232,137.77</u></b> |

**Journey School  
Credit Card Register  
For the Month Ending April 30, 2026**

| <b>Credit Card Vendor</b>    | <b>Statement Number</b> | <b>Charge Description</b>             | <b>Amount</b>      |
|------------------------------|-------------------------|---------------------------------------|--------------------|
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HYATT REGENCY - CONFERENCE LODGING    | 312.58             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | ADOBE - SOFTWARE SUBSCRIPTION         | 69.99              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | ULINE - PATIO UMBRELLA                | 258.85             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | BLUEHOST - DOMAIN NAME PROTECTION     | 15.00              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HOME DEPOT - PATIO UMBRELLAS          | 419.60             |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 75.25              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | STAPLES - TAPE, MARKERS, WIPES,       | 181.31             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | SCREENAGERS - MOVIE SCREENING         | 300.00             |
|                              |                         | CUTTING EDGE PLASTICS - BASKETBALL    |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | BACKBOARD                             | 554.91             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HOME DEPOT - LOCK LUBRICANT           | 13.77              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HOME DEPOT - DUCT TAPE                | 15.06              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HOME DEPOT - POTTING SOIL             | 95.93              |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 32.21              |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 59.40              |
|                              |                         | PATRIOT PORTABLE RESTROOMS -          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | MEDIEVAL GAMES RESTROOM RENTAL        | 431.72             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | BROWN SHEEP COMPANY - YARN            | 34.13              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROW ORGANIC - SEED POTATOES          | 96.19              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | BROWN SHEEP COMPANY - YARN            | 267.00             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | APPLE - MOBILE PHONE INSURANCE        | 9.99               |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | WICHELT IMPORTS - CROSS STITCH FABRIC | 49.50              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | TIERRA VERDE INDUSTRIES - GARDEN      | 321.85             |
|                              |                         | MERCURIUS - LESSON BOOKS, DRAWING &   |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | PAINTING PAPER                        | 340.59             |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 39.66              |
|                              |                         | MEDICAL ENVIRONMENTAL - MEDICAL       |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | WASTE DISPOSAL                        | 105.18             |
|                              |                         | YORBA LINDA FEED STORE - MEDIEVAL     |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GAMES STRAWBERRIES                    | 1,799.43           |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 39.79              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | ZOOM - VIDEO CONFERENCING SOFTWARE    | 219.90             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | MARY MAXIM - YARN                     | 518.60             |
|                              |                         | BRIGHTWHEEL - AFTERCARE PROGRAM       |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | SOFTWARE                              | 129.00             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | STAPLES - DUCT TAPE, TISSUE, COFFEE   | 76.22              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | HOME DEPOT - LUMBER, CONCRETE,        | 30.98              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | STAPLES - ENVELOPES                   | 83.39              |
|                              |                         | INSTACART - AFTERCARE SNACKS          |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | GROCERIES                             | 58.78              |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | SURVEYMONKEY - SURVEY SOFTWARE        | 63.91              |
|                              |                         | AZURE STANDARD - KINDERGARTEN         |                    |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | SNACKS GROCERIES                      | 321.92             |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | OC PARKS - ZOO ADMISSION              | 2.00               |
| FIRST NATIONAL BANK OF OMAHA | JE123250007394          | OC PARKS - ZOO ADMISSION              | 120.00             |
| Total                        |                         |                                       | <b>\$ 7,563.59</b> |

**Journey School  
2026-27 Draft Budget  
May 28, 2026**



## May Revision: State Fiscal Outlook Improves

- State revenues projected \$16.5B higher than January estimates over the 2024–27 window. The increase is driven primarily by stronger-than-expected personal income tax collections tied to elevated capital gains realizations.
- May Revision reflects stronger reserves and a more stable fiscal outlook for schools.

| “Big Three” Revenue Sources (In Millions) |                   |                  |                   |                  |                   |                  |
|---|-------------------|------------------|-------------------|------------------|-------------------|------------------|
|   | 2024-25           |                  | 2025-26           |                  | 2026-27           |                  |
|   | Governor’s Budget | May Revision     | Governor’s Budget | May Revision     | Governor’s Budget | May Revision     |
| Personal Income Tax                       | \$130,178         | \$131,328        | \$137,840         | \$146,847        | \$142,202         | \$145,610        |
| Corporation Tax                           | \$41,338          | \$41,757         | \$41,702          | \$43,287         | \$43,528          | \$44,192         |
| Sales Tax                                 | \$33,602          | \$33,596         | \$34,401          | \$34,588         | \$35,085          | \$35,148         |
| <b>Total</b>                              | <b>\$205,118</b>  | <b>\$206,681</b> | <b>\$213,943</b>  | <b>\$224,722</b> | <b>\$220,815</b>  | <b>\$224,950</b> |

# May Revision Key Funding Changes

## LCFF

- Statutory COLA increases from 2.41% (January) to 2.87%.
- Additional discretionary LCFF augmentation creates a total 4.31% “Super COLA,” intended in part to absorb costs of the proposed 14-week paid pregnancy leave mandate

## SPED

- Governor proposes an additional \$1.8B ongoing investment in Special Education.
- Base rate increases from \$917 per ADA to \$1,340 per ADA.

## Student Support & PD DBG

- Increases from \$2.8B to \$5B.
- Estimated funding rises from ~\$512 to ~\$937 per 25/26 P2 ADA (SSC estimate).

## LREBG




- Retains January proposal to repay remaining Learning Recovery Emergency Block Grant (LREBG) balance.

## Additional Investments

- Ongoing funding for Community Schools and Universal Meals
- \$1,800/ADA minimum for Tier 2 ELO-P schools (<55% unduplicated pupils)
- \$428.8M one-time extension of Literacy Coaches & Reading Specialists Grant
- Additional Kitchen Infrastructure grant round

## Paid Pregnancy Disability Leave

- The May Revision proposes to mandate paid disability leave for medical conditions related to pregnancy
  - Applies to regular certificated and classified public school employees

|  Leave Requirements   |  Leave Duration  |  Leave Tracking   |
|--|---|--|
| <ul style="list-style-type: none"> <li>▪ Qualifying reasons for leave include disability due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions</li> <li>▪ This leave does not require a minimum number of hours worked or length of service to qualify</li> </ul> | <ul style="list-style-type: none"> <li>▪ Leave of absence is full pay up to a maximum of 14 weeks</li> <li>▪ Leave may be taken before and continue after childbirth if the employee is disabled by pregnancy or other related medical conditions</li> <li>▪ The length of the leave of absence is determined by the employee and the employee's physician</li> </ul> | <ul style="list-style-type: none"> <li>▪ Leave taken under this provision is not deducted from any other accrued paid leave</li> <li>▪ Runs consecutively with other state and federal leaves of absence regulations and laws</li> </ul> |

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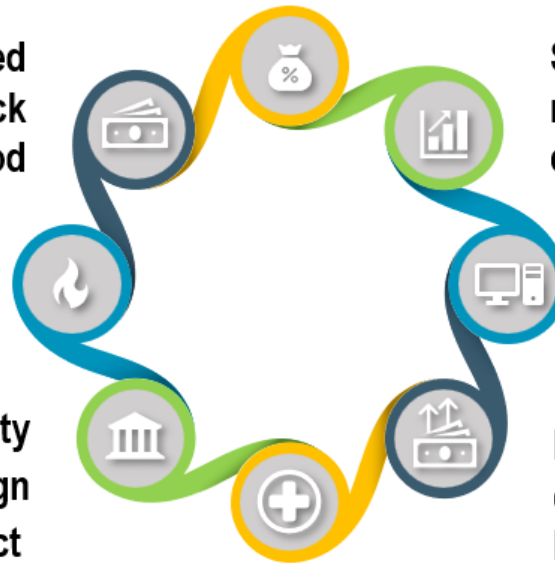
# Risks to the Economy and the State Budget

Uncertainty remains regarding future economic conditions and the potential impact of proposed tax initiatives on taxpayer behavior and revenue stability

Budget solutions rely on continued economic growth and moderation in stock market growth over the forecast period

Insurance market instability, wildfire recovery costs, and potential climate-related disasters

Federal policymaking uncertainty related to immigration, foreign trade, and geopolitical conflict



Structural deficits persist despite strong revenue growth and improved tax collections

Greater dependence on technology and financial markets increases volatility risk for state revenue

Inflation volatility due to tariffs, rising energy costs, and the Federal Reserve's leadership transition

Medi-Cal costs and caseload pressures, along with reduced federal Medicaid spending

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# Journey School Budget Overview

## ● BEFORE MAY REVISE

**-\$323K**

Net income before May Revise

- Federal Title and LCFF S&C lower due to lower low-income students
- Loss of one time Arts Music Instructional Materials Block Grant, Educator Effectiveness Grant, TK Planning Grant: \$353,670 in 25-26
- Updated staffing schedule
- Teachers on updated salary schedule; other staff 3% increase
- Supplies and Services adjusted based on need and/or COLA

## ● WHAT CHANGED

**+\$210K**

Increased funding from May Revise

- Super COLA for LCFF
- Learning Recovery Emergency Block Grant
- Conservative estimates: State SPED \$1150/ADA and Student Support and PD Grant at \$562.19/ADA. SSPD Grant revenue spread out over 3 years.

## ● WHERE WE STAND NOW

**-\$110K**

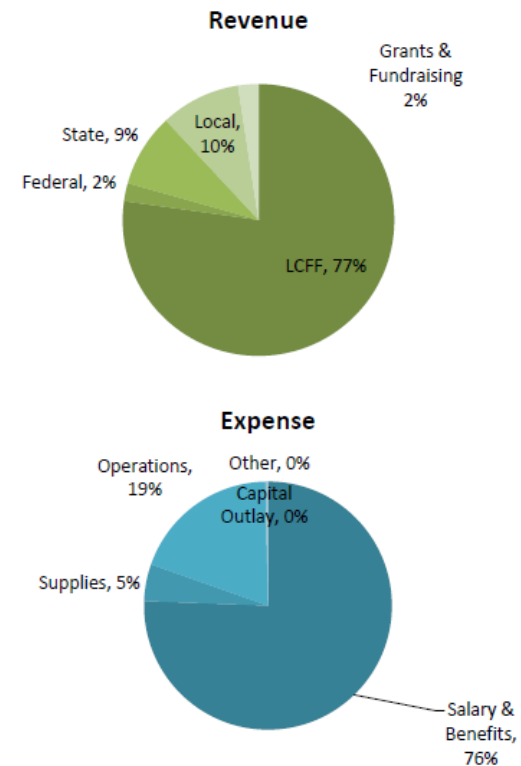
Revised net income after May Revise

- Reviewing revenue and expenses for final budget adoption in June
- Potential for higher funding from State SPED and Student Support and PD Grant
- Planning for charter renewal in 27-28

# Draft 26-27 Budget

|  | 2025-26          | 2026-27<br>Forecast | 2027-28          | 2028-29          |
|--|------------------|---------------------|------------------|------------------|
| Total Enrollment                                 | 593              | 600                 | 600              | 600              |
| ADA  | 575.44           | 570.00              | 570.00           | 570.00           |
| % Free and Reduced                               | 20.1%            | 20.1%               | 20.1%            | 20.1%            |
| % English Language Learners                      | 5.6%             | 5.6%                | 5.6%             | 5.6%             |
| % Unduplicated Low Income, EL, Foster Youth      | 24.2%            | 24.2%               | 24.2%            | 24.2%            |
| <b>INCOME</b>                                    |                  |                     |                  |                  |
| 8011-8098 · Local Control Funding Formula Source | 6,854,574        | 7,095,943           | 7,239,586        | 7,481,259        |
| 8100-8299 · Federal Revenue                      | 242,225          | 196,631             | 193,927          | 193,927          |
| 8300-8599 · Other State Revenue                  | 1,183,321        | 800,128             | 886,245          | 789,571          |
| 8600-8799 · Other Local Revenue                  | 734,384          | 874,000             | 863,500          | 863,500          |
| Grants/Fundraising                               | 227,811          | 223,000             | 223,000          | 223,000          |
| 8999 · Other Prior Year Adjustment               | -                | -                   | -                | -                |
| <b>TOTAL INCOME</b>                              | <b>9,242,314</b> | <b>9,189,702</b>    | <b>9,406,258</b> | <b>9,551,257</b> |
| <b>EXPENSE</b>                                   |                  |                     |                  |                  |
| 1000 · Certificated Salaries                     | 3,283,015        | 3,518,067           | 3,616,541        | 3,725,038        |
| 2000 · Classified Salaries                       | 1,495,301        | 1,572,676           | 1,616,293        | 1,664,782        |
| 3000 · Employee Benefits                         | 1,727,494        | 1,938,393           | 2,032,563        | 2,113,456        |
| 4000 · Supplies                                  | 476,676          | 446,491             | 453,686          | 461,097          |
| 5000 · Operating Services                        | 2,310,079        | 1,795,755           | 1,819,522        | 1,791,095        |
| 6000 · Capital Outlay                            | 28,816           | 28,452              | 29,834           | 23,450           |
| 7000 · Other Outgo                               | -                | -                   | -                | -                |
| <b>TOTAL EXPENSE</b>                             | <b>9,321,381</b> | <b>9,299,833</b>    | <b>9,568,440</b> | <b>9,778,918</b> |
| <b>NET INCOME</b>                                | <b>(79,067)</b>  | <b>(110,131)</b>    | <b>(162,182)</b> | <b>(227,660)</b> |
| Ending Cash Balance                              | 2,911,172        | 2,556,309           | 2,181,819        | 2,018,989        |

2026-27 Revenue and Expense By Category



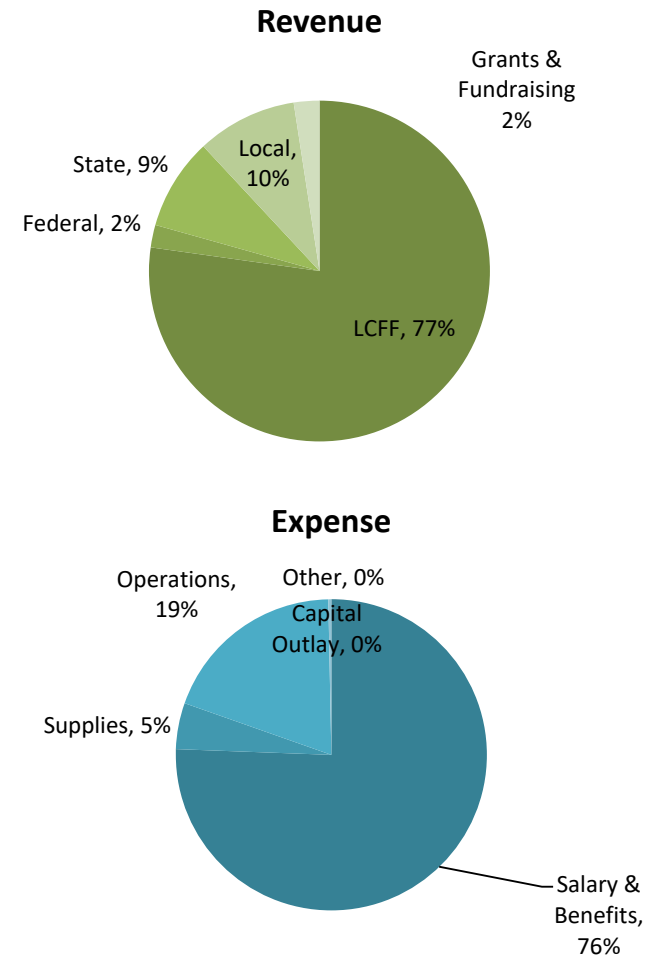
**JOURNEY SCHOOL**

*Multi-Year Budget Summary*

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|  | 2025-26          | 2026-27<br>Forecast | 2027-28          | 2028-29          |
|--|------------------|---------------------|------------------|------------------|
| Total Enrollment                                 | 593              | 600                 | 600              | 600              |
| ADA  | 575.44           | 570.00              | 570.00           | 570.00           |
| % Free and Reduced                               | 20.1%            | 20.1%               | 20.1%            | 20.1%            |
| % English Language Learners                      | 5.6%             | 5.6%                | 5.6%             | 5.6%             |
| % Unduplicated Low Income, EL, Foster Youth      | 24.2%            | 24.2%               | 24.2%            | 24.2%            |
| <b>INCOME</b>                                    |                  |                     |                  |                  |
| 8011-8098 · Local Control Funding Formula Source | 6,854,574        | 7,095,943           | 7,239,586        | 7,481,259        |
| 8100-8299 · Federal Revenue                      | 242,225          | 196,631             | 193,927          | 193,927          |
| 8300-8599 · Other State Revenue                  | 1,183,321        | 800,128             | 886,245          | 789,571          |
| 8600-8799 · Other Local Revenue                  | 734,384          | 874,000             | 863,500          | 863,500          |
| Grants/Fundraising                               | 227,811          | 223,000             | 223,000          | 223,000          |
| 8999 · Other Prior Year Adjustment               | -                | -                   | -                | -                |
| <b>TOTAL INCOME</b>                              | <b>9,242,314</b> | <b>9,189,702</b>    | <b>9,406,258</b> | <b>9,551,257</b> |
| <b>EXPENSE</b>                                   |                  |                     |                  |                  |
| 1000 · Certificated Salaries                     | 3,283,015        | 3,518,067           | 3,616,541        | 3,725,038        |
| 2000 · Classified Salaries                       | 1,495,301        | 1,572,676           | 1,616,293        | 1,664,782        |
| 3000 · Employee Benefits                         | 1,727,494        | 1,938,393           | 2,032,563        | 2,113,456        |
| 4000 · Supplies                                  | 476,676          | 446,491             | 453,686          | 461,097          |
| 5000 · Operating Services                        | 2,310,079        | 1,795,755           | 1,819,522        | 1,791,095        |
| 6000 · Capital Outlay                            | 28,816           | 28,452              | 29,834           | 23,450           |
| 7000 · Other Outgo                               | -                | -                   | -                | -                |
| <b>TOTAL EXPENSE</b>                             | <b>9,321,381</b> | <b>9,299,833</b>    | <b>9,568,440</b> | <b>9,778,918</b> |
| <b>NET INCOME</b>                                | <b>(79,067)</b>  | <b>(110,131)</b>    | <b>(162,182)</b> | <b>(227,660)</b> |
| Ending Cash Balance                              | 2,911,172        | 2,556,309           | 2,181,819        | 2,018,989        |

**2026-27 Revenue and Expense By Category**



**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

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|   | -1               | 0                | 1                | 2                |
|---|------------------|------------------|------------------|------------------|
|   | 2025-26          | 2026-27 Trend    | 2027-28          | 2028-29          |
| Enrollment  | 593              | 600              | 600              | 600              |
| ADA   | 575.44           | 570.00           | 570.00           | 570.00           |
| ADA %   | 95.0%            | 95.0%            | 95.0%            | 95.0%            |
| UPP   | 30.3%            | 29.6%            | 24.2%            | 24.2%            |
| <b>Income</b>   |                  |                  |                  |                  |
| <b>8011-8098 · Local Control Funding Formula Sources</b>  |                  |                  |                  |                  |
| 8011 Local Control Funding Formula                        | 487,188          | 786,563          | 930,206          | 1,171,880        |
| 8012 Education Protection Account                         | 115,296          | 113,400          | 113,400          | 113,400          |
| 8019 Local Control Funding Formula - Prior Year           | 80,593           |                  |                  |                  |
| 8096 In Lieu of Property Taxes                            | 6,255,113        | 6,195,980        | 6,195,980        | 6,195,980        |
| 8098 In Lieu of Property Taxes, Prior Year                | (83,617)         |                  |                  |                  |
| <b>Total 8011-8098 · Local Control Funding Formula</b>    | <b>6,854,574</b> | <b>7,095,943</b> | <b>7,239,586</b> | <b>7,481,259</b> |
| <b>8100-8299 · Federal Revenue</b>                        |                  |                  |                  |                  |
| 8181 Special Education - Federal (IDEA)                   | 99,331           | 88,740           | 87,000           | 87,000           |
| 8221 Child Nutrition - Federal                            | 46,138           | 48,716           | 48,716           | 48,716           |
| 8291 Title I  | 73,767           | 41,813           | 40,993           | 40,993           |
| 8292 Title II   | 12,989           | 7,362            | 7,218            | 7,218            |
| 8295 Title IV, SSAE                                       | 10,000           | 10,000           | 10,000           | 10,000           |
| 8299 All Other Federal Revenue                            | -                | -                | -                | -                |
| <b>Total 8100-8299 · Other Federal Income</b>             | <b>242,225</b>   | <b>196,631</b>   | <b>193,927</b>   | <b>193,927</b>   |
| <b>8300-8599 · Other State Revenue</b>                    |                  |                  |                  |                  |
| 8520 Child Nutrition - State                              | 119,325          | 124,518          | 124,518          | 124,518          |
| 8550 Mandate Block Grant                                  | 11,884           | 12,148           | 12,403           | 12,819           |
| 8560 Lottery Revenue                                      | 162,510          | 161,933          | 161,933          | 161,933          |
| 8592 State Mental Health                                  | 48,768           | 48,307           | 48,307           | 48,307           |
| 8595 Expanded Learning Opportunity Program                | 314,436          | 236,506          | 240,413          | 171,849          |
| 8596 Prop 28 Arts & Music                                 | 108,339          | 122,110          | 119,307          | 84,698           |
| 8599 State Revenue - Other                                | 418,060          | 94,607           | 179,364          | 185,447          |
| <b>Total 8300-8599 · Other State Income</b>               | <b>1,183,321</b> | <b>800,128</b>   | <b>886,245</b>   | <b>789,571</b>   |
| <b>8600-8799 · Other Local Revenue</b>                    |                  |                  |                  |                  |
| 8660 Interest & Dividend Income                           | 80,000           | 80,000           | 80,000           | 80,000           |
| 8662 Net Increase (Decrease) in Fair Value of Investments | 10,000           | 15,000           | 15,000           | 15,000           |
| 8682 Childcare & Enrichment Program Fees                  | 110,000          | 110,000          | 110,000          | 110,000          |
| 8689 All Other Fees & Contracts                           | -                | -                | -                | -                |
| 8692 Grants   | 60,000           | 60,000           | 60,000           | 60,000           |
| 8695 Contributions & Events                               | 59,811           | 55,000           | 55,000           | 55,000           |
| 8696 Other Fundraising                                    | 108,000          | 108,000          | 108,000          | 108,000          |
| 8697 E-Rate   | 3,000            | 3,000            | 3,000            | 3,000            |
| 8699 All Other Local Revenue                              | 15               | -                | -                | -                |

**JOURNEY SCHOOL**

*Multi-Year Budget Detail*

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|   | -1               | 0                | 1                | 2                |
|---|------------------|------------------|------------------|------------------|
|   | 2025-26          | 2026-27 Trend    | 2027-28          | 2028-29          |
| 8792 Transfers of Apportionments - Special Education      | 531,369          | 666,000          | 655,500          | 655,500          |
| <b>Total 8600-8799 · Other Income-Local</b>               | <b>962,195</b>   | <b>1,097,000</b> | <b>1,086,500</b> | <b>1,086,500</b> |
| <b>TOTAL INCOME</b>                                       | <b>9,242,314</b> | <b>9,189,702</b> | <b>9,406,258</b> | <b>9,551,257</b> |
| <b>Expense</b>  |                  |                  |                  |                  |
| <b>1000 · Certificated Salaries</b>                       |                  |                  |                  |                  |
| 1110 Teachers' Salaries                                   | 2,442,551        | 2,570,672        | 2,644,889        | 2,724,236        |
| 1120 Teachers' Hourly                                     | 1,951            | -                | -                | -                |
| 1170 Teachers' Salaries - Substitute                      | 55,250           | 57,114           | 58,827           | 60,592           |
| 1175 Teachers' Salaries - Stipend/Extra Duty              | 17,700           | 11,764           | 12,117           | 12,481           |
| 1213 Certificated Pupil Support - Guidance & Counseling   | 75,742           | 81,264           | 79,537           | 81,923           |
| 1299 Certificated Pupil Support - Other                   | 159,823          | 229,687          | 236,577          | 243,674          |
| 1300 Certificated Supervisors' & Administrators' Salaries | 529,998          | 567,567          | 584,594          | 602,132          |
| <b>Total 1000 · Certificated Salaries</b>                 | <b>3,283,015</b> | <b>3,518,067</b> | <b>3,616,541</b> | <b>3,725,038</b> |
| <b>2000 · Classified Salaries</b>                         |                  |                  |                  |                  |
| 2111 Instructional Aide & Other Salaries                  | 627,959          | 725,292          | 747,050          | 769,462          |
| 2121 After School Staff Salaries                          | 54,688           | 71,551           | 73,698           | 75,909           |
| 2131 Classified Teacher Salaries                          | 148,161          | 112,632          | 116,011          | 119,491          |
| 2200 Classified Support Salaries                          | 92,131           | 98,586           | 97,981           | 100,920          |
| 2400 Classified Office Staff Salaries                     | 478,804          | 463,097          | 476,990          | 491,300          |
| 2900 Other Classified Salaries                            | 93,558           | 101,518          | 104,564          | 107,701          |
| <b>Total 2000 · Classified Salaries</b>                   | <b>1,495,301</b> | <b>1,572,676</b> | <b>1,616,293</b> | <b>1,664,782</b> |
| <b>Total 1000-2000 · Salaries</b>                         | <b>4,778,316</b> | <b>5,090,743</b> | <b>5,232,835</b> | <b>5,389,820</b> |
| <b>3000 · Employee Benefits</b>                           |                  |                  |                  |                  |
| 3111 STRS - State Teachers Retirement System              | 663,095          | 671,951          | 690,759          | 711,482          |
| 3212 PERS - Public Employee Retirement System             | 306,040          | 415,186          | 434,783          | 434,508          |
| 3311 OASDI - Social Security                              | 78,831           | 97,506           | 100,210          | 103,216          |
| 3331 MED - Medicare                                       | 67,726           | 73,816           | 75,876           | 78,152           |
| 3401 H&W - Health & Welfare                               | 529,505          | 592,437          | 639,832          | 691,018          |
| 3501 SUI - State Unemployment Insurance                   | 2,335            | 2,545            | 2,616            | 2,695            |
| 3601 Workers' Compensation Insurance                      | 46,211           | 51,202           | 54,736           | 58,633           |
| 3901 Other Retirement Benefits                            | 750              | 750              | 750              | 750              |
| 3902 Other Benefits                                       | 33,000           | 33,000           | 33,000           | 33,000           |
| <b>Total 3000 · Employee Benefits</b>                     | <b>1,727,494</b> | <b>1,938,393</b> | <b>2,032,563</b> | <b>2,113,456</b> |
| <b>Total 1000-3000 · Salaries &amp; Benefits</b>          | <b>6,505,810</b> | <b>7,029,135</b> | <b>7,265,398</b> | <b>7,503,275</b> |
| <b>4000 · Supplies</b>                                    |                  |                  |                  |                  |
| 4111 Core Curricula Materials                             | 31,306           | 32,245           | 33,213           | 34,209           |
| 4211 Books & Other Reference Materials                    | 5,000            | 5,150            | 5,305            | 5,464            |
| 4311 Student Materials                                    | 90,112           | 79,726           | 82,117           | 84,581           |
| 4351 Office Supplies                                      | 18,500           | 19,055           | 19,627           | 20,215           |

# JOURNEY SCHOOL

## Multi-Year Budget Detail

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-1 0 1 2

|   | 2025-26        | 2026-27 Trend  | 2027-28        | 2028-29        |
|---|----------------|----------------|----------------|----------------|
| 4371 Custodial Supplies                     | 38,700         | 39,261         | 40,439         | 41,652         |
| 4391 Food (Non Nutrition Program)           | 21,625         | 15,888         | 16,364         | 16,855         |
| 4392 Uniforms                               | 7,974          | 7,416          | 7,638          | 7,868          |
| 4393 PE & Sports Equipment                  | 3,581          | 1,438          | 1,481          | 1,526          |
| 4395 Before & After School Program Supplies | 100            | 100            | 103            | 106            |
| 4399 All Other Supplies                     | 15,905         | 16,382         | 16,874         | 17,380         |
| 4411 Non Capitalized Equipment              | 30,944         | 23,175         | 23,870         | 24,586         |
| 4711 Nutrition Program Food & Supplies      | 212,929        | 206,655        | 206,655        | 206,655        |
| <b>Total 4000 • Supplies</b>                | <b>476,676</b> | <b>446,491</b> | <b>453,686</b> | <b>461,097</b> |
| <b>5000 • Operating Services</b>            |                |                |                |                |
| 5211 Travel & Conferences                   | 20,950         | 21,579         | 22,226         | 22,893         |
| 5311 Dues & Memberships                     | 16,217         | 20,935         | 21,731         | 22,533         |
| 5451 General Insurance                      | 138,484        | 141,873        | 146,129        | 150,513        |
| 5511 Utilities                              | 91,027         | 92,023         | 94,784         | 97,628         |
| 5521 Security Services                      | 3,000          | 3,090          | 3,183          | 3,278          |
| 5531 Housekeeping Services                  | 107,874        | 103,022        | 106,112        | 109,296        |
| 5599 Other Facility Operations & Utilities  | 12,418         | 12,791         | 13,174         | 13,570         |
| 5611 School Rent - Private Facility         | (361)          | (59)           | (59)           | (59)           |
| 5619 Other Facility Rentals                 | 194,890        | 200,737        | 206,759        | 212,962        |
| 5621 Equipment Lease                        | 43,300         | 29,149         | 30,023         | 30,924         |
| 5631 Vendor Repairs                         | 38,110         | 25,413         | 26,176         | 26,961         |
| 5812 Field Trips & Pupil Transportation     | 147,916        | 152,353        | 156,924        | 161,632        |
| 5821 Legal                                  | 199,100        | 68,090         | 53,183         | 54,778         |
| 5823 Audit                                  | 32,000         | 25,750         | 26,523         | 27,318         |
| 5831 Advertisement & Recruitment            | 3,350          | 3,451          | 3,554          | 3,661          |
| 5841 Contracted Substitute Teachers         | 48,000         | 27,810         | 28,644         | 29,504         |
| 5842 Special Education Services             | 490,566        | 359,066        | 362,156        | 365,339        |
| 5849 Other Student Instructional Services   | 206,060        | 117,142        | 117,056        | 45,812         |
| 5852 PD Consultants & Tuition               | 10,771         | 11,004         | 11,244         | 11,492         |
| 5854 Nursing & Medical (Non-IEP)            | 127,256        | -              | -              | -              |
| 5859 All Other Consultants & Services       | 195,764        | 198,918        | 204,886        | 211,032        |
| 5861 Non Instructional Software             | 41,862         | 43,118         | 44,411         | 45,743         |
| 5865 Fundraising Cost                       | 3,200          | 2,575          | 2,652          | 2,732          |
| 5871 District Oversight Fees                | 68,576         | 70,959         | 72,396         | 74,813         |
| 5872 Special Education Fees (SELPA)         | 35,575         | 29,767         | 29,400         | 29,400         |
| 5899 All Other Expenses                     | 26,684         | 27,484         | 28,309         | 29,158         |
| 5913 Mobile Phone                           | 775            | 798            | 822            | 847            |
| 5921 Internet                               | 4,155          | 4,280          | 4,408          | 4,540          |
| 5923 Website Hosting                        | 438            | 448            | 461            | 475            |

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

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|  | -1               | 0                | 1                | 2                |
|--|------------------|------------------|------------------|------------------|
|  | 2025-26          | 2026-27 Trend    | 2027-28          | 2028-29          |
| 5931 Postage & Shipping                    | 2,020            | 2,083            | 2,145            | 2,209            |
| 5999 Other Communications                  | 103              | 107              | 110              | 113              |
| <b>Total 5000 · Operating Services</b>     | <b>2,310,079</b> | <b>1,795,755</b> | <b>1,819,522</b> | <b>1,791,095</b> |
| <b>6000 · Capital Outlay</b>               |                  |                  |                  |                  |
| 6901 Depreciation Expense                  | 28,816           | 28,452           | 29,834           | 23,450           |
| <b>Total 6000 · Capital Outlay</b>         | <b>28,816</b>    | <b>28,452</b>    | <b>29,834</b>    | <b>23,450</b>    |
| <b>7000 · Other Outgo</b>                  |                  |                  |                  |                  |
| 7438 Interest Expense                      | -                | -                | -                | -                |
| <b>Total 7000 · Other Outgo</b>            | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>         |
| <b>TOTAL EXPENSE</b>                       | <b>9,321,381</b> | <b>9,299,833</b> | <b>9,568,440</b> | <b>9,778,918</b> |
| <b>NET INCOME</b>                          | <b>(79,067)</b>  | <b>(110,131)</b> | <b>(162,182)</b> | <b>(227,660)</b> |
| <b>Beginning Cash Balance</b>              | 2,820,267        | 2,911,172        | 2,556,309        | 2,181,819        |
| <b>Cash Flow from Operating Activities</b> |                  |                  |                  |                  |
| Net Income                                 | (79,067)         | (110,131)        | (162,182)        | (227,660)        |
| Change in Accounts Receivable              |                  |                  |                  |                  |
| Prior Year Accounts Receivable             | 1,082,724        | 677,219          | 669,316          | 736,608          |
| Current Year Accounts Receivable           | (677,219)        | (669,316)        | (736,608)        | (672,255)        |
| Change in Due from                         | (175)            |                  | -                | -                |
| Change in Accounts Payable                 | 51,389           | (8,827)          | (8,385)          | (7,966)          |
| Change in Due to                           | 10,288           | 114,937          | (151,694)        | -                |
| Change in Current Lease Payable            | (124,514)        | 580              | (181,285)        | (471)            |
| Change in Lease Assets                     | 159,151          | 181,118          | 181,697          | 412              |
| Change in Payroll Liabilities              | (23,090)         | (129,534)        | -                | -                |
| Change in Prepaid Expenditures             | (10,144)         | (4,489)          | (4,713)          | (4,949)          |
| Change in Deferred Revenue                 | (323,861)        | (243,115)        | -                | -                |
| Change in Long Term Lease Liabilities      | (433)            | (181,756)        | (471)            | -                |
| Depreciation Expense                       | 22,106           | 28,452           | 29,834           | 23,450           |
| <b>Cash Flow from Investing Activities</b> |                  |                  |                  |                  |
| Capital Expenditures                       | 3,750            | (10,000)         | (10,000)         | (10,000)         |
| <b>Ending Cash Balance</b>                 | <b>2,911,172</b> | <b>2,556,309</b> | <b>2,181,819</b> | <b>2,018,989</b> |

## Journey School

### Title I School-Level Parental Involvement Policy

Approved 6.15.25

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

#### Program Overview and Eligible Students

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

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

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

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

1. The school convenes an annual meeting **to inform parents participating in the TA** about Title I requirements and about the right of parents to be involved in the Title I program.
2. The meeting described above typically take place during the school day. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
4. The school provides parents of Title I students with timely information about Journey School's TA.
5. The school provides parents of Title I students with an explanation of the curriculum used in Journey School's TA, the assessments used to identify students, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

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

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

1. The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
2. The school provides parents with materials and training to help them work with their children to improve their children's achievement.
3. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
4. There are significant opportunities for parent volunteers, and the school has an excellent rate of participation by parents in the classroom.
4. The school coordinates and integrates a variety of activities, such as class meetings, Parent Cabinet activities, and school events to encourage and support parents in more fully participating in the education of their children.
5. The school distributes Information related to school and parent programs, meetings, and other activities to all parents, including Title I parents, in a format and language that the parents understand.

## **Accessibility**

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

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
JOURNEY SCHOOL  
AND  
SSG SCHOOL PSYCHOLOGY AND MENTAL HEALTH, PC**

**FOR THE PURPOSE OF SCHOOL-BASED MENTAL HEALTH SERVICES UNDER  
THE CYBHI ALL PAYER FEE SCHEDULE PROGRAM**

This Contract is entered into as of July 1, 2026, by and between Journey School, whose mailing address is 27102 Foxborough, Aliso Viejo, CA 92656, hereinafter referred to as “School District,” and SSG School Psychology and Mental Health, PC, (a California Professional Corporation, d/b/a The Stepping Stones Group) whose mailing address is 4880 Market Street, Ventura, CA 93003, hereinafter referred to as “Provider.”

**RECITALS**

WHEREAS, Provider is a professional corporation delivering behavioral health services through licensed professionals and operates as part of a network of affiliated professional entities under The Stepping Stones Group.

WHEREAS, Provider is a behavioral health provider delivering mental health services to children, adolescents, adults, and families that are covered by Medicaid or certain commercial insurances.

WHEREAS, the Provider represents and warrants that it meets applicable standards as a provider of Outpatient Mental Health Services in local education agencies as specified by Title XIX of the Social Security Act, federal regulations promulgated pursuant thereto, and the California Plan for Medical Assistance.

WHEREAS, School District is engaging Provider to deliver services to eligible students available under the CYBHI All Payer Fee Schedule Program at no cost to the School District.

NOW, THEREFORE, the Parties to this Contract, in consideration of the mutual promises, covenants, and stipulations set forth herein, agree as follows:

**ARTICLE I**

**CONTRACT PERIOD**

Contract shall take effect as of July 1, 2026 and it shall, continue in full force and effect until such time that it is terminated in accordance with Article III herein.

## **ARTICLE II**

### **SCOPE OF SERVICES**

#### ***Section 1. Provider Responsibilities***

**1.00** Provider agrees to provide mental health services to children requiring said services as requested by School District and in accordance with the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program.

**1.01** Provider agrees and understands that in order to perform these specific services for School District, Provider must enroll directly with DHCS as a Medi-Cal provider and will submit claims directly to the DHCS-designated Third Party Administrator (TPA) for payment of services. Provider and the School District agree that the School District has no responsibility to pay Provider for services deliver to eligible students under the CYBHI Fee Schedule Program.

#### **1.02 Reporting Requirements**

Provider agrees to submit to School District the following reports within ten (10) calendar days of the School District's request:

- Quality Assurance Reports as requested by the School District.
- Number of students in treatment.

**1.03** Provider operates as part of a network of affiliated professional corporations under The Stepping Stones Group.

Services under this Agreement may be delivered by Provider or, upon written notice, by an affiliated professional corporation of The Stepping Stones Group, including but not limited to ERA Psychological Services, Inc.

Any such transition shall not result in:

- (a) interruption of services;
- (b) material change in personnel; or
- (c) modification of scope or quality.

Provider shall remain responsible for continuity and coordination of services.

#### ***Section 2 - School District Responsibilities***

**2.01** School District shall provide Provider's clinicians with a private area for therapy that is furnished with a desk, chairs, and a telephone.

**2.02** School District shall provide referrals for service through Provider's electronic referral form or other mutually agreed process so clinicians can be assigned. Referrals shall include all data available to the School District that will allow Provider to submit claims for services to the DHCS-designated TPA.

### **ARTICLE III**

#### **TERMINATION AND ASSIGNMENT**

Provider may assign this Agreement, in whole or in part, to an affiliated professional corporation of The Stepping Stones Group, including but not limited to ERA Psychological Services, Inc., upon written notice to School District, provided there is no interruption of services.

Such assignment shall not constitute a change in vendor or require re-approval by the School District.

This Contract may be canceled or terminated by either party at any time within the contract period whenever it is determined by such party that the other party has materially breached or otherwise materially failed to comply with its obligations hereunder. Termination for a breach of contract shall be effective thirty (30) days after the date of receipt of written notice of termination unless otherwise provided by law.

In the event that the Provider loses its license to operate or practice from the California Department of Health Care Services or the appropriate licensing agency, this Contract shall terminate as of the date of de-licensure. Further, should the Provider lose its certification to participate in the Title XVIII and/or Title XIX program, this Contract shall immediately terminate.

Either party may terminate this Contract upon providing the other party with thirty (30) days written notice of termination. In the event of any termination, the party terminating the Contract shall give notice of such termination in writing to the other party. Notice of termination shall be sent by certified mail, return receipt requested.

### **ARTICLE IV**

#### **INSURANCE**

The Provider shall maintain, throughout the performance of its obligations under this Contract, a policy or policies of Worker's Compensation insurance with such limits as may be required by law, and a policy or policies of general liability insurance insuring against liability for injury to, and death of, persons and damage to, and destruction of, property arising out of or based upon any act or omission of the Provider or their respective officers, directors, employees, or agents.

Such general liability insurance shall have limits sufficient to cover any loss or potential loss

resulting from this Contract. The Provider shall be the named insured on the insurance policies required by this Section.

Provider may satisfy its insurance obligations through policies maintained directly or through affiliated entities, provided coverage extends to Provider and its personnel.

## **ARTICLE V**

### **NO SOLICITATION**

During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

**IN WITNESS WHEREOF**, School District and Provider, by their authorized agents, have executed this Contract as of the **1st day of July, 2026**.

**District:** Journey School

**Provider:** SSG School Psychology and  
Mental Health, PC

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

JOURNEY SCHOOL STAFFING PLAN 2026-27

| NAME                                      | TITLE/GRADE   | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS                                | OTHER INFO/NOTES              |
|---|---|--|-------------------------------|
| <b>ADMINISTRATION and STUDENT SUPPORT</b> |   |  |                               |
| Gavin Keller                              | Executive Director  | Salary/Exempt<br><b>BENEFITS</b>   |                               |
| Shelley Kelley                            | Education Director  | Salary/Exempt<br><b>BENEFITS</b>   |                               |
| Amanda Simmons                            | Independent Study Director  | 0.25 FTE 0.5 FTE Admin. And<br>0.5 FTE Teacher<br>Salary/Exempt<br><b>BENEFITS</b> | Increase to full time         |
| Grace LaHatt                              | Office Manager and<br>HR Specialist   | Salary/Exempt<br><b>BENEFITS</b>   | Retiring                      |
| Jaime Lloyd                               | HR Specialist   | Salary/Exempt<br><b>BENEFITS</b>   | New Role for Current Employee |
| Kris Reynolds                             | Admin Asst: Enrollment,<br>Communication, After School<br>Programs Coordinator    | Salary/Exempt<br><b>BENEFITS</b>   |                               |
| Shoon O'Neill                             | Admin Asst: Registrar,<br>Attendance, Facilities<br>Management and Reception      | Salary/Exempt<br><b>BENEFITS</b>   |                               |
| Janet Gates                               | Information Technology<br>Specialist and Office Support                           | Salary/Exempt<br><b>BENEFITS</b>   |                               |
| Gaylen Corbett                            | Admin Assistant: Business<br>Specialist/Accounts Payable and<br>Office Management | Salary/Exempt<br><b>BENEFITS</b>   | Additional Duties             |
| Jenny Wilkes                              | Admin. Assistant: School Nurse  | Hourly/Non-Exempt  | Substitute when needed        |
| Delaney Stelman                           | Admin Assistant: School Nurse   | Hourly /Non-Exempt<br><b>BENEFITS</b>  |                               |
| Cadence Lusinsky                          | Counselor   | Salary/Exempt<br><b>BENEFITS</b>   |                               |

**JOURNEY SCHOOL STAFFING PLAN 2026-27**

|                   |                                    |                                       |                               |
|-------------------|------------------------------------|---------------------------------------|-------------------------------|
| Emily Landrum     | Counselor                          | FTE Salary/Exempt<br><b>BENEFITS</b>  |                               |
| Jaime Lloyd       | Receptionist/Communication Support | Hourly /Non-Exempt<br><b>BENEFITS</b> | New Role for Current Employee |
| TBD               | Receptionist/Communication Support | Hourly /Non-Exempt<br><b>BENEFITS</b> | Seeking                       |
| Vivienne Benjamin | Social Media and Event Support     | Hourly /Non-Exempt/Part time          |                               |

| <b>MAIN CLASS TEACHERS</b> | <b>TITLE/GRADE</b>        | <b>SALARY or CONTRACTED HOURS PER WEEK &amp; EXEMPT STATUS</b> | <b>OTHER INFO</b>                         |
|----------------------------|---------------------------|--|---|
| 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  | 0.5 FTE Administrator and 0.5 FTE Teacher |
| 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   |   |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

|                   |                    |                    |   |
|-------------------|--------------------|--------------------|---|
| Stacy Kinney      | Main Class Teacher | F/T, Salary/Exempt |   |
| Jeannie Lee       | Main Class Teacher | F/T, Salary/Exempt |   |
| Andrew Goetz      | Main Class Teacher | F/T, Salary/Exempt |   |
| Julia Cameron     | Main Class Teacher | F/T, Salary/Exempt |   |
| Rita Kandel       | Main Class Teacher | F/T, Salary/Exempt |   |
| Kristi Kilcollins | Main Class Teacher | F/T, Salary/Exempt |   |
| Jennifer Tarr     | Main Class Teacher | F/T, Salary/Exempt |   |
| Michele Carothers | Main Class Teacher | F/T, Salary/Exempt |   |
| Paul Breazeale    | Main Class Teacher | F/T, Salary/Exempt |   |
| Heather Boley     | Main Class Teacher | F/T, Salary/Exempt |   |
| Jess Johnston     | Main Class Teacher | F/T, Salary/Exempt |   |
| Katie Blacker     | Main Class Teacher | F/T, Salary/Exempt |   |
| Adam Kilcollins   | Main Class Teacher | F/T, Salary/Exempt |   |
| Catherine Ji      | Main Class Teacher | F/T, Salary/Exempt | Short Term Staff Permit – Needs Intern<br>Credential to Continue Role for 26-27 |

JOURNEY SCHOOL STAFFING PLAN 2026-27

| CERTIFICATED INSTRUCTIONAL SUPPORT   | TITLE/GRADE                                    | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS                       | OTHER INFO |
|--|--|---|------------|
| Suzanna Bortz  | Remedial Support<br>Lower Grades               | 16 periods contact<br>5 prep<br><b>HOURS DEPENDENT ON TITLE I FUNDING</b> |            |
| Erin O'Neill   | Middle School<br>Academic<br>Specialist (TOSA) | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           |            |
| Lindsey LaFleur  | Middle School<br>Academic<br>Specialist (TOSA) | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           |            |
| Pam Klevit   | Elementary<br>Academic<br>Specialist (TOSA)    | F/T, Salary/Exempt (Teacher Salary<br>Schedule)                           |            |
| Miscellaneous: Gilliam<br>Buckley, Rebecca<br>Robertson, Ashley<br>Caldwell, Candice Reese,<br>Brianna Kinney, Lindsey<br>Allbee | Guest<br>Teachers/Subs.                        | As needed<br>EXEMPT   |            |

JOURNEY SCHOOL STAFFING PLAN 2026-27

| Special Education          | TITLE/GRADE  | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS | OTHER INFO                                  |
|----------------------------|--|---|---|
| Caryn Kaufman              | Special Education Program Specialist (Administrator) | Salary/Exempt<br><b>BENEFITS</b>                    |   |
| Alyson Wunderlich          | Education Specialist                                 | Salary/Exempt<br><b>BENEFITS</b>                    |   |
| Grace Stewart              | Education Specialist                                 | Salary/Exempt<br><b>BENEFITS</b>                    |   |
| Ashley Grey                | Education Specialist                                 | Salary/Exempt<br><b>BENEFITS</b>                    |   |
| <del>Marlena Ambrose</del> | <del>Education Specialist</del>                      | <del>Salary/Exempt<br/><b>BENEFITS</b></del>        | <del>Not Returning</del>                    |
| Lindsey Baxter             | Education Specialist                                 | Salary/Exempt<br><b>BENEFITS</b>                    | New Hire                                    |
| Kathryn Rylie              | Speech Language Pathologist                          | Salary/Exempt<br>BENEFITS                           |   |
| Savannah Diasdado          | Speech Language Pathologist Assistant                | Salary/Exempt – PART TIME<br><b>BENEFITS</b>        |   |
| Dee Marzal                 | Occupational Therapist                               | Salary/Exempt<br>– 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                                      | Contracted Service with Effectual Education |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

|                |   |                              |  |
|----------------|---|------------------------------|--|
| Kimberly Smith | School Psychologist   | NA – Part Time               | Contracted Service with Effectual Education                          |
| Ruth Labra     | 2 <sup>nd</sup> Grade 1:1 Aide  | NON EXEMPT 26 hours per week |  |
| Diana Carter   | 1:1 Nurse   | NON EXEMPT 18 hours per week |  |
| Various        | Specialized Services (Vision Therapy, Audiology, Assistive Technology, etc) | NA – Part Time               | Contracted Services with Effectual Education and Foreside HealthCare |

JOURNEY SCHOOL STAFFING PLAN 2026-27

| SPECIALTY Teachers        | TITLE/GRADE                        | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS   | OTHER INFO               |
|---------------------------|------------------------------------|---|--------------------------|
| Faith Benford             | Music Teacher<br>Grades 1-3        | 6 classes<br>3prep  |                          |
| Brandon Wickes            | Garden Instructor                  | 12 classes<br>6 prep<br>12 hours maintaining gardens<br><b>BENEFITS</b>   |                          |
| Devan Steele              | Strings                            | 14 classes<br>7 prep<br>3 hours music dept. coordination  |                          |
| Billy Alexander           | Music Elective:<br>Guitar          | 2 classes<br>1 prep   |                          |
| Joshua French             | Music Elective:<br>Ukulele         | 2 classes<br>1 prep   |                          |
| Ava Moadeli               | Music Elective:<br>Choir           | 2 classes<br>1 prep   |                          |
| <del>Nicola Wellner</del> | <del>Handwork<br/>Grades 5-8</del> | <del>18 classes<br/>9 prep<br/>3 hours specialty program coordination<br/>2 hours assisting Independent Study<br/><b>BENEFITS</b><br/><br/>50-75 hours annually to work with Parent Cabinet to plan Harvest Faire—<br/>reimbursed by PC through their<br/>general/annual contribution to the school budget.</del> | <del>Not Returning</del> |
| Rebecca Robertson         | Handwork<br>Grades 5-8             | 18 classes<br>NON - EXEMPT 28 hours per week  | New Hire                 |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

|                 |   |  |  |
|-----------------|---|--|--|
|                 |   |  |  |
| Amanda Hammond  | Handwork<br>Grades 1-4  | 18 classes<br>9 prep<br>2 hours assisting Independent Study<br><b>BENEFITS</b> |  |
| Tania Marquez   | Lower Grades Art<br>Enrichment and<br>7 <sup>th</sup> /8 <sup>th</sup> Grade<br>Visual Arts | 16 classes<br>8 prep<br><b>BENEFITS</b>  |  |
| Joy Halverson   | Games/<br>Movement  | 18 classes<br>9 hours prep<br><b>BENEFITS</b>                                  |  |
| Sergio Huerta   | Games/<br>Movement  | 16 classes<br>8 hours prep<br><b>BENEFITS</b>                                  |  |
| Joshua Crawford | Woodwork  | 16 classes<br>8 hours prep<br><b>BENEFITS</b>                                  |  |
| Janet Caballero | Spanish<br>(Grades 1-8)   | 20 classes<br>10 hours prep<br><b>BENEFITS</b>                                 |  |

JOURNEY SCHOOL STAFFING PLAN 2026-27

| 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                        | Potentially eligible for benefits with additional Little Acorns hours |
| Karen Dillingham                  | Kindergarten Assistant                   | NON EXEMPT 25 hours per week                        | Potentially eligible for 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 |
| Gisele Lewis                      | TK Kindergarten Assistant                | NON EXEMPT 25 hours per week                        | Potentially eligible for benefits with additional Little Acorns hours |
| Laura Valle                       | Kindergarten Assistant Independent Study | 18 hours per week                                   | 3 days per week – Wildflower kindergarten                             |
| Lucas Marquez                     | ISP First/Second Grade Assistant         | 12 hours per week                                   | Not Returning   |
| TBD                               | ISP First/Second Grade Assistant         | 12 hours per week                                   | Currently Interviewing Candidates                                     |
| Josiah Adams                      | First Grade Assistant                    | NON EXEMPT 30 hours per week<br><b>BENEFITS</b>     |   |
| Raz Allen                         | First Grade Assistant                    | NON EXEMPT 30 hours per week<br><b>BENEFITS</b>     |   |
| 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<br><b>BENEFITS</b>     |   |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

|  |   |  |          |
|--|---|--|----------|
| Carmen Paez  | Campus Supervision Lead<br>And Campus Support                             | NON EXEMPT 35 hours per week<br><b>BENEFITS</b>                              |          |
| Tania Marquez  | SE and Behavior Support<br>Provider<br>(Hearth Keeper)                    | NON EXEMPT 12 hours per week<br><b>BENEFITS</b>                              |          |
| Sarah Kandel   | SE and Behavior Support<br>Provider<br>(Hearth Keeper)                    | NON EXEMPT Various hours per week  | Sub role |
| Darren Utterback   | Substitute Teacher, and<br>Campus Support,<br>Maintenance Support         | NON EXEMPT 40 hours per week<br><b>BENEFITS</b>                              |          |
| June Hamlin O'Connor                                     | Substitute Teacher,<br>Intervention and Campus<br>Supervision Support     | NON - EXEMPT 28 hours per week   | New Hire |
| Joshua Crawford  | Construction/<br>Maintenance  | NON EXEMPT 5 hours per week<br><b>BENEFITS</b>                               |          |
| Akiko Choi   | Food Services<br>Professional   | NON EXEMPT 20 hours per week<br><b>BENEFITS</b>                              | New Hire |
| Other Misc Campus<br>Supervisor support: Hourly<br>Staff | Campus Supervisor<br>-Before School<br>-After School<br>-Lunch<br>-Recess | NON EXEMPT<br>Approximately 20-25 hours per week of paid<br>support          |          |
| Specialty Teacher<br>Meetings/Performances               | Specialty Teachers  | NON EXEMPT<br>Approximately 8-10 hours per week of<br>collaborative meetings |          |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

| Little Acorns Staffing*   | TITLE/GRADE                        | SALARY or CONTRACTED HOURS PER WEEK & EXEMPT STATUS | OTHER INFO   |
|---|------------------------------------|---|--|
| Kris Reynolds   | Coordinator                        | EXEMPT – Salary<br><b>BENEFITS</b>                  | Responsibilities and duties added to a current administrative assistant. |
| Jahtziry Hernandez, Erin Warrack,   | Little Acorns Leads                | NON EXEMPT up to 15 hours per week*                 | In addition to assistant hours during kindergarten day                   |
| Laura Valle, Issy Ortiz, Anna Whitney, Zephyr Reynolds, Viviene Benjamin, Ayva Poggi, Ricky Zimmer, Isabella Salter | Little Acorns Assistants           | NON EXEMPT up to 15 hours per week*                 |  |
| <del>Lucas Marquez/Various</del>  | <del>Little Acorns Assistant</del> | <del>15-25 hours per week</del>                     | <del>Not Returning</del>   |

\*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 2026-27

| <b>CONTRACTORS</b>                          | <b>TITLE/GRADE</b>     | <b>Description/Duration</b>  | <b>OTHER INFO</b>           |
|---|------------------------|--|-----------------------------|
| ExED  | Business Services      | See Contract   | See Contract                |
| Earth Roots                                 | Eco-Literacy/Gardening | See Contract   | Estimate \$25,750 annually  |
| Black Tiger                                 | IT Consultant          | Special projects and complex diagnostics   | Estimate \$10,000 annually  |
| David Bocanegra – OC<br>Janitorial Services | Janitorial Service     | See contract   | Estimate \$60,000 annually  |
| Various                                     | Waldorf Consultants    | Provide professional development opportunities<br>and Parent Education on campus   | Estimate \$7,000 annually   |
| Effectual Education                         | Special Education      | Psychologist, Assistive Technology,<br>Vision/Hearing Testing, Physical Therapist,<br>Assistive PE, Speech Language Pathologist<br>Assistant | Estimate \$300,000          |
| Aya Education                               | Staffing               | Special Education Paraeducators/Substitutes  | Estimate \$50,000           |
| STRATEGIC KIDS                              | Staffing               | Special Education Paraeducators/Substitutes  | Estimate \$250,000          |
| STRATEGIC KIDS                              | Staffing               | ELOP   | Estimate \$180,000 annually |

## JOURNEY SCHOOL STAFFING PLAN 2026-27

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



**Employee Handbook**

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

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## **1 INTRODUCTORY POLICIES**

### **1.1 Introductory Statement**

Welcome! As an employee of Journey School (which is also referred to herein as “Journey School” or the “School”), we hope you will find your employment to be both rewarding and challenging.

This Employee Handbook (“Handbook”) is designed to help employees get acquainted with Journey School. It explains some of our philosophies and beliefs, and describes, in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. In no way does the Handbook replace employment contracts (including any official collectively bargained agreements), other plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Because the quality of our employees is the key to our success, we carefully select our new employees. In turn, we expect employees to contribute to the success of the School.

This Handbook sets forth the terms and conditions of employment for all employees of the School. The School reserves the rights to change, suspend, revoke, terminate, or supersede provisions of this Handbook, or the policies and procedures on which they may be based, at any time. However, no modification or change to this Handbook will modify the policy of at-will employment. Some employees of the School may be covered by employment agreements. If terms contained in a specific employment agreement conflict with the policies and procedures contained in this Handbook, the employee shall adhere to his or her employment agreement.

This Handbook contains the policies in effect at the time of publication. All previously issued handbooks and any inconsistent policies or memoranda are superseded. With the exception of the statement of at-will status, nothing in this Handbook constitutes, nor should be construed as, an implied or express contract of employment.

It is important that all employees read, understand, and abide by the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact the Executive Director of the School or Human Resources.

Employees must sign the acknowledgment form at the end of this Handbook and return it to the Administrator.

### **1.2 Underlying Philosophy**

At Journey School the teachers are committed to educating the whole child and endeavor to foster the unfolding of each child’s full potential. Our methods, which are guided by the Core Principles of Public Waldorf Education, place equal emphasis on a solid academic foundation, artistic expression, social development, and attention to the inner life of the child. An integrated

thematic approach to learning emphasizes a child's relationship to the natural world while promoting respect for the environment and humankind. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The children experience wonder, reverence, and enthusiasm for learning throughout their years at Journey School, and as a result, emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives. The primary goal of Journey School is to nurture the whole child with the objective of enabling students to become self-motivated, competent, life-long learners. Our graduates will move forward on their life-long journey equipped with an enthusiasm for learning and the courage to meet life's challenges.

In order to foster a close and profound relationship with each child, the class teacher ideally leads the same group of children from grade one through eight. Other skilled professionals also teach the students some of the specialty subjects. Based on a pedagogical model of the developing child, each grade has specific areas of study suited for that developmental age. Within this framework, the teachers present the subject matter integrating Waldorf methods with other educational practices tailored to the learning needs of each child.

Journey School is based upon:

- a developmental approach
- a hands-on, creative educational program
- a classical and innovative curriculum
- a strong sense of community
- a high degree of parent participation
- a close, long-term relationship with teachers
- a cooperative learning experience
- a strong focus on respect, responsibility and compassion

### **1.3 The Origin and History of Journey School**

The idea for Journey School was conceived in 1998 by a group of committed parents in South Orange County, who believed they could offer a distinct educational choice by using Waldorf teaching methods. Waldorf education, the fastest growing independent school movement in the world, operates under the philosophy that in order to develop critical thinking a child needs an active and creative imagination. Within the Journey School classroom, teachers masterfully blend academic and artistic disciplines so that the whole child is involved in every aspect of

learning. This integration of the mind, body and heart allows each child to reach his or her full potential while preserving the natural joy of learning and developing a life-long love for it.

On February 14, 2000, Capistrano Unified School District (CUSD) approved Journey School's Charter making it the first charter school in the district. The school opened in September 2000 with two kindergarten classes and one class each of grades one through three. Journey School's charter was renewed by CUSD in 2005, 2010 and most recently in May of 2015. The school is now serving kindergarten through grade eight, including students studying in an independent study/home based program.

#### **1.4 Statement of At-Will Employment Status**

Employment at the School is at-will. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or the School. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause and with or without notice at any time. Nothing in this Handbook or in any document or statement shall limit the right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. No manager, supervisor, or employee of the School has authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment other than at-will.

#### **1.5 Equal Employment Opportunity**

The School is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. The School's policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, denial of family and medical care leave, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such discrimination is unlawful.

The School is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the School and prohibits unlawful discrimination by any employee of the School, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the

situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to unlawful discrimination, please follow the complaint procedure outlined below.

## **1.6 Unlawful Harassment**

The School is committed to providing a work environment free of unlawful harassment. The School's policy prohibits harassment based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, denial of family and medical care leave, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations.

The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by any employee of the School, (which includes supervisors and co-workers) and third parties. The School will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, customers, clients, and suppliers, who have workplace contact with our employees.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of sex, race, or any other protected basis.
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors.
- Retaliation for having reported or threatened to report unlawful harassment in good faith.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

## **1.7 Retaliation**

The School prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

## **1.8 Complaint Procedure—Discrimination, Harassment, Retaliation**

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation, regardless of whether they are the alleged victim, a witness, a bystander, or otherwise. If you believe you have been subjected to any form of such unlawful conduct, or if you have knowledge of such unlawful conduct, submit a complaint, preferably in writing, to your supervisor or Human Resources. If these individuals are not available, or in the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Executive Director of the School or other upper-level managers, as appropriate.

All complaints submitted pursuant to this policy should be done in writing, but they may be done verbally. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses.

The School encourages all employees to immediately report any incidents of unlawful discrimination, harassment, and/or retaliation so that complaints can be quickly and fairly resolved. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, the School will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of "qualified personnel" and using methods that provide all parties with "appropriate due process." During the investigation, the School will provide regular progress updates, as appropriate, to those directly involved. The School will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected.

If the School determines that unlawful conduct or a violation of applicable policies has occurred, appropriate remedial measures will be taken in accordance with the circumstances involved. Any employee determined by the School to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the [California Civil Rights Department \(CRD\)](#) ~~local office of the California Department of Fair Employment and Housing (“DFEH”)~~ or the Equal Employment Opportunity Commission (“EEOC”). ~~The DFEH and the California Fair Employment and Housing Council (“FEHC”) as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes in School policies.~~ The address and phone number of the ~~local DFEH-CRD~~ and EEOC offices can be found in the government sections of your local telephone directory or online.

## **1.9 Open Door Policy**

At some time or another, you may have a suggestion, complaint, or question about the School, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources or the Executive Director of the School, preferably in writing, who will address your concerns.

## **1.10 Waldorf Background**

Journey School in all cases seeks faculty and administration who hold Waldorf education certificates or who have knowledge of Waldorf education. Employees without Waldorf certification are encouraged to begin Waldorf training within the first year of employment, generally to be completed within three (3) years of the start date.

## **1.11 Hiring Requirements**

### **1.11.1 Certification**

The School’s teachers are required to hold and maintain a current California Commission on Teacher Credentialing certificate, permit, or other document. Teachers of non-core subjects may not be required to comply with this policy.

### **1.11.2 Tuberculosis Testing**

No person shall be employed by the School unless he or she provides proof of having submitted to a tuberculosis (TB) risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined he or she is free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall cause to be on file with the School a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of

infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing a certificate from a qualified professional, or a verification from the prior school employer, that shows he or she was found to be free of infectious TB within 60 days of initial hire.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if recommended by the local health officer.

The risk assessment, and examination if necessary, is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator.

### **1.11.3 CPR/First Aid**

Employees will maintain current certification in CPR/First Aid. Certification is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. If an employee begins employment without a current certification, they will certify or re-certify within the first six (6) months of employment. If an employee does not meet this requirement, any subsequent employment will be written with a requirement that certification be completed in order to continue employment.

### **1.11.4 Criminal Background Checks**

It is the policy of the School to require fingerprinting and background checks for its employees consistent with legal requirements.

The School may, on a case-by-case basis, require an entity providing School site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. To make such a determination, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these contractors. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, Human Resources and/or the Executive Director shall determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

Volunteers, contractors, and other adults acting on behalf of the School who interact with students may also be required to comply with School professional boundaries policies, child abuse prevention procedures, mandated reporter requirements (when applicable), and training requirements established by the School or required by law.

### **1.11.5 Immigration Compliance**

The School is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he begins work. Accordingly, all new hires must go through this procedure.

## **2 EMPLOYMENT POLICIES AND PRACTICES**

### **2.1 Employee Classifications**

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

### **2.2 Exempt Employees**

Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay. Exempt employees are expected to report for work and perform their jobs in a regular and timely manner.

### **2.3 Non-Exempt Employees**

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay in accordance with applicable law. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

### **2.4 Regular Employees**

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

### **2.5 Full-Time Employees**

An employee who is regularly scheduled to work and regularly works at least 30 hours per week is considered a regular full-time employee. Generally, full-time employees are eligible for School benefits, such as health care plans, vacation leave, holidays, and sick leave. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document,

and/or applicable law. Thus, there may be an instance in which a full-time employee is eligible for some but not all of these benefits.

## **2.6 Part-Time Employees**

An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee. Generally, part-time employees may be eligible for School benefits, such as health care plans, vacation leave, holidays subject to certain limitations. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may be an instance in which a part-time employee is eligible for one or more of these benefits.

## **2.7 Temporary Employees**

An employee who is hired for a particular project or job of limited or indefinite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by Human Resources.

## **2.8 Job Duties**

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the School. Your cooperation and assistance in performing such additional work is expected.

The School reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

## **2.9 Payment of Wages**

Employees are paid on the 15<sup>th</sup> and on the last day of the month. Employees are required to report any overpayment of wages to the Accounting Department. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

## **2.10 Overtime**

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

Exempt employees working more than forty hours per week will not accrue overtime or comp. time.

### **2.11 Workday and Workweek**

For purposes of calculating overtime, the School's standard workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). The School's standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

### **2.12 Meal and Rest Periods**

Meal Periods: All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

### **2.13 Timekeeping**

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means they must record their time whenever they begin, cease, or resume working during the course of a workday. While you need not record rest periods, you must record time you begin and end each meal period. Under no circumstances may one employee

record time for another employee. Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

You will be expected to record time worked on a timesheet for each pay period. Recording inaccurate time on your timesheet or recording time on another employee's time sheet is a violation of the School policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

## **2.14 Personnel Records**

To keep our personnel records accurate and to comply with state and federal laws, you must notify your supervisor immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Whom to inform in case of an emergency, including names and home and work telephone numbers and addresses.
- Withholding tax information (your marital status and correct number of dependents).
- Completion of education.
- Change of beneficiary on group life insurance.

## **2.15 Reimbursements**

Reimbursable expenses must be requested and approved (by the administrator) in writing prior to the expense by using an official pre-authorization form and/or by email if use of the form is not possible. Expenses without advance approval may not be reimbursed.

Pre-authorization forms should be specific and include the exact items and cost of those items. These forms are not open purchase orders that receipts may be submitted towards throughout the school year. All expenses or purchases must be made from the most economical

source. Classroom supplies are usually approved annually as part of the budget process. The following also applies to reimbursements:

- Employees will be reimbursed for expenditures within three weeks of presentation of complete and appropriate documentation.
- Original itemized receipts or other appropriate documentation will be required for all expenses.
- The employee and the Administrator (or designee) must sign or electronically approve expense reports.
- Administrator expense reports should be approved by an officer of the board and always be submitted to the school's business office for processing and payment.
- Expenses greater than two months old may not be reimbursed.
- At the end of the fiscal year, if an expense report has not been turned in for expenses incurred during the previous fiscal year, the expense will not be able to be reimbursed after July 30.

## **2.16 Employee References**

All requests for references must be directed to Human Resources. No other manager, supervisor, or employee is authorized to release references for current or former employees. The School's policy as to references for employees who have left the School is to disclose only the dates of employment and the title of the last position held. If you authorize disclosure in writing, the School will also provide a prospective employer with the information on the amount of salary or wage you last earned.

## **2.17 Performance Evaluations**

Employees will receive periodic performance evaluations. Your supervisor will conduct the evaluation and discuss it with you. The School strives to conduct performance evaluations annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations should help you become aware of your progress, areas for improvement, and objectives or goals for future work performance.

Positive performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you and discussed with you by your supervisor and that you are aware of its contents.

The School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Failure by the School to evaluate the employee will not prevent the School from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

## **2.18 Conflicts of Interest**

While employed by the School, employees owe a duty of loyalty to the School and are required to avoid any situation that presents an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's business dealings. For purposes of this policy, "relatives" are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Instances where an actual or potential conflict of interest may arise include, but are not limited to, the acceptance of gifts, engaging in outside activities, and personal and familial relationships.

Notwithstanding this policy, if an employee is a "designated employee" under the Board's Conflicts of Interest Code (adopted pursuant to the Political Reform Act), then the employee must comply with those provisions in addition to this policy.

### **2.18.1 Gifts**

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which the School does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School. The receipt of occasional flowers, candy or gifts worth less than \$250.00 from clients, customers, or vendors fall outside the intent of this policy and acceptance of such items is permissible.

### **2.18.2 Outside Activities**

The School recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to the School's business. However, employees may not engage in any outside activity, including outside employment, which presents an actual or potential conflict of interest. Such outside activities must not affect the employee's work hours, interfere or conflict with the employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that may impact the employee's job performance. Each employee must disclose any outside employment he or she wishes to pursue so that the School may assess and prevent potential or actual conflicts of interest from arising. The employee is required to obtain written approval that such outside employment does not create an actual or potential conflict of interest from the Executive Director before accepting such outside employment.

Employees also may not use the School's name, logo, supplies, equipment, or other property in connection with any outside activities. If you have any questions regarding the potential impact of any outside activities, including outside employment, please contact Human Resources prior to engaging in such activity.

### **2.18.3 Personal and Familial Relationships**

Employees have an obligation to place the School's interests before their own and to exercise good judgment on behalf of the School. Personal involvement with a competitor, customer, vendor, supplier, or subordinate employee of the School, which impairs an employee's ability to exercise good judgment on behalf of the School, creates an actual or potential conflict of interest. An employee involved in any such relationship must immediately and fully disclose the circumstances to Human Resources for a determination as to whether a conflict exists. If an actual or potential conflict of interest exists, the School will take appropriate corrective action according to the circumstances, up to and including termination.

Relatives of employees may be eligible for employment with the School only if the individuals involved do not work in a direct supervisory relationship or in job positions in which an actual or potential conflict of interest could arise. Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign.

Failure to comply with the Conflicts of Interest Policy may result in disciplinary action, up to and including termination.

### **2.19 Discipline**

Inappropriate conduct, such as violation of School policies and rules and/or poor performance, may warrant disciplinary action. Under appropriate circumstances, the School may subject an employee to a range of disciplinary action that includes, but is not limited to, verbal warnings, written warnings, suspension, or termination. The system is not formal, and the School may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to and including immediate termination of employment. The School's use of varying forms of discipline does not alter the at-will employment relationship in any way. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

For employees subject to a Collective Bargaining Agreement, please refer to the Agreement regarding the disciplinary process.

### **2.20 Voluntary Termination**

Although employment with the School is at-will, the School requests that an employee who intends to voluntarily leave his or her employment with the School provide appropriate

written notice to their supervisor or Human Resources. This advance notice will provide your supervisor adequate time to complete the termination process and ensure a smooth transition for your departure from the School. All School-owned property (laptops, cell phones, student files, student grades and work product, lesson plans, keys, files, identification badges, credit cards, etc.) must be returned immediately upon termination of employment.

An employee who fails to report to work for three or more consecutively scheduled workdays without notice to, or approval by his or her supervisor, will, in most cases, be deemed to have voluntarily terminated his or her employment with the School.

### **3 STANDARDS OF CONDUCT**

#### **3.1 Prohibited Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct injurious to security, personal safety, employee welfare, and the School's operations also may be prohibited. Violation of the following standards may result in disciplinary action, up to and including immediate termination:

Falsification of employment records, employment information, or other School records. This includes making false statements or omitting material information in the application procedure for employment.

- Falsifying any time record.
- Theft, damage, or destruction of any School property or the property of any employee or client.
- Removing or borrowing School property without prior authorization.
- Unauthorized use of School equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay on School time or on School premises.
- Carrying firearms or any other dangerous weapons on School premises at any time.
- Causing, creating, or participating in a disruption of any kind during working hours on School property.
- Insubordination, including, but not limited to, failure or refusal to obey the legitimate orders or instructions of a supervisor or administrator, or the use of abusive or threatening language toward a supervisor or administrator.

- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on School premises.
- Unreported absences.
- Failure to observe working schedules, including meal and rest periods.
- Sleeping or malingering on the job.
- Working overtime without authorization or refusing to work assigned overtime.
- Working “off the clock” or failing to record or report all hours worked.
- Failing to keep confidential information pertaining to parents, students, or vendors.
- Violation of any safety, health, security, or other School policies, rules, or procedures.
- Committing a fraudulent act or a breach of trust under any circumstances.
- Engaging in unlawful harassment, discrimination, or retaliation.
- Making false or malicious statements about any employee or the School.
- Poor personal hygiene and grooming habits unless otherwise protected by law.
- Gambling of any type on School premises.
- Violation of the Drug and Alcohol Abuse Policy, including, but not limited to, refusing to submit to a drug/alcohol test mandated by the School.
- Unauthorized use of cameras or other recording devices on School premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from the School.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.
- Unfit for service, including the inability to appropriately instruct or associate with students.
- Performing unauthorized work on School time.

- Failure to observe designated areas limiting eating, drinking, or other activities.
- Smoking or using tobacco products on School property.

This statement of prohibited conduct does not alter the School’s policy of at-will employment. The School and you retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

### **3.2 Employee-Student Relations Policy**

#### **3.2.1 Boundaries Defined**

For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust. Professional boundaries expectations apply to employees, volunteers, contractors, and any adult acting on behalf of the School. Communications with students through text messaging, social media, or other electronic platforms should be limited to legitimate school-related purposes and should, where appropriate, include parents/guardians or occur through approved School platforms.

#### **3.2.2 Unacceptable and Acceptable Behavior**

Some activities may seem innocent from an employee’s perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Providing and/or discussing sex education (information, topics and terms) when parents have not been previously informed of topics to be discussed and have been afforded a right to opt out of sex education instruction.
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation

- Intentionally being alone with a student away from the School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to and/or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from School or School activities without parental permission
- Being alone in a room with a student at the School with the door closed
- Allowing students in your home without signed parent permission for a preplanned and pre-communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about School activities and not in accordance with applicable School policies or in violation of the School's Social Media Policy
- Being "friends" with a student on any personal or non-School social media website
- Communicating with students or parents/guardians in violation of the School's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on School social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (School and parental) to take students off School property for activities such as field trips or competitions
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to School activities or classes, and communication should be initiated via School-based technology and equipment
- Keeping the door open when alone with a student
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or administrators (such as Human Resources or the Executive Director) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources or the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes

- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of the School

### 3.2.3 Reporting Violations

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources or the Executive Director. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

### 3.2.4 Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to Human Resources and the Executive Director. Reporting such incidents to Human Resources and the Executive Director does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources. Mandated Reporter Training and child abuse prevention training, including prevention of sexual abuse and assault of children on school grounds or in school-sponsored programs, are annual requirements for all applicable employees and other covered individuals working on behalf of the school including some volunteers and contracted employees. ~~Mandated Reporter Training is an annual requirement of all employees.~~

### 3.2.5 Investigating

The Executive Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Executive Director shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

### **3.2.6 Violations**

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

### **3.2.7 Professional Boundaries and Student Safety**

The School is committed to maintaining professional boundaries between students and adults working on behalf of the School, including employees, contractors, volunteers, and other representatives. All individuals interacting with students are expected to maintain appropriate professional conduct, comply with School policies regarding electronic communications and supervision, and participate in required training relating to child abuse prevention, student safety, and mandated reporting obligations.

### **3.3 Political Beliefs and Neutrality Policy**

In order to maintain and promote efficient operations at the School and in order to ensure that all students and staff members feel welcome and are not unduly distracted in the workplace and learning environment, the School maintains an expectation applicable to all employees that governs the distribution and posting of content that may be perceived as politically motivated or actively used for partisan political purposes. Additionally, employees are not permitted to share political beliefs, opinions and affiliations through curriculum and classroom instruction delivered to students.

### **3.4 Solicitations and Distributions**

In order to maintain and promote efficient operations, discipline, and security, and in order to ensure that all students feel welcome and are not unduly distracted in the learning environment, the School maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.

No employee shall distribute, post or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her

working time or during the working time of the employee(s) at whom such activity is directed. As used in this section, working areas excludes designated meal and break rooms.

Violations of this policy may result in disciplinary action, up to and including termination.

### **3.5 Drug and Alcohol Abuse Policy**

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

The School prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs or drug paraphernalia on School premises or School business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of an controlled substance (including medicinal marijuana) on School premises or School business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of alcohol on School premises or School business or during working hours;
- Storing in a locker, desk, automobile, or other repository on School premises any controlled substance or alcohol whose use is unauthorized, or any illegal drug or drug paraphernalia;
- Being under the influence of an unauthorized controlled substance, illegal drug, or alcohol on School premises or School business or during working hours;
- Refusing to submit to an inspection when requested by management;
- Failing to adhere to the requirements of any drug or alcohol treatment or counseling program in which the employee is enrolled;

- Conviction under any criminal drug statute for a violation occurring in the workplace;
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served or while entertaining clients and prospective clients of the School. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Abuse Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilyzer, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting

may also be required following positive test results or after any violation of this policy or rehabilitation.

### **3.6 Schedule and Working Hours**

Business hours of Journey School are 8:00 a.m. to 5:00 p.m., Monday through Friday. During the summer business hours will be modified and posted. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

### **3.7 Punctuality and Attendance**

Each of our employees plays an important role in getting the day's work done. Therefore, each employee is expected to be at his or her work station on time each day and to remain there throughout his or her scheduled hours. Tardiness, even for good reasons, is disruptive to our operations and interferes with our ability to satisfy our students' needs. Excessive tardiness, excused or unexcused, can result in discipline, up to and including termination, to the extent allowed by applicable law.

If you are going to be late for work for any reason, please personally notify your supervisor as far in advance as possible and in any case no less than two hours before your shift starts so that proper arrangements can be made to handle your work during your absence. Of course, some situations may arise in which prior notice cannot be given. In those circumstances, please notify your supervisor as soon as possible. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission. If you are a teacher and will be late or absent, you must follow all applicable substitute teacher policies and procedures.

As an employee of the School, you are also expected to be regular in attendance. Any absence causes problems for those whom you serve and your fellow employees as well as your supervisor. When you are absent, others must perform your workload, just as you must assume the workload of others who are absent. Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods when appropriate or when required to leave on authorized School business. Late arrival, early departure, or other absences from scheduled hours are disruptive and must be avoided. Employees also must inform their supervisor of the expected duration of any absence. Absent extenuating circumstances, you must call in on any day you are scheduled to work and will not report to work. Excessive, unexcused absenteeism will not be

tolerated and, to the extent allowed by applicable law, may result in disciplinary action, up to and including termination.

Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively scheduled workdays, the School will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

### **3.8 Personal Standards**

Employees are expected to maintain the highest standards of personal cleanliness and present a neat, clean, tasteful and professional appearance at all times to the extent permitted by applicable law. Employees should wear clothing appropriate for the nature of our business and the type of work performed. Supervisors may issue more specific guidelines.

### **3.9 Confidential Information**

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee's job performance.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination of employment.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by the School may be considered to be public records, employees must refer any person seeking School records or information to Human Resources for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

### **3.10 Email Accounts**

All Journey School notices and communications will be sent to your Journey School email address and/or Parent Square account. Please check your inbox and Parent Square often and no less than once per day.

All Journey School employees must use Parent Square or an official Journey School email account when sending work emails or replying to colleagues and parents as it relates to Journey School business.

### **3.11 Computer Usage and Privacy**

Every user who is provided access to the School's Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

#### **3.11.1 Definitions**

The School's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

#### **3.11.2 Ownership and Conditions of Use**

The Communications Systems is the property of the School. It has been provided by the School for the sole purpose of conducting School-related business as well as other business that is approved by the Executive Director of the School. All communications and information transmitted by, received from, or stored in these systems are School records and the property of the School.

Electronic communications are a means of business communication. The School requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of the School's Communications Systems and the users thereof against unauthorized or improper use of these systems, the School reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Executive Director or his or her delegatee. The School also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business related purpose upon authorization of the Executive Director or his or her delegatee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Users are required to comply with the School's Computer Usage and Privacy Policy and agree to be bound by this policy by using the School's Communications Systems.

### **3.11.3 Confidentiality and Privileges**

Information stored on the Communications Systems is intended to be kept confidential within the School. The School has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside the School, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

### **3.11.4 Prohibited Use**

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. The School has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems.

Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.

Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.

Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Executive Director of the School.

Users must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from the School.

Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without proper

authorization, based on legitimate business reasons, from the Executive Director or his or her delegatee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

### **3.11.5 Access and Disclosure**

The Communications Systems is provided solely for the purpose of conducting the School business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt School business, and users *do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.*

The School, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Executive Director or his or her delegatee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although the School entrusts you with the use of voice mail, e-mail, computer files, software, or similar School property, you should keep in mind that these items have been installed and maintained at great expense to the School and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications contained in these systems also are School property. You are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications equipment are not private. Although they are a confidential part of School property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. The School is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after “deletion.”
- May be accessed by authorized service personnel.

- May be examined by management without notice for business purposes.

There will be times when the School, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other School property. The School also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when the School suspects that School property is being used in an unauthorized manner.

The School reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

#### **3.11.6 Discipline for Violations of Policy**

Any person who discovers misuse of the Internet access or any of the School's Communications Systems should immediately contact Human Resources or the Executive Director of the School. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

#### **3.11.7 Policy May Be Amended at Any Time**

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. The School reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

### **3.12 Social Media**

#### **3.12.1 Scope**

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and Instagram, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with *all* School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

### **3.12.2 Standards of Conduct**

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.

- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect to your professional credentials.
- Employees must use approved School communication platforms when communicating electronically with students or parents regarding School-related matters. Electronic communications with students should remain professional, limited to legitimate educational purposes, and consistent with the School’s professional boundaries expectations.

### 3.12.3 Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by the School. Employees are only permitted to communicate and connect with students’ parents or guardians regarding School-related matters on social media that is owned and operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to Human Resources and members of the administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by the School in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create School social media from Executive Director.
- Contact the IT Department to set up the social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

#### **3.12.4 Access**

Employees are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

#### **3.12.5 Discipline**

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

#### **3.12.6 Retaliation Is Prohibited**

The School prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

#### **3.12.7 Questions**

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

## **4 OPERATIONAL CONSIDERATIONS**

### **4.1 Employer Property**

Desks, files, copiers, lockers, and supplies, both office and household, are School property and must be maintained according to School rules and regulations. They must be kept clean and are to be used only for work-related purposes. Employees do not have any expectation of personal privacy in any School property. The School reserves the right to inspect all School property to ensure compliance with its rules and regulations, without notice to the employee and/or in the employee's absence.

Prior authorization must be obtained before any School property may be removed from the premises.

For security reasons, employees should not leave personal belongings of value in the workplace. Employees do not have an expectation of privacy in this regard.

Terminated employees should remove any personal items at the time they leave the School. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination, unless the parties have arranged otherwise. All School property must be immediately returned upon termination of the employment relationship.

### **4.2 Employee Property**

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. The School is not responsible for any lost or stolen personal items at work.

### **4.3 Security**

The security of the premises, as well as the welfare of employees and clients, requires that you be constantly aware of potential security risks. Therefore, please comply with the following security procedures to ensure a secure workplace. Be aware of persons loitering for no apparent reason (e.g., in parking areas, walkways, entrances/exits, and service areas). If you notice such a person, report it Human Resources, the Executive Director of the School, or your supervisor. Secure your work area when called away from it for any length of time, and do not leave valuable and/or personal articles in or around your work area.

### **4.4 Health and Safety**

The School maintains procedures and supervision practices intended to promote safe learning environments and protect students from abuse, neglect, misconduct, unsafe interactions, and other threats to student safety and well-being.

Every employee is responsible for the safety of himself or herself as well as others in the workplace. To achieve our goal of maintaining a safe workplace, everyone must be safety conscious at all times. In compliance with California law and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives.

#### **4.5 Smoking Policies**

Smoking is not allowed on School premises. Employees who wish to smoke must limit their smoking to meal and rest periods if taken off premises.

#### **4.6 Housekeeping**

All employees are expected to keep their work areas clean and organized. Common areas such as lunchrooms and restrooms should be kept clean by those using them. Please clean up after meals. Dispose of trash properly.

#### **4.7 Lactation**

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid.

A private place to express breast milk, other than a toilet, will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. Please see Human Resources for more information.

#### **4.8 Parking**

Employees may use parking facilities as directed by their supervisors. The School is not responsible for any loss or damage to employee vehicles or contents while parked on School property. Parking spaces are limited and may not be available on the school site. Please plan accordingly to arrive on time to report to work.

#### **4.9 Conducting Personal Business**

Employees are to conduct only School business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours. Any employee who violates this policy will be subject to appropriate disciplinary action, up to and including termination.

#### **4.10 Employees Who Are Required to Drive**

Employees who are required to drive their own vehicle on approved School business will be required to show proof of a current, valid license and proof of current, effective insurance coverage. The School retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage. Employees who drive their own vehicles on approved School business will be

reimbursed at the per mile rate established by the Internal Revenue Service. As a condition of employment, employees who drive their own vehicle on approved School business are required to use good judgment.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by the School or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

Violations of this policy will be subject to disciplinary action, up to and including termination.

#### **4.11 Service Animals, Emotional Support Animals, and Therapy Animals**

##### **4.11.1 Service Animals**

**The School permits the use of service animals by qualified individuals with disabilities in accordance with applicable federal and California law.**

**A service animal is generally defined as a dog that has been individually trained to perform specific work or tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. In limited circumstances permitted by law, miniature horses may also qualify as service animals.**

**Service animals are working animals and are not considered pets.**

**Employees, students, parents/guardians, and visitors using a service animal on campus must ensure that the animal:**

- **Is under the handler's control at all times through a harness, leash, tether, voice command, signal, or other effective means;**

- Is housebroken;
- Does not pose a direct threat to the health or safety of others; and
- Does not substantially disrupt School operations or the educational environment.

The School may ask only the questions permitted by law when the need for a service animal is not obvious:

1.) Whether the animal is required because of a disability; and

2.) What work or task the animal has been trained to perform.

The School will not request documentation regarding the individual's disability, require medical documentation, require a special identification card or training certification for the service animal, or ask that the animal demonstrate its task.

Service animals may be excluded from School premises if:

- The animal is out of control and the handler does not take effective action to control it;
- The animal is not housebroken;
- The animal poses a direct threat to health or safety; or
- The animal fundamentally alters the nature of the School's services, programs, or activities.

#### 4.11.2 Emotional Support Animals and Therapy Animals

Emotional support animals, comfort animals, companion animals, and therapy animals are not considered service animals under the Americans with Disabilities Act unless individually trained to perform a specific disability-related task.

Emotional support animals and therapy animals may be permitted on campus only with prior administrative approval.

The School may consider:

- The educational purpose or accommodation need;
- Student and employee health and safety;
- Allergies and other medical concerns;
- Supervision requirements;

- Insurance and liability considerations; and
- The appropriateness of the animal for a school setting.

Any approved emotional support or therapy animal must:

- Be appropriately vaccinated and healthy;
- Be clean and well groomed;
- Be under the handler's control at all times;
- Be age-appropriate and safe for interaction with students;
- Be supervised during all student interactions; and
- Be immediately removed if the animal becomes unsafe, disruptive, aggressive, or creates a health concern.

The School may require documentation reasonably necessary to evaluate requests involving emotional support or therapy animals to the extent permitted by law.

#### 4.11.3 Employee Accommodation Requests

Employees requesting permission to bring a service animal or emotional support animal to work as a disability accommodation should contact Human Resources.

The School will engage in a timely, good-faith interactive process in accordance with applicable disability accommodation laws, including the Americans with Disabilities Act (ADA) and California Fair Employment and Housing Act (FEHA).

Accommodation requests will be evaluated on an individualized basis considering:

- The employee's job duties;
- The nature of the disability-related need;
- Campus safety;
- Student needs;
- Allergies or competing accommodations; and
- Whether the requested accommodation would create an undue hardship or direct threat.

#### 4.11.4 Campus Safety and Supervision

Animals permitted on campus must not interfere with the safety, instruction, supervision, or well-being of students or staff.

Unsupervised student interaction with animals is not permitted.

Advance notice to affected staff and families may be provided when appropriate, particularly for recurring animal-assisted activities or programs.

The School reserves the right to restrict, remove, or deny the presence of any animal on campus that fails to comply with this policy or applicable law.

#### 4.11 Emotional Support Animals on Campus

Emotional support and/or therapy animals' guidelines:

- ~~Emotional support animals must have prior administrative approval before the animal is brought onto campus.~~
- ~~Harnessed, leashed, or tethered, unless this interferes with the animal's work or the handler's disability.~~
- ~~Under the handler's control at all times via leash, voice, signal, or other effective means.~~
- ~~Therapy animals should only be provided by reputable, professional vendors with documented experience in school or youth-serving environments.~~
- ~~Animals should be specifically trained and evaluated for therapy work, temperament, and interaction with children.~~
- ~~Current veterinary health certificates and vaccination records must be maintained. Confirmation of regular grooming and parasite prevention is highly recommended.~~
- ~~Appropriate habitat maintenance and hygiene practices must be maintained.~~
- ~~Animals must be age appropriate and safe for student interaction.~~
- ~~Unsupervised student interaction is not permitted under any circumstances.~~
- ~~Procedures must be in place to immediately remove an animal if its behavior becomes unsafe, disruptive, or poses a health or safety concern.~~
- ~~Advance notice to parents/guardians and staff is strongly recommended, particularly for recurring activities or events involving animals.~~

**Commented [GL1]:** Add this new section about Animals on Campus. It is recommended to have this section reviewed by our lawyer.

## 5 EMPLOYEE & BENEFITS/LEAVES

For all Unit Members of the JTA Bargaining Unit, the Collective Bargaining Agreement governs paid time off, including sick days and vacation days, as well as the ability to accrue paid time off for both employee use as well as employee retirement benefits. This section pertains to all other Journey School staff members.

### 5.1 Holidays

Part-time, temporary and exempt and non-exempt staff members are not eligible for holiday pay. Exempt staff members will receive their regularly scheduled pay during holidays.

Eligible staff members will receive time off with pay at their regular rate of pay on the School-observed holidays listed below. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

New Year's Day  
Martin Luther King, Jr. Day  
Presidents' Day  
Memorial Day  
Juneteenth  
Independence Day  
Labor Day  
Thanksgiving Day

**Commented [GL2]:** Change January 1 to New Year's Day

**Commented [GL3]:** Add these highlighted holidays

### 5.2 Vacation Leave

Full and part-time regular staff members (as defined above) shall be allotted Vacation Leave on the first day of the school year (July 1). If the staff member begins employment after July 1, Vacation Leave will be allotted on a pro rata basis in accordance with the schedule below.

**12-month Staff Members.** With the exception of staff members working less than 20 hours per week, Vacation Leave allotments and maximum caps are as follows for full and part-time staff members:

| Employee Status                           | Vacation Time Allotted Each Year (in Days) | Maximum Cap/ Allotment (in Days) |
|---|--|----------------------------------|
| 12 Month Full Time (30-40 hours per week) | 7 days = 56 hours                          | 14 days = 112 hours              |

|  |                   |                   |
|--|-------------------|-------------------|
| 11 Month Full Time<br>(30 - 40 hours per week)   | 4 days = 32 hours | 8 days = 64 hours |
| MCT's Full time – must be taken in half day (4 hour) increments per JTA CBA                  | 2 days = 16 hours | 3 days= 24 hours  |
| 10 Month Full Time<br>(30-40 hours per week)   | 2 days = 16 hours | 4 days = 32 hours |
| 10-12 Month Part-Time<br>(20-29 hours per week)  | 1 day = 8 hours   | 2 days = 16 hours |
| Part-time employees working less than 20 hours per week are not eligible for vacation leave. | N/A               | N/A               |
|  |                   |                   |

**Commented [GL4]:** Add MCT sick leave here

**Commented [GL5]:** Add this verbiage about MCT Medical Leaves

As noted in the chart above, there is a cap on Vacation Leave allotment. Although employees are encouraged to use all allotted Vacation Time each year, staff members may be allotted up to their maximum caps set forth above. Once the staff member's Vacation Leave reaches the maximum, further allotment of Vacation Leave is suspended until the staff member has reduced the Vacation Leave balance below this limit. If the staff member later uses enough Vacation Leave to fall below the maximum, the employee will receive an additional allotment of Vacation Leave at the beginning of the following school year, subject to the maximum allotment. For each full day of Vacation Leave, the School will pay eligible staff members eight (8) hours of pay regardless of the number of hours the staff member is scheduled to work that particular day. Otherwise, Vacation Leave taken in less than full day increments will be paid for specific number of hours taken for each particular day.

For both exempt and non-exempt staff members, Vacation Leave may be taken in minimum increments of two hours. If an exempt staff member absents himself or herself from work for part or all of the workday, he or she may be required to use accrued Vacation Leave to make up for the partial day absence.

All staff members must have supervisory approval before taking Vacation Leave, which must be requested at least ten business days in advance of the beginning of the anticipated Vacation Leave. Vacation leave shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements.

Although the School will attempt to accommodate Vacation Leave requests to the greatest extent possible, there is not a guarantee that a Vacation Leave request will be granted, and the School reserves the right to deny a Vacation Leave request based on operational needs of the School. The School reserves the right to schedule Vacation Leave for employees or to compensate employees for accrued, unused Vacation Leave at any time in its sole discretion.

Staff members who terminate their employment for any reason will be paid for any accrued but unused Vacation Leave in accordance with this policy. Vacation Leave is paid at the employee's final rate of pay at the time of the employee's separation.

As with all its policies and procedures, the School reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult Human Resources with questions regarding this policy.

**5.3 ~~Sick Leave~~ Personal Illness and Injury Leave (aka “Sick Leave”)**

**Commented [GL6]:** Change “Sick Leave” to Personal Illness and Injury Leave” to align with verbiage in the JTA CBA.

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide ~~paid sick leave (“PII”)~~ Personal Illness and Injury Leave (“PII”) to eligible employees.

**Commented [GL7]:** Replace this with Personal Illness & Injury Leave (aka “PII”)

Eligible Staff Members

All staff members (including part-time and temporary workers) who work more than 30 days within a year in California accrue PII as set forth in this policy.

Permitted Use

Eligible staff members may use their accrued PII to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the staff member or the staff member’s family member.

For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a stepchild, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a stepparent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

Staff members may also use their PII to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual Rate, Maximum, and Carryover

Eligible employees will accrue and may use PII days as follows:

| Employee Status  | Sick Time Allotted Each year (in days) | Maximum Cap/Allotment (in Days & Hours)   |
|--|--|---|
| 12 Month Full Time and Full Time Special Education Team Members (30-40 hours per week)   | 8 days = 64 hours                      | All unused days roll over to the next year but can only use a maximum of 12 days each year.                     |
| 11 Month Full Time (30-40 hours per week)  | 6 days = 48 hours                      | 8 days = 64 hours   |
| <del>MCT’s Sick Leave</del> <b>MCT’s Personal Illness &amp; Injury Leave (aka sick leave). Must be taken in half day (4 hour) increments per the CBA</b> | <del>8 days = 64 hours</del>           | <del>All unused Sick Leave rolls over to next year but MCT’s can only use a maximum of 12 days each year.</del> |

|   |   |   |
|---|---|---|
|   |   | A unit member can use up to 17 days of sick leave when going out on Pregnancy Disability Leave and/or Family Medical Leave. |
| 10 Month Full Time (30-40 hours per week)   | 5 days = 40 hours                           | 7 days = 56 hours   |
| 10-12 Month Part-Time (1-29 hours per week)<br>"Use it or lose it."   | 5 days = 40 hours                           | 5 days = 40 hours   |
| MCT's are allowed two 2-hour Medical Leaves per year. These are to be used for Doctors' appointments per JTA's CBA. | 2(two) 2-hour leaves                        | These leaves do not accrue from year to year  |
| Part-time summer employees, working up to 29 hours per week during July & August                                    | Accrues at 1 hour for each 20 hours worked. | This accrued sick leave can be added to employee's other 10-month PII allotment   |

**Commented [GL8]:** Add this info about MCT's sick leave

**Commented [GL9]:** Insert MCT's Medical Leave verbiage here

**Commented [GL10]:** Add this verbiage about accrued sick leave for summer employees.

As set forth in the chart above, there is a cap on Allotted PII. Once the staff member's PII reaches the maximum, further accrual of PII is suspended until the staff member has reduced the PII balance below this limit. In such a case, no PII will be earned for the period in which the

staff member's PII was at the maximum. Accrued but unused PII will carry over from year to year, subject to this maximum accrual.

#### Limits on Use

PII is available from the first day of employment.

PII may be taken in minimum increments of two hours. If an exempt staff member is absent from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PII to make up for the absence.

#### Notification

The staff member must provide reasonable advance notification, orally or in writing, of the need to use PII, if foreseeable. If the need to use PII is not foreseeable, the staff member must provide notice as soon as practicable.

#### Termination

Staff members will not receive pay in lieu of unused PII. Unused PII will not be paid out upon termination.

#### No Discrimination or Retaliation

The School prohibits discrimination or retaliation against staff members for using their PII.

### **5.4 Jury Duty/Witness Duty**

All staff members who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, staff members must provide a copy of the official jury/witness duty notice to their supervisor. Staff members must report for work whenever the court schedule permits. Either the School or the staff member may request an excuse from jury/witness duty if, in the School's judgment, the staff member's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided up to five (5) scheduled workdays without loss of pay. Any time off in excess of five (5) days, will be time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

For staff members paid on an hourly or on a per lesson basis, the maximum paid judicial leave will be the equivalent of the regularly scheduled hours/lessons over the course of a typical school week. Any compensation, less any mileage expenses, received for appearance as a witness or from serving as a juror under this section shall be endorsed over or reimbursed to the school so that the staff member's compensation for any days of absence for the above purposes shall not be in excess of nor less than, her/his regular pay.

In the event that the staff member must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off in accordance with this policy.

### **5.5 Bereavement Leave**

When the death of a member of a regularly scheduled staff member's immediate family requires the employee to lose regularly scheduled work to attend a funeral, to make any necessary memorial arrangements, and/or travel to and from the funeral, five consecutive days paid time off will be granted. For staff members paid on an hourly or on a per lesson basis, the maximum paid bereavement leave will be the equivalent of the regularly scheduled hours/lessons over the course of a typical school week. Bereavement pay will not be used in computing overtime pay. The School may request documentation (i.e., copy of the death certificate) to certify the need for such leave.

For the purposes of this policy, "immediate family members" include: mother, father, mother-in-law, father-in-law, persons who have raised the employee, spouse, registered domestic partner, child, grandmother, grandfather, sister, brother, or grandchild.

Bereavement leave as stated above must be approved by the employee's direct supervisor in advance and will not be charged to vacation leave. Under extenuating circumstances, employees who are not eligible for paid bereavement leave or eligible employees who wish to extend their paid bereavement leave beyond five days may request to do so in advance from their supervisors. In the event that the School approves such an advance request at its discretion, the absence or extended absence will be charged to the employee's vacation leave. If the employee does not accrue vacation leave or has used all his or her accrued vacation leave, the absence of extended absence will be without pay.

### **5.6 Family and Medical Leave\***

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.\*

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from

Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. the "serious health condition" of the employee;

\*Employees may qualify for FMLA Leave only if the School has 50 or more employees and the employees work within 75 miles of their respective worksites.

4. the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as

family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a Family and Medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

## **5.7 Pregnancy Disability Leave**

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be

required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

## **5.8 Unpaid Leave of Absence (Medical)**

In an effort to comply with its duty to accommodate employees with qualifying disabilities, the School will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to the School. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

## **5.9 Discretionary Unpaid Leave of Absence (Non-Medical)**

The School may grant a discretionary leave of absence to employees in certain unusual circumstances. It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and Human Resources during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor or the School, the School will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

## **5.10 Military Leave**

All employees who leave the School for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

You may use accrued vacation time during military leave. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue vacation or sick leave or receive holiday pay during military leave.

## **5.11 Time Off for Voting**

The School encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then the School will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

## **5.12 Emergency Duty/Training Leave**

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training,

please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

### **5.13 Suspended Pupil/Child Leave**

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended pupil/child leave will be unpaid.

### **5.14 Leave for Crime Victims and Their Family Members**

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

### **5.15 Military Spouse Leave**

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to Human Resources within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued vacation time in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to

his or her vacation bank, if any. Otherwise, exempt employees will be compensated to the extent required by applicable law.

#### **5.16 School and Daycare Leave**

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or day care facility to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

#### **5.17 Leave for Domestic Violence, Sexual Assault and/or Stalking Victims**

If you are a victim of domestic violence, sexual assault or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

- To obtain a temporary or permanent restraining order or other court assistance;
- To seek medical attention for injuries caused by domestic violence, sexual assault or stalking;
- To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault or stalking;
- To obtain psychological counseling related to an experience of domestic violence, sexual assault or stalking; or
- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued vacation if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic abuse, sexual assault or stalking pursuant to the School's family and medical leave policy.

The School does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault or stalking. If you believe you

have been the victim of any such act, please contact your supervisor, the Human Resources Department, or any another manager, as appropriate. The School will maintain the confidentiality of requests for time off due to domestic violence, sexual assault or stalking to the extent possible and as allowed by law.

#### **5.18 Adult Literacy Leave**

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

#### **5.19 Alcohol and Drug Rehabilitation Leave**

Pursuant to California law, the School will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

This policy in no way restricts the School's right to discipline an employee, up to and including termination of employment, for violation of the School's Drug and Alcohol Abuse Policy.

#### **5.20 Civil Air Patrol Leave**

Pursuant to California law, the School will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

#### **5.21 Leave for Bone Marrow and Organ Donors**

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the School will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The School requires that bone marrow donors use up to

five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued sick or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

## **6 INSURANCE BENEFITS**

### **6.1 Medical Insurance**

Eligible employees may participate in the School's medical insurance plan. Subject to applicable law, there is no guarantee that the School will continue to maintain a medical insurance plan or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium. Eligible dependents and spouses of the employee may be eligible to enroll in the medical insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for and participation in the plan.

An "eligible employee" and "an eligible dependent or spouse" are defined by applicable law, including, but not limited to, the Patient Protection and Affordable Care Act and applicable regulations. Please consult the plan documents or Human Resources if you have questions regarding your eligibility.

### **6.2 Disability Insurance**

The School contributes to the State of California to provide you with disability insurance pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment with the School or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from Human Resources.

### **6.3 Family Temporary Disability Insurance Benefits**

Under California law, eligible employees may participate in the family temporary disability insurance ("FTDI") program, which is part of the state's unemployment compensation disability insurance program. The FTDI program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill child, spouse, parent, or registered domestic partner or to bond with a new child. The FTDI program does not provide job protection or reinstatement rights.

The School will require you to take up to two weeks of accrued but unused vacation prior to your receipt of benefits under the FTDI program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

#### **6.4 Unemployment Compensation**

The School contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

#### **6.5 Social Security**

Social Security is an important part of every employee's retirement benefit. The School pays a matching contribution to each employee's Social Security taxes.

#### **6.6 Workers' Compensation Insurance**

At no cost to you, you are protected by the School's workers' compensation insurance policy while employed by the School. This policy covers you in case of occupational injury or illness.

**EMPLOYEE HANDBOOK ACKNOWLEDGMENT  
AND AT-WILL AGREEMENT**

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of the School’s Employee Handbook. I understand that it is my responsibility to carefully read and understand its contents and I agree to follow the policies stated therein. Unless specified otherwise in an agreement between me and the School, I agree that the School and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the School. Unless specified otherwise in an agreement between me and the School, I understand that I am an at-will employee. I understand that these conditions of my employment may not be modified orally and may only be modified in a writing signed by the Executive Director of the School and me.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and the School’s right to terminate the employment relationship at any time, with or without notice, and with or without cause, or the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that the School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. The foregoing constitutes the entire terms of the agreement between me and the School regarding the duration and at-will nature of my employment and the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Employee